

**B.S.W Syllabus Grid 2018-19 CBCS**

**Semester-I**

	<b>Course No.</b>	<b>Core Course</b>	<b>No of Credits</b>	<b>Ability Enhancement Compulsory Course (AECC)</b>	<b>Skill Enhancement</b>	<b>Elective (DSE)</b>	<b>General Elective (GE)</b>
<b>Sem I</b>	MIL-1	English-1	2	Communication in MIL: Hindi/ Marathi(2) Credits			
	DSC-1A	Introduction to Social Work	4				
	DSC-2A	Social Science Foundation for Social Work: Sociology	4				
	DSC-2B	Social Science Foundation for Social Work: Human Growth and Behaviour	4				
	Core Course Practical 1	Field Work (practical component related to core subjects)	4				
	<b>Total Credits</b>						<b>20</b>

**B.S.W Syllabus Grid 2018-19 CBCS**

**Semester-II**

<b>Sem II</b>		<b>Core Course</b>		<b>Ability enhancement compulsory course (AECC)</b>	<b>Skill enhancement</b>	<b>Elective (DSE)</b>	<b>General Elective (GE)</b>
	MIL- 2	English-2	2				
	DSC-1 B	Work with Individuals and Families	4	Environment Science(2 Credits)			
	DSC-1 C	Work with Groups	4				
	<b>DSC-2 C</b>	Social Science Foundation for Social Work: Contemporary Development Studies	4				
	<b>Core Course Practical</b>	Field Work (practical component related to core subjects)	4				
<b>Total Sem II</b>			<b>20 Credits</b>				

**B.S.W Syllabus Grid 2018-19 CBCS**

**Semester-III**

	<b>Core Course (CC)</b>	<b>Ability Enhancement Compulsory Course (AECC)</b>	<b>Skill Enhancement (SE)</b>	<b>Elective(DSE)</b>	<b>General Elective (GE)</b>
DSC-1 E	Gender Studies(4)		Computer Applications (4)		
DSC-1 F	Community Organisation(4)				
DSC-2 E	Social Policy(4)				
	Field Work (4)				
	Total Credits				20

**Semester IV**

	<b>Core Course (CC)</b>	<b>Ability Enhancement Compulsory Course (AECC)</b>	<b>Skill Enhancement (SE)</b>	<b>Elective(DSE)</b>	<b>General Elective (GE)</b>
DSC-1F	Research Methods (4)		Life Skills (4)		
DSC-1 G	Social Work Administration (4)				
DSC-1 H	Social Work Theories and Practice (4)				
Core course practical	Field Work(4)				
	Total Credits				20

### Semester- V

<b>Core Course</b>	<b>Skill Enhancement (Both Courses are Compulsory)</b>	<b>Elective (DSE-1) (Any One) Credits-4</b>	<b>Elective (DSE-2) (Any One) Credits -4</b>	<b>General Elective (Any One ) Credits- 4</b>
	Development and Communication(4)	Health and Nutrition (4) A	Social Exclusion and Inclusion (4)	Work with older adults (4)
	Field Work (6)	Child and Youth Studies (4)	Global and Indian Social Movements (4)	Social Entrepreneurship (4)
Total Credits				22

### Semester -VI

<b>Skill Enhancement (Both Courses are Compulsory)</b>	<b>Elective (DSE-1) (Any One)</b>	<b>Elective (DSE-2) (Any One)</b>	<b>General Elective (Any One )</b>
Academic Writing (2)	Human Rights (4)	Rural and Urban Studies (4)	Disability (4)
Field Work (6)	Education and Development(4)	Informal Labour and Informal Sector (4)	Basic Counselling Skills (4)
Total Credits			20

Total credits : 122

## **Introduction**

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

## **Programme Objectives**

The objectives of the BSW programme are as follows:

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

## **Competencies Developed by the End of the Programme**

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

**ORDINANCES, REGULATIONS AND SYLLABUS RELATING TO THE B.S.W. DEGREE  
COURSE (SEMESTERS I, II, III, IV, V AND VI) WITH EFFECT FROM THE ACADEMIC  
YEAR 2018-2019**

The course of study for the degree of Bachelor of Social work shall be full time and its duration shall be six semesters extending over a period of three academic years. Each academic year shall be divided into two semesters, coinciding with the two terms as announced by the University of Mumbai for every academic year.

The Examination for the degree of Bachelor of Social Work shall be held in six parts, at the end of semesters I, II, III, IV V and VI. The examinations of the first four semesters will be the responsibility of the college and the examinations of the fifth and sixth semesters will be conducted by the University.

A student who is declared to have passed in the I, II, III, IV, V, and VI semesters examinations will be allowed to reappear for the same examinations with a view to improving the results, as per MU circular dated 19<sup>th</sup> December, 2015.

The degree of Bachelor of Social Work shall not be conferred upon a candidate unless the candidate has passed in all the papers and in field work prescribed for the six semesters' examinations in accordance with the provision of the Regulations 6050 and 6051.

Assessment of 100 percent in each subject including field work will be held at the end of each semester.

A candidate for being eligible for admission to the B.S.W. semester end(I, II, III, IV, V, and VI)examinations should have required attendance in theory papers and field work, successfully completed the assignments/projects of the internal assessment for all papers and have satisfactory conduct.

A candidate for being eligible for admission to the B.S.W degree must have kept required terms in a constituent/ affiliated college in accordance with the requirements laid down by the University, and have undergone to the satisfaction of the principal of the college, the course of studies prescribed for the examination.

Field Work of semesters V and VI shall be certified by the Head of the Institution concerned, and the marks assigned for field work shall be communicated to the University at the end of the V, and VI semester before the commencement of the written examinations.

The candidates are required to obtain a minimum of 40 percent of the total marks in each subject and 75 percent attendance in order to appear for the written examination of each semester.

The candidates for the B.S.W. Semesters I, II, III, IV, V &VI examination will be examined in the following subjects. Total credits assigned to the programme is 120.

*BSW Syllabus Grid (Sem I and SemII) Based on CBCS 2018-19*

	Course No.	Core Course	No of Credits	Ability Enhancement Compulsory Course (AECC)	Skill Enhancement	Elective (DSE)	General Elective (GE)
<b>Sem I</b>	MIL-1	English-1	2	Communication in MIL: Hindi/ Marathi(2) Credits			

	DSC-1A	Introduction to Social Work	4				
	DSC-2 A	Social Science Foundation for Social Work: Sociology	4				
	DSC-2 B	Social Science Foundation for Social Work: Human Growth and Behaviour	4				
	Core Course Practical	Field Work (practical component related to core subjects)	4				
<b>Total Sem I</b>			<b>20 Credits</b>				
<b>Sem II</b>		<b>Core Course</b>		<b>Ability enhancement compulsory course(AECC)</b>	<b>Skill enhancement</b>	<b>Elective (DSE)</b>	<b>General Elective (GE)</b>
	MIL- 2	English-2	2				
	DSC-1 B	Work with Individuals and Families	4	Environment Science(2 Credits)			
	DSC-1 C	Work with Groups	4				
	<b>DSC-2 C</b>	Social Science Foundation for Social Work: Contemporary Development Studies	4				
	<b>Core Course Practical</b>	Field Work (practical component related to core subjects)	4				
<b>Total Sem II</b>			<b>20 Credits</b>				

All theory papers of two credits will have a Semester end examinations for 50 marks with two hours duration. All theory papers of four credits will have a Semester end examinations for 100 marks with three hours duration.

The following question paper pattern will be followed for the semester end examination of semesters I, II, III, IV, V and VI: The question paper will have questions from all units. There will be essay type questions with internal choice, and one short notes question with fifty percent choice.

A candidate for being eligible to appear for the semester end examinations should have satisfactorily kept 75 percent of attendance in aggregate as per the O 6086 effective from 2014-2015.

Field work of each student will be assessed at the end of each semester. The marks obtained for the field work at the end of semester V and VI will be communicated to the University before the commencement of the written examination.

## STANDARD OF PASSING

### Semesters I, II, III, and IV:

To pass the first, second, third, fourth, fifth and sixth semesters end examinations the students should have obtained:

1. 40 percent of the total marks assigned to each paper for Semester end Examination.
2. 45 percent of the marks assigned to field work
4. Students who fail in field work will repeat the respective field work practicum before the start of the next semester. A minimum of 180 hours of field work with an continuous evaluation and viva-voce examination.

An unsuccessful candidate who has obtained 40 per cent of the full marks in a paper/s may be given exemption from appearing in those paper/s at the subsequent examination and will be declared to have passed the respective semester end examination when the candidate has passed in the remaining paper/s in accordance with Rule 3367.

ATKT: students who fail in any number of papers in the first semester will be allowed to keep terms in the second semester.

ATKT for the third semester: students who fail in maximum of two papers each in the first and second semesters may be granted ATKT for the third semester.

The students who fail in a maximum of two papers in the third and fourth semester each may be granted ATKT for the fifth semester, provided they have satisfactorily passed in all papers of both Sem I and Sem II. Admission to the fifth semester will be granted only if he/she passes in all the papers including fieldwork at either Semester I and II or Semester III and IV examinations.

Students who do not clear semester V may be allowed to appear for semester VI exams. However, the results for the semester VI exam will not be declared till he/she clears semester V

A student who fails to pass in field work in Semester 1, III and V will be allowed to keep terms for Semester II, IV and VI but should complete an additional 180 hours of field work before commencement of the higher semester. A student must pass the field work of Semester 1 and II before being granted admission to Semester III. A student must pass the field work of Semester III and IV before being granted admission to Semester V.

The students who have not completed the required field work satisfactorily at the end of Semesters II and IV will be granted admission to the next higher semester only after completing the said field work satisfactorily. He/she will have to repeat the field work hours of the semesters for being eligible for admission to the next higher semester.

However, a candidate who has obtained 45 per cent or more of the full marks in field work may claim exemption in field work. A candidate who has to repeat the field work also should register for the University examination as in the case of a candidate reappearing in other subjects.

The candidates will be awarded the following class as per the marks obtained in the V and VI semester examinations.

The grading pattern will be as follows:

<b><i>Letter Grade</i></b>	<b><i>Grade Point</i></b>
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7



B (Above Average)	6
C (Average)	5
D (Pass)	4
F (Fail)	0
Ab (Absent)	0

## Semester-I

### MIL-1:English-1 (Credits-2)

The objectives of this course is 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 1: Basic Language Skills: Grammar and Usage

- The ability to fill in the blanks, correct errors,
- Choose correct forms out of alternative choices, join clauses,
- Rewrite sentences as directed, and replace indicated sections with single words / opposites / synonyms are to be taught

(To be assessed through paragraphs or sentences)

#### Unit 2 : Comprehension of an unseen passage (non-literary)

- Understanding of the passage in question;
- A grasp of general language skills and issues with reference to words and usage within the passage;
- The power of short independent composition based on themes and issues raised in the passage

(Passages are to be taken from Literary / Scientific / Technical writing. One passage is to be given. The length of the passage should be about 250 to 300 words. Questions framed should include those which require recognition as well as analysis, interpretation and evaluation.

#### Unit 3: Phonology and Stress Marking

- This will involve training in sounds and correct pronunciation.

#### Unit 4: Social and Official Correspondence

- Official Correspondence: Enquiries, complaints and replies;
- Representations;
- Letters of application for jobs;
- Letters to the editor and Social appeals in the form of letters/pamphlets.

(Students should be acquainted with Different Parts of official correspondence and Seven Cs of communication)

## **DSC-1 A: Introduction to Social Work (Credits-4)**

The objectives of this course is as follows:

1. To help the learner understand the history and ideological background of social work profession
2. To provide an overview of professional values, ethics, and skills in social work
3. To introduce the learner to professional associations and their role in social work practice and education
4. To enable the learner to acquire intervention skills.

### Unit 1: Evolution of Social Work as a Profession

- Definition and basic idea of Social Work;
- Evolution of Social Work: social effects of industrialization of the late 18th and 19th century; growth of cities/urban industrial centres; problems related to maintaining social order and cohesion;
- Growth of Social Welfare Agencies: Society for the Prevention of Pauperism, Charity Organization Society, settlement houses movement;
- Influence of Mary Richmond and Sigmund Freud on intervention methodology;
- Great Depression and growth of social work education institutions;
- Clinical practitioners vs. advocates of social policy and action

### Unit 2: Social Reformers and Ideological background to social Work in India

- Social Reform in Modern Period;
- Evolution of contemporary social work education in India;
- Current status of social work education in India.
- Ideological background: Secular humanism; Rationalism;
- Thoughts of Modern Indian Thinkers: Phule, Ambekar, Gandhi, Tagore, and Periyar

### Unit 3: Professional Values and Professional Associations

- Values & principles of Social Work;
- Attributes of social work profession;
- BATSU code of ethics for social workers,
- Professionalization of social work,
- Goals and functions/roles of professional social workers,
- Professional Associations (international, national, regional)

### Unit 4: Units of Intervention

- Definitions, Characteristics
- Individual; Family
- Social Groups
- Community

### Unit 5: Basic Intervention skills

- Fact finding through survey, home visits, and observation;
- Initial contact skills with client groups;
- community mapping;
- Interview skills, basic fund raising and resource mobilizing skills;
- Report writing and recording skills
- Types and use of communication and program media as per age and development stages of groups;

- Use of Program media suitable to different groups such as children ,youth , women , special groups in institutions, schools, community, hospitals and varied settings

### Reading List

- Desai, M. 2000. Curriculum Development on History of Ideologies for Social Change and Social Work. Mumbai: Social Work Education and Practice Cell, TISS
- Diwakar, VD. (Ed.). 1991. Social Reform Movements in India: A Historical Perspective. Bombay: Popular Prakashan
- Woodrofe, K. 1962. From Charity to Social Work. London: Routledge and Kegan Paul. Encyclopaedia of Social Work in India. New Delhi: Ministry of Welfare.
- Jones, N., and Richard. 1994. Human Relations Skills. Mumbai: Better Yourself Books

### **DSC-2 A: Social Science Foundation for Social Work: Sociology (Credit-4)**

The objectives of this course is as follows:

1. To help the learner understand the key sociological concepts such as social change, socialisation and social control
2. To help the learner understand Indian society and culture

#### Unit 1: Basic Concepts in Sociology

- Definition, & key concepts
- Society, community, association and institutions
- Social groups; social structure and social systems
- Norms and values
- Status and role
- Social processes: cooperation, competition and conflict; assimilation and integration

#### Unit 2: Theoretical Perspectives

- Theoretical perspectives in sociology: Functionalist, Conflict, Interactionism;
- Marriage; Family; Kinship
- Economy, Polity and Religion
- Social Stratification: Hierarchy, Differentiation and Inequality

#### Unit 3: Social Change

- Factors of social change
- Processes of social change

#### Unit 4: Socialization and Social Control

- Socialization
- Social control
- Social deviance
- Society and environment

#### Unit 5: Indian Society

- Indian Society: Tribal, Rural and Urban
- Caste system in India
- Major religious communities in India
- Indian social reformers

## Unit 6: Cultural Analysis

- Culture: concept and characteristics
- Indian cultural heritage and diversity
- cultural pluralism; media and culture

### Reading List

- Rao, S. (2005). *Sociology*, Delhi: Chand and Company Ltd
- Beteille, A. (2002) *Sociology*, New Delhi: Oxford Publication
- Ahuja, R. (1993) *Indian Social System*, Jaipur: Rawat Publication, Jaipur
- Srinivas, M.N. (1991). *Indian Social Structure*. Delhi: Hindustan Publishing House

## **DSC- 2: Human Growth and Development (Credit-4)**

### Unit 1: Introduction

- Concept of Human Development; Theories; Themes
- Contemporary relevance to the study of human development

### Unit 2: Stages of Life Span Development

- Prenatal Development
- Birth and Infancy
- Childhood
- Adolescence
- Adulthood

### Unit 3: Domains of Human Development

- Cognitive development: perspectives of Piaget and Vygotsky;
- Language Development;
- Emotional Development;
- Moral Development: Perspective of Kohlberg;
- Personality Development

### Unit 4: Larger Contexts

- Socio-Cultural Contexts for Human Development:
- Family; Peers, Media & Schooling;
- Human Development in the Indian context

### Unit 5: Enhancing Individual's Potential

- Self-determination theory;
- Enhancing cognitive potential,
- Self-regulation and self enhancement;
- fostering creativity

### Reading List

- Berk, L. E. (2010). *Child Development (9th Ed.)*. New Delhi: Prentice Hall.
- Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press
- Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human development (9th Ed.)*. New Delhi: McGraw Hill
- Santrock, J.W. (2012). *Life Span Development (13th ed.)* New Delhi: McGraw Hill
- Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications
- Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi

## **Core Course Practical (Field Work Practicum-1) (Credit-4)**

### **Objectives:-**

- Understanding and orienting self to the Agency and its client system; and locating the agency in its environment.
- Acquire basic skills for analyzing the social issues and the relevance of agency intervention.
- Building purposeful relationships, engage with individuals, groups and communities in the generation of possible solutions.
- Acquire and utilize program skills related to the needs and issues faced by the client system.

Note: Tasks expected of students at this level of study (BSW I Semester 1) and the kind of activities that aid in completion of each of these tasks are outlined. The students who are able to complete these basic activities and hence the tasks are assessed to be performing at a second-class level. Students may be assessed as eligible to obtaining a 1<sup>st</sup> class or Distinction if they are pushing themselves further and performing tasks/activities to the extent and depth indicated.

Task 1: Understanding about the Agency they are placed with for fieldwork

Activity 1- Reading the agency reports and related documents

(Vision and mission statements & objectives/brochures/ project reports/ agency magazines/ publications).

Activity 2- Gain clarity about the agency structure and functioning/operations

(Preparing organogram, roles and hierarchy, administration of the agency).

Activity 3- Obtain knowledge about the programs and services offered by the agency and gain familiarity about the client groups that the agency works with.

Activity 4- Presenting to their peers and faculty on their basic understanding about the agency they are placed with.

Task 2: Identifying and understanding social issues that the agency works with

Activity 1- Engaging with the client systems (of the community) where the agency is located (Home – visits, community mapping, basic survey, preparing profiles of client systems and other similar activities as per a given agency setting)

Activity 2- Conducting of basic awareness programmes relevant to the client system.

Task 3: Developing their basic program skills

Activity 1- Participating or observing as applicable, in health camps, street plays, awareness programmes, recreational activities, chalking out low cost nutrition recipes and preparing of family assessment reports.

### **AECC: Communication in Marathi /Hindi 1 (2 Credits)**

The objectives of this course is as follows:

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

#### **Unit 1: Basic Language Skills: Grammar and Usage**

- The ability to fill in the blanks, correct errors,
- Choose correct forms out of alternative choices, join clauses,
- Rewrite sentences as directed, and replace indicated sections with single words / opposites / synonyms are to be taught

(To be assessed through paragraphs or sentences)

#### **Unit II: Comprehension of an unseen passage (non-literary)**

- Understanding of the passage in question; a grasp of general language skills and issues with reference to words and usage within the passage;
- The power of short independent composition based on themes and issues raised in the passage

(Passages are to be taken from Literary / Scientific / Technical writing. One passage is to be given. The length of the passage should be about 250 to 300 words. Questions framed should include those which require recognition as well as analysis, interpretation and evaluation.

#### **Unit III: Phonology and Stress Marking**

- This will involve training in sounds and correct pronunciation.

#### **Unit IV: Social and Official Correspondence**

- Official Correspondence: Enquiries, complaints and replies;
- Representations;
- Letters of application for jobs;
- Letters to the editor and Social appeals in the form of letters/pamphlets.

(Students should be acquainted with Different Parts of official correspondence and Seven Cs of communication)

## **Semester II**

## **MIL -2:English-II (Credit-2)**

The objectives of this course is as follows:

1. To introduce the learner to English language structures
2. To help the learner understand the principles of editing
3. To help the learner gain skills related to data interpretation, report writing and presentation

Unit 1: (a) Types of Logical Structures (based on Analysis, Argumentation, and Classification)

- Comparison and Contrast, Cause and Effect relationship, Exemplification, Definition, Statement- elaboration; Expanding points into paragraphs;
- Listing, Chronological patterning, Process Repetition, General- Specific, Specific-general

Unit 1 (b) Principles of Editing

- Punctuation, Substitution of words, restructuring of sentences,
- Re-organising sentence sequence in a paragraph, Use of link words and Principles of Coherence and Cohesion.

Unit 2: Summary Writing

- This is to create an awareness in students regarding the organization of material—the points and sub-points, the logical connection between these points.
- This will include making students aware of the notions of the “main idea”/ “thesis statement” and the “supporting ideas” ,with a view to training them to shorten the material, to capture the essence and present it in a precise manner

Unit 3: Interpretation of Technical Data

- Students should be taught to read and interpret maps, charts, graphs.
- They should be able to write a paragraph based on the data given there.

Unit 4: Report Writing

Committee reports, newspaper reports and activity reports. Two topics should be given in the examination and students should attempt one out of two.

### Reading List for Courses

- Anderson, K., Joan, M., and Tony, L. (2004). Study Speaking: A Course in Spoken English for Academic Purposes. Cambridge: CUP
- Bellare, N. (1998). Reading Strategies. Vols. 1 and 2. New Delhi. Oxford University Press
- Bhasker, W. W. S., & Prabhu, N. S. (1975). English through Reading, Vols. 1 and 2. Macmillan,
- Blass, L., Kathy, B., and Hannah, F. (2007). Creating Meaning. Oxford: OUP
- Brown, R. (2004). Making Business Writing Happen: A Simple and Effective Guide to Writing Well. Sydney: Allen and Unwin.

## **DSC-1 B: Working with Individual and Families(Credit-4)**

The objectives of this course are as follows:

1. To understand the theoretical perspectives for effective interventions with individuals and families.
2. To provide an exposure to the generalist practice skills while working with individuals and families
3. To understand the different types of problems, their interrelatedness, dynamics, their impact on individuals, families and groups

Unit 1: Historical Development of Direct Practice

- Philosophical base of direct practice
- Relevance of direct practice for work with individual and families
- Principles and values of working with individuals and families

Unit 2: Understanding Individuals and Families in the Indian Context

- The concept of a family : types and composition of the family
- Social roles of the individuals in the family and the communication pattern
- Family as a system: Homeostasis,
- Family life cycle :concept of circular causality, synergy in the family
- Development stages of the individuals and the variations affecting the family life cycle in the Indian context
- Individual human rights in the family

Unit 3: Intervention Process

- Components of the intervention process: Person, Problem, Process, Professional
- Phases in the Intervention process
- Phase-1: Exploration- engagement, assessment and planning
- Phase-2: Implementation and goal attainment
- Phase-3: Termination- monitoring, evaluating and follow up

Unit 4: Assessment Techniques

- Psycho-social assessment; Intervention;
- Understanding the concept of transference and counter transference.

Unit 5: Intervention Techniques

- Fact finding tools
- Charting and graphing family relationships :Genogram, Ecomap,
- Home visits, interviews, assessment of records
- Supportive techniques: Empathy, encouragement, resource mobilisation, environment modification
- Counselling techniques: Reflective discussion, Motivating, clarifying and correcting the perception of the individuals, modelling, role modelling, partialising of the problem

Unit-6: Documentation and recordings

- Intake sheet/ face sheet
- Observation notes on home visits, interviews
- Graphs and Diagrams depicting the family relationships
- Referral sheets
- Medical and other records of the individuals
- Recording of the Intervention process

Reading List



- Gladding, S. (2007). Family Therapy, History, Theory and Practice, New Jersey
- Hepworth, Rooney, Larsen (2002) Direct Social Work Practice
- Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa: W. C. Brown.
- Geldard, K. & Geldard, D. (2011). Counselling Children: A Practical Introduction (3rd Ed.) New Delhi: Sage.
- Capuzzi, D. & Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009). Counselling and Psychotherapy; Theory and Practice. (7th Ed.) New Delhi: Cengage Learning
- Altmaier, E. M., and Hansen, J.C. (Eds.) (2012). The Oxford Handbook of Counselling Psychology. New York: Oxford University Press

### **DSC-1 C: Group Work (Credit-4)**

The objectives of this course is as follows:

1. To introduce the learner to group work practice in social work
2. To provide basic skills related to group work practice

#### Unit 1: Introduction and History of Group Work

- Understanding groups:
- Characteristics and significance of groups
- Definition, Characteristics; Purpose of Social Group Work;
- Historical evolution of group work with special emphasis on the Indian Context.
- Types of : Groups; Approaches; Membership

#### Unit 2: Values and Principles

- Values in social group work
- Principles in group work
- Assumptions underlying social group work

#### Unit 3: Processes and phases of group work

- Steps in formation of groups,
- Phases and stages of group development (initial, middle and evaluation phases),
- Characteristics and role of social group work.

#### Unit 4: Group Dynamics

- Processes in different type of groups
- Worker's skills in identifying and understanding processes
- Bond; sub-groups; role; Isolate
- Leadership; Decision making
- Conflict; Communication; Relationships

#### Unit 5: Group work models

- Life Cycle Model – Social goals model; Remedial model; Reciprocal model
- Tuckman's Model
- Team Model
- Mutual Aid/Self-help model

#### Unit 6: Application of Group Work

- Application in health settings, school settings
- Family welfare setting
- Industrial settings, women
- Child welfare settings

### Reading List

- Johnson, F.P. (2003). Group Theory and Group Skills, Boston Mass: Rcorson/ Allyn and Bacon
- Konopka, G. (1963). Social Group Work: A Helping Process, Prentice Hall Englewood Cliffs, N.J.
- Siddiqui, H.Y. (2008). Group Work: Theories and Practices, Rawat Publications, New Delhi
- Trecker, H. B. (1955). Social Group Work: Principles and Practices, New York: Association Press
- Keyton, J. (2006). Communicating Groups-Building Relationships in Group Effectiveness. New York: Oxford University Press
- Zorsyth, D.R. (2009). Group Dynamics. Broke/Cole: Wadsworth

### **DSC-2 C: Social Science Foundation for Social Work: Contemporary Development Studies (Credit-4)**

The objectives of this course is as follows:

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

#### Unit 1: Economics of Development

- Basic concepts in Economics
- Economy and its Processes
- Problems of an Economy
- 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

#### Unit 2: Concept of Development and Development Planning

- Definitions, values, objectives of development
- Economic Growth Vs Economic Development
- Theoretical perspectives on development and underdevelopment
- Theories and perspectives in development planning

#### Unit 3: Indicators of Development

- Human Development Index, Human Poverty Index, Gender Development Index
- Interstate and Inter- Country comparison on HDI, HPI, GDI

#### Unit 4: Economic Planning and Sustainable Goals

- Indian Economic Planning: Objectives, achievements and failures
- New economic trends
- Sustainable development goals
- Implementation mechanisms in SDG

#### Unit 5: Development Problems in India

- Inequality, poverty, indebtedness, food security, hunger,
- Population and migration,
- Development induced displacement
- Unemployment, poor infrastructure and amenities

#### Unit 6: Response of Government, Market and Civil Society

- Five -Year Plans
- Poverty Alleviation Programme
- Institutional reforms, and employment generation schemes
- Alternative Development Perspectives; People Centred Development

#### Reading List

- Stiglitz, J., and Walsh, C. (2006). Economics (International Student 4th Edition), New York: W.W. Norton & Company, Inc.
- Gregory, M. (2007). Economics: Principles and Applications, New Delhi: Cengage Learning India Private Limited
- Dasgupa, P. (2007). Economics: A Very Short Introduction, Oxford: OUP.
- Kothari, R. (1988). Transformation and Survival. Delhi: Ajanta Publications, New Delhi
- Murickan, J. (1988). Poverty in India. Bangalore: Xavier Board of Higher Education in India
- Bagchi, A. (1982). Political Economy of Underdevelopment. Cambridge: CUP

### **Core Course Practical (Field Work Practicum-2) (Credit-6)**

#### **Objectives**

- Streamline one's own role as a member of the team at the fieldwork agency in an attempt at resolution of certain social issues.
- Develop self-awareness and showing sensitivity to others in situations on the field.
- Make efforts at mobilization of human, material (monetary) and non-material resources to facilitate social work intervention planned by the agency.
- Develop skills in carrying out simple administrative procedures.
- Ability to understand the needs and provide appropriate referrals.
- Acquire skills in writing and documenting fieldwork experiences and learning (face sheet/time sheet/ Fieldwork recordings/ summary recordings) and utilize them as tools for their learning.

Note: Tasks expected of students at this level of study (BSW I Semester 1) and the kind of activities that aid in completion of each of these tasks are outlined. The students who are able to complete these basic activities and hence the tasks are assessed to be performing at a second-class level. Students may be assessed as eligible to obtaining a 1<sup>st</sup> class or Distinction if they are pushing themselves further and performing tasks/activities to the extent and depth indicated.

#### Task 1: Taking up basic administrative tasks

Activity 1- Writing of simple agency reports, drafting of letters/ correspondence, making inventory lists, preparing files to add case reports, basic minutes of meetings, simple documentation for agency and similar tasks as per agency setting they are placed with.

Activity 2- Maintaining of basic accounts for programmes taken up by the agency.

Task 2: Mobilization of human, material (monetary) and non-monetary resources

Activity 1- Undertaking of fundraising in Cash/Kind

Activity 2- Providing of appropriate referrals

Activity 3- Establishing relevant agency liaisons by contacting individuals and organizations

Activity 4- Develop an basic understanding of working as part of an interdisciplinary team

Task 3: Begin to understand the theory-practice linkages

Activity 1-Establishing relevant connections between theory taught in the classroom and field work realities, during the individual and group conferences as well as in the weekly and summary recordings.

Field Work Practicum 2 will also include the following:-

a) 1 day of Perspective Building Workshop

½ day - Need for Social work Practice, Value base for social work profession, and Socio-political-economic-cultural context necessitating Social work with vulnerable groups.

½ day- FW allotment to students, Settings of Field work, FW supervision, FW requirements, Observation (Non Participant) and relevant readings.

b) Group Lab-Experience Reflections

c) Skills Workshops

d) Concurrent Practice Training

e) Viva

## **AECC -2: Environment Studies (2 Credits)**

### **Objectives**

- Understand the importance of environment studies in the educational system.
- Develop sensitivity about the interconnectedness between environment and human beings.
- Understand the connections between, environmental issues, and sustainable development.
- Understand the International and National laws and the response of civil society groups to environmental concerns.

### Unit-1: Environmental Studies: An Introduction

- Definition, objectives, scope, and importance of environment studies
- Need for public awareness
- Significant terminology in understanding environment concern: Ecosystem, Biodiversity, Global warming, the greenhouse effect, Food chain, Ozone layer, Holocaust, Acid rain, Ecology

### Unit-2: Natural Resources

- Renewable and non-renewable resources
- Natural resources and associated problems.
  - a) Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people.
  - b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.

- c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
- d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, waterlogging, salinity, case studies.
- e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies
- f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification. • Role of an individual in conservation of natural resources. • Equitable use of resources for sustainable lifestyles.

#### Unit-3: Environment Degradation

- Environmental Pollution: Definition, types, Cause, effects and control measures,
- Development trends and their impact on environment with reference to Solid waste Management:
- Causes, effects and control measures of urban and industrial wastes,
- Industrialization, agriculture and land use, Fire work and its effect on health, (Case study)

#### Unit-4: Social Issues and the Environment

- From Unsustainable to Sustainable development,
- Urban problems related to energy, Water conservation, rain water harvesting, watershed management, Displacement and rehabilitation of people; its problems and concerns, Case Studies,
- Environmental ethics : Issues and possible solutions,
- Climate change, global warming, acid rain, ozone layer depletion, nuclear, accidents and holocaust,
- Wasteland reclamation, Consumerism and waste products. (Case study)

#### Unit-5: International and National Legislation for Environment Issues

- International protocols and Environment legislation
- Air (Prevention and Control of Pollution) Act
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act, Forest Conservation Act
- Issues involved in enforcement of environmental legislation, public awareness

#### Unit-6: Civil Society Interventions in Environment

- Sustainable development: its concept, objectives and goals, (Case study),
- Major international and national NGOs working in the field of environment protection, their role and contribution.

#### Field visits (as part of the course):

- *Visit to a local area to document environmental assets river/forest/grassland/hill/mountain*
- *Visit to a local polluted site-Urban/Rural/Industrial/Agricultural*
- *Study of common plants, insects, birds.*
- *Study of simple ecosystems-pond, river, hill slopes*

**B.S.W Syllabus Grid 2018-19 CBCS**

**Semester-III**

	<b>Core Course (CC)</b>	<b>Ability Enhancement Compulsory Course (AECC)</b>	<b>Skill Enhancement (SE)</b>	<b>Elective(DSE)</b>	<b>General Elective (GE)</b>
DSC-1 E	Gender Studies(4)		Computer Applications (4)		
DSC-1 F	Community Organisation(4)				
DSC-2 E	Social Policy(4)				
	Field Work (4)				
	Total Credits				20

**DSC-1 E Gender Studies(Credits -4)**

**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
3. To introduce the learner to violence on women and various initiatives of government and civil society organisations

Unit	Unit Title	Content
1	Gender: Basic Concepts	<ul style="list-style-type: none"> <li>• Sex and Gender</li> <li>• Masculinity and Femininity</li> <li>• Patriarchy</li> <li>• Sexual Division of Labour</li> <li>• Public Private Dichotomy</li> </ul>
2	Approaches to Feminism	<ul style="list-style-type: none"> <li>• Liberal</li> <li>• Radical</li> <li>• Black</li> <li>• Dalit</li> <li>• Post Modern</li> </ul>
3	History of Women's Struggle	<ul style="list-style-type: none"> <li>• Reform Movements</li> <li>• Nationalist Movement</li> <li>• Female education and voting rights</li> <li>• Phule, Gandhi and Ambedkar on Women's Struggle</li> <li>• Women social reformers and revolutionaries</li> </ul>
4	Violence against Women	<ul style="list-style-type: none"> <li>• Concept of Violence</li> <li>• Violence within Home; Girl Child Abuse</li> <li>• Wife Beating &amp; Wife Battering</li> <li>• Female Foeticide &amp; Infanticide</li> <li>• Witch Hunting</li> <li>• Rape; Molestation; Eve-teasing</li> </ul>

5	Women and Law	<ul style="list-style-type: none"> <li>• Law as an instrument of social change</li> <li>• Status of Women in Muslim and Christian Marriage Acts</li> <li>• Effect of Hindu Marriage Act on Hindu Women</li> <li>• Uniform Civil Code</li> </ul>
6	Initiatives for Gender Justice	<ul style="list-style-type: none"> <li>• National Perspective Plan, 1988</li> <li>• Shramshakti Report, 1998</li> <li>• National Commission For Women</li> <li>• National Plan of Action for the Girl Child (1991-2001)</li> <li>• National Policy for Empowerment of Women</li> <li>• Schemes for Women's Empowerment by state and NGOs</li> </ul>

### Reading List

- Bhatt.I. Towards Equality Report, 1974
- Bhasin, K. (2000). Understanding Gender, Delhi: Kali for Women
- Poonacha, V. (1999). Understanding Women Studies, Mumbai: Research Center for Women's Studies, SNDTUniversity
- Eagleton Mary (2003): A Concise Companion to Feminist Theory. USA. Black Well Publishers.
- Evans Mary (1997): Introducing Contemporary Feminist Thought. Cambridge. Polity Press.
- Patel Vibhuti (2002): Women's Challenges of the New Millennium. New Delhi. Gyan Publishing House.
- Jain Devaki & Rajput Pam (2003): Narratives from the Women's Studies Family: Recreating Knowledge. New Delhi. Sage Publications.
- Murthy N Linga (2007): Towards Gender Equality: India's Experience. New Delhi.
- Agrawal Anju: Gendered Bodies: The Case of the Third Gender in India. Contribution to Indian Sociology Vol. 31, 2(01/Jan/1997).
- Talwar Rajesh: The Third sex and human rights. New Delhi. Gyan Publishing House, 1999.
- Miles Angela R & Finn Geraldine (2002). Feminism: From Pressure to Politics. Jaipur. Rawat Publications.
- Singh Surendra & Srivastava S P (2001). Gender Equality through Women's Empowerment: Strategies and Approaches. Lucknow. Bharat Book Centre.
- Nanda Serena: The Third Gender: Hijra Community In India. (Manushi Vol. 1992, 72(01/Jan/1992) Page No: 9 - 16).

## DSC-1 F Community Organization (Credits -4)

### Objectives

1. To provide an overview on the history, concepts and definitions of community organisation
2. To equip learners with specific knowledgebase related to process of community intervention
3. To enable the gain understanding relating community dynamics and conflicts
4. To provide a theoretical overview on community organisation
5. To help students gain skills related to strategic planning in the community organisation context

Unit	Unit Title	Content
1	Introduction	<ul style="list-style-type: none"> <li>• History of Community Organisation in the West - post-Industrialisation phase to contemporary times</li> <li>• Community Development</li> <li>• Social Action to Rights-Based Perspective</li> <li>• History of Community Organisation in India- post-Independence period to present day situation</li> <li>• Community Development programmes to people's organizations and to new social movements and citizen-groups.</li> </ul>
2	Concept and Definitions	<ul style="list-style-type: none"> <li>• Concepts of community, community development and community organization</li> <li>• Principles of community organisation</li> <li>• Values of community organisation</li> </ul>
3	Process	<ul style="list-style-type: none"> <li>• Initial phase and fact-finding techniques</li> <li>• Importance of PRA/ RRA and other participatory approaches to finding the need in the community;</li> <li>• Social context of problem and its linkages to economic and political systems</li> </ul>
4	Community Conflicts and Dynamics	<ul style="list-style-type: none"> <li>• Concepts of power</li> <li>• Sources of power and power structure in the community-urban and rural</li> <li>• Leadership styles, community leadership and training of community leaders</li> <li>• Caste, class, gender in community organisation</li> <li>• Types of conflict in communities and strategies for conflict-resolution</li> <li>• Strategies for Consensus, Conform and confrontation</li> <li>• SWOT and PESTLE Analysis</li> </ul>
5	Theories, Models and Approaches	<ul style="list-style-type: none"> <li>• Key theorists in community organisation and their ideas</li> <li>• Locality Development Model</li> <li>• Social Planning Model</li> <li>• Social Action Model</li> <li>• Social Development Model</li> <li>• Current Practice Approaches in India</li> </ul>
6	Techniques in Community Work	<ul style="list-style-type: none"> <li>• Direct action strategies</li> <li>• Mobilizing mass action</li> <li>• Building people's Organisations</li> <li>• Capacity building and training of committees and CBOs</li> <li>• Advocacy campaigns, networks, coalition and e-groups for furthering issues</li> </ul>



## Reading List

- Somesh, K. (2002). Methods for Community Participation. New Delhi: Vistaar Publication
- Ledwin, M. (2006). Community Development: A Critical Approach. Delhi: Rawat Publication.
- Rothman Jack: Strategies of Community Intervention. (6th) Itasca. F E Peacock Publishers, 2001.
- Ledwith Margaret: Community Development: A Critical Approach.. Jaipur. Rawat Publications, 2006.
- Rothman Jack: Strategies of Community Interventions. (6th) Itasca. F E Peacock Publishers, 2001.
- Jodhka Surinder S.: Community and identities: contemporary discourses on culture and politics in India. New Delhi. Sage Publication, 2001.
- Cohen A. P.: The symbolic construction of community. London. Routledge, 2010.
- Bauman Zygmunt: Community: seeking safety in an insecure world. United Kingdom. Polity Press, 2011.
- Raju M Lakshmi pathi & Parthasarathy R: Community organisation and social action (social work methods and practice). New Delhi. Regal Publications, 2012.
- Pawar Manohar: Social and community development practice. New Delhi. Sage Publications India Pvt Ltd, 2014.

## **DSC-2 E Social Policy (Credits -4)**

### **Objectives**

1. To help the learner understanding the concept of social policy, its formulation and implementation
2. To provide an overview of the theoretical concepts, values and principles underlying Social Policy.
3. To help the student gain a critical analysis of various existing policies for the marginalised.
4. To enable the learner to understand the tools of policy analysis and its use in influencing Policy.

Unit	Unit Title	Content
1	Field of Social Policy	<ul style="list-style-type: none"><li>• Concept of Social Welfare</li><li>• Concept of Social Policy</li><li>• Evolution of Social Policy as a Field of Study</li><li>• Models of Social Policy</li></ul>
2	Values and Theories	<ul style="list-style-type: none"><li>• Values underlying social policy</li><li>• Social planning based on the constitutional provisions (directive principles of state policy)</li><li>• Theories and theoretical concepts on social policy</li></ul>
3	Social Policy and Planning	<ul style="list-style-type: none"><li>• Linkage between social policy and planning</li><li>• Planning as an instrument and source of policy</li></ul>

		<ul style="list-style-type: none"> <li>• Planning in the era of privatisation</li> <li>• Role of state, civil society, corporate sector and market</li> <li>• Review of 5 year plans</li> </ul>
4	Policy Cycle	<ul style="list-style-type: none"> <li>• Enactment of social policy/ policy formulation</li> <li>• Implementation</li> <li>• Policy review</li> <li>• Agencies involved in policy cycle</li> </ul>
5	Social Policy Analysis	<ul style="list-style-type: none"> <li>• Contemporary social policies</li> <li>• Cases on Policy Analysis</li> <li>• Skills on social policy analysis</li> </ul>
6	People's Participation in influencing Social Policy	<ul style="list-style-type: none"> <li>• Role of people's organisations, campaigns, networks and coalitions as part of social advocacy</li> <li>• Social Audit</li> <li>• Jansunvai</li> <li>• Community Score Card</li> </ul>

### Reading List

- Titmus, R.M. (1974). Social Policy, London, George Allen & Unwin Ltd.
- Spicker, P. (2010). Social Policy: Themes and approaches, Jaipur, Rawat Publications.
- Dreze, J., and Sen, A. (2007). Indian Development, New Delhi, Oxford University Press
- Alcock Cliff: Introducing Social Policy.. London. Prentice Hall, 2000.
- Meenaghan Thomas: Social policy analysis and practice. Chicago. Lyceum Books, 2009.
- Pathak Shankar: Social policy social welfare and social development. Bangalore. Niruta Publications, 2013.
- Chandhoke Neera & Agrawal Sanjay Kumar: Social protection policies in South Asia. New Delhi. Routledge, 2013.
- Hills John & Grand Julian Le: Making social policy work: essays in honour of Howard Glennerster. Great Britain. The Policy Press, 2007.

### Core Course practical -Field work (Credits-4)

Students will be placed in various government and non-government organisation for field work for semester. The tasks and the criteria for their assessment is given in detail in the field work manual

### Skill Enhancement Course (SE):Computer Applications (Credits-4)

#### Objectives:

1. To provide an overview on MS Office, MS Excel, and MS Power Point
2. To equip learners with aspects related to basics of internet
3. To provide scope for students to do practical work on computer and gain hands-on skills related to computer applications

Unit	Unit Title	Content
1	MS Word	<ul style="list-style-type: none"><li>• Introduction to Computers: Hard Ware and Software</li><li>• Creating, Opening, Editing and saving a document</li><li>• Copy, Cut, Paste operations</li><li>• Page Setup, Headers and Footers</li><li>• Formatting Texts</li><li>• Inserting Clip-Art, Word-Art, Auto-Shapes, Picture, Symbol, Equation</li><li>• Table insertion</li><li>• Accepting &amp; rejecting comments</li><li>• Spelling and Grammar check</li><li>• Printer Setup and Document Printing</li></ul>
2	MS Excel	<ul style="list-style-type: none"><li>• Concept of Workbook, Worksheet, Row, Column, Cell</li><li>• Creating Opening, Editing, Saving a Workbook</li><li>• Changing Row and Column widths; Formatting cells; Different data types in Excel;</li><li>• Entering labels and values &amp; formulas</li><li>• Use of following inbuilt functions only – SUM, PRODUCT, AVERAGE, MAX, MIN, ROUND, COUNT, COUNTIF, IF, AND, OR, NOT, DATE, TIME, NOW;</li><li>• Making calculations and re-calculations</li><li>• Auto fill, Fill with series; Conditional Formatting</li><li>• Sorting and Filtering Data (use of Auto Filter)</li><li>• Hiding Rows and Columns;</li><li>• Creating Line Diagrams, Pie Charts, Bar Graphs;</li></ul>
3	Power Point	<ul style="list-style-type: none"><li>• Creating, Opening, Editing and Saving a PowerPoint presentation</li><li>• Use of Wizards;</li><li>• Different styles and background; Formatting Texts</li><li>• Inserting Clip-Art, Word-Art, Auto-Shapes, Picture;</li><li>• Applying slide-transition, applying animation to text and objects</li><li>• Inserting sound and video-clips</li><li>• Slide Show; Printing of slides</li></ul>
4	Basics of Internet	<ul style="list-style-type: none"><li>• Basic requirement for connecting to the Internet, ISP</li><li>• Services provided by Internet – www, browser, e-mail, search engine, social networking</li></ul>

		<ul style="list-style-type: none"> <li>Networking Security – Computer Virus, Concept of Firewall, Password</li> <li>HTML; Basic Page Design, Using Ordered and Unordered Lists, Using Image, Hyperlinking; Using Tables;</li> <li>Web page designing using HTML (minimum 5 linked pages)</li> </ul>
5 and 6	Lab Work	<ul style="list-style-type: none"> <li>MS Office- Practical</li> <li>Internet Basics- Practical</li> </ul>

### Reading List

- Rajaraman, V. (2006). Fundamentals of Computers. Delhi: PHI.
- Saxena, S. (2008). MS Office in NutShell. Delhi: Vikas Publishing House

### Semester IV

	<b>Core Course (CC) Compulsory</b>	<b>Ability Enhancement Compulsory Course (AECC)</b>	<b>Skill Enhancement (SE)</b>	<b>Elective(D SE)</b>	<b>General Elective (GE)</b>
DSC-1F	Research Methods (4)		Life Skills (4)		
DSC-1G	Social Work Administration (4)				
DSC-1H	Social Work Theories and Practice (4)				
Core course practical	Field Work(4)				
	Total Credits				20

### **DSC-1 H Research Methods (Credits-4)**

#### **Objectives:**

- To introduce the learner to the field of social research
- To help learner identify various research designs and sampling techniques
- To introduce the learner to the idea of measurement
- To provide basic skills in literature review, developing research proposal and tools of data collection

Unit	Unit Title	Content
1	Introduction to Social Research	<ul style="list-style-type: none"> <li>• Meaning and characteristics of scientific method</li> <li>• Goals of research;</li> <li>• Basic elements of social research: concepts, constructs, variables, hypothesis, theories, operational definitions;</li> <li>• Steps in the process of research: problem selection, formulation and planning, field investigation, data entry, data processing and analysis, report writing</li> </ul>
2	Research Designs	<ul style="list-style-type: none"> <li>• Types of research: Social Surveys; Experimental design</li> <li>• Sampling: Purpose of sampling; Concepts related to sampling: population, universe, sampling frame and sampling unit; probability and non-probability sampling; Techniques and procedures in sample selection</li> <li>• Levels of measurements: nominal, ordinal, interval and ratio</li> <li>• Scaling techniques: Likert, Thurstone, Guttman</li> <li>• Reliability and Validity</li> </ul>
3	Data Processing and Analyses	<ul style="list-style-type: none"> <li>• Coding and data analysis plan; graphs, charts and tables</li> <li>• Simple frequency distribution and cross tabulation;</li> <li>• Univariate, bivariate, trivariate and multivariate analyses of data</li> <li>• Measures of central tendency and dispersion</li> <li>• Inferential Analyses: measures of association, tests of significance: chi square, t-test, ANOVA</li> </ul>
4	Computer & SPSS	<ul style="list-style-type: none"> <li>• Practice sessions on entering data; merging files; Graphs/tables; Descriptive statistics T-tests; ANOVA; Regression</li> </ul>
5	Research Process	<ul style="list-style-type: none"> <li>• Group Preparation: problem formulation, literature review, developing research proposal and tools of data collection</li> <li>• Group presentation of the proposal</li> <li>• Ethics in data collection; data handling and management</li> </ul>
6	Report Writing and Presentation	<ul style="list-style-type: none"> <li>• Writing a research report; Oral and poster presentation in class symposium</li> </ul>

### Reading List

- Rubin, A., & Babbie, E (4<sup>th</sup>Ed). (2001). Research Methods for Social Work, USA: Wadsworth, West, Brooks/Cole and Schirmer
- Ahuja, R. (2001). Research Methods, Jaipur: Rawat
- Rubin, A., & Babbie, E (4<sup>th</sup>Ed). (2001). Research Methods for Social Work, USA: Wadsworth, West, Brooks/Cole and Schirmer
- Ahuja, R. (2001). Research Methods, Jaipur: Rawat
- Field, A. (2009). Discovering Statistics Using SPSS. Sage Publishers
- Pallant, J. (2010). SPSS Survival Manual. McGraw-Hill

## DSC- 1 I Social Work Administration (Credits -4)

### Objectives

1. To provide an overview on the administrative aspects in social work
2. To equip learners with specific skills related to administration
3. To enable the gain advance skills and information relating to registration and management of non-profit/ social welfare organisations

Unit	Unit Title	Content
1	Introduction to Social Work Administration	<ul style="list-style-type: none"><li>• Administrative process in Social Work</li><li>• Scope and functions of administrator in social work and social welfare</li><li>• Multidimensional roles of an Administrator</li><li>• Basic principles of Administration</li><li>• Comparative analysis of administration of government and non-government welfare agencies</li></ul>
2	Administrative Processes- I	<ul style="list-style-type: none"><li>• Planning: Importance, principles of planning, steps involved in planning;</li><li>• Organizing: fundamental principles of organising, its processes and steps;</li><li>• Staffing: recruitment, selection, appointment, orientation, promotion, appraisal and termination.</li></ul>
3	Administrative Processes- II	<ul style="list-style-type: none"><li>• Direction: importance and strategies of direction and supervision</li><li>• Coordination: Principles and techniques</li><li>• Reporting: Importance and steps involved in reporting;</li><li>• Budgeting: Types and steps</li></ul>
4	Legal Framework for NGOs	<ul style="list-style-type: none"><li>• Registration: Societies Registration Act 1860, Public Trust Act 1950</li><li>• Salient Features of Foreign Contribution Regulation Act 2010, and FEMA, 2010</li><li>• Income Tax Rules and Regulations</li><li>• Board and Executive Relations</li><li>• Financial Reporting Standards</li></ul>
5	Project Management	<ul style="list-style-type: none"><li>• Need assessment/ Baseline study</li><li>• Project proposal writing</li><li>• Project Implementation</li><li>• Monitoring</li><li>• Evaluation</li></ul>
6	Advance Skills	<ul style="list-style-type: none"><li>• Preparation of communication materials</li><li>• Basics of fundraising</li><li>• Donor management</li><li>• Social marketing</li><li>• Branding of NGOs</li></ul>

## Reading List

- Gupta, N.S. (1979). Principles and Practice of Management, New Delhi: Light and Life Publications
- Fowler, A., & Edwards, M. (2002). Reader on NGO Management, New York: Earthscan
- Basu Rumki: Public Administration: Concepts And Theories.. (Rev. &eng.) New Delhi. Sterling Publishers, 2001.
- Sharma Ravindra: Development And Regulatory Administration In India - Reform And Change.. Jaipur. Rawat Publications, 2002.
- Singh S N: Public Administration And The Coalition In India.. Lucknow. Bharat Book Centre, 2003.
- Palekar S A: Public Personnel Administration.. Jaipur. Abd Publishers, 2005.
- Jain Ashok V & Unni Saraswathi: Development administration. Pune. Sheth Publishers, 2000.
- Maheswari Shriram: Administrative Theory: An Introduction.. (2nd) Delhi. Macmillan India Ltd, 2003.
- Frederickson H. George & Smith Kevin B.: Public administration theory primer. Cambridge. West View Press, 2003.
- Jain Ashok V & Unni Saraswathi: Development administration. Pune. Sheth Publishers, 2000.

## **DSC-1J Social Work Theory and Practice(Credits - 4)**

### **Objectives:**

1. To introduce the learner to the theoretical base for social work practice
2. To help learner identify with functional, interactionist, radical, and postmodern perspectives in social work
3. To introduce the learner to integrate theory with practice social work

Unit	Unit Title	Content
1	Theoretical Base for Social Work Practice	<ul style="list-style-type: none"><li>• What is a Theory</li><li>• Behavioural and social theories</li><li>• Social workers: the 'doers' vs 'thinkers' dilemma</li><li>• Stages of theory development in social work</li><li>• Objective vs subjective approach in social work</li></ul>
2	Functionalist Perspective of Social Work	<ul style="list-style-type: none"><li>• Social system theory</li><li>• Behavioural theories</li><li>• Defining the problem in functional perspective</li><li>• Aims and methods of intervention in the functionalist perspective</li></ul>
3	Integrated Social Work Practice	<ul style="list-style-type: none"><li>• The context for emergence of ISWP</li><li>• Four systems</li></ul>

	Model	<ul style="list-style-type: none"> <li>• Stages of intervention in ISWP</li> <li>• Case studies on ISWP</li> <li>• Critique of ISWP</li> </ul>
4	Radical Social Work	<ul style="list-style-type: none"> <li>• Socialist tradition in social work</li> <li>• Collective action</li> <li>• Organizing for power</li> <li>• Conflict perspective in action</li> <li>• Assessment, aims and methods in radical social work</li> </ul>
5	Post Modern Social Work	<ul style="list-style-type: none"> <li>• Plurality of knowledge, dynamics of power relations, and creative practice</li> <li>• Middle Ground: Modernist concern with cohesion and effectiveness vs post-modernist concern for plurality and uncertainty</li> <li>• Pragmatism in Social Work</li> </ul>
6	Integrating Theory with Practice	<ul style="list-style-type: none"> <li>• Exploring an Issue</li> <li>• Understanding/ documenting the practice models</li> <li>• Locating a social work perspective</li> <li>• Reflective writing and practice</li> </ul>

### Reading List

- Howe, D. (2009). A Brief Introduction to Social Work Theory Basingstoke: Palgrave Macmillan
- Maclean, S and Harrison, R (2015). Social Work Theory: A Straightforward Guide for Social Work Students
- Thompson, N. (2005). Understanding Social Work: Preparing for Practice Basingstoke: Palgrave
- Fawcett, B. (2006). 'Postmodernism', in M. Gray and S. A. Webb (Eds.), Social Work Theories and Methods, London, Sage Publications
- Fook, J. (2002). Social Work: Critical Theory and Practice, London: Sage Publications
- Maclean, S and Harrison, R (2015). Social Work Theory: A Straightforward Guide for Social Work Students
- Oko, J. (2008). Understanding and Using Theory in Social Work, Exeter: Learning Matters



## Core Course practical - Field work (Credits-4)

Students will be placed in various government and non-government organisation for field work for semester. The tasks and the criteria for their assessment is given in detail in the field work manual

## Skill Enhancement S E (Compulsory course)

### Life Skills Education

#### Objective:

1. To introduce the learner to life skills
2. To help the learner understand the connection between emotional, social and thinking skills
3. To train the students in conducting life skills workshop with various stakeholders

Unit	Unit Title	Content
1	Need and Importance of Life Skills Education	<ul style="list-style-type: none"><li>• Introduction to <i>Life Skills</i> Concept</li><li>• Benefits and the application of Life Skills</li><li>• Matching Life Skills with one's behaviour</li><li>• Components of Life Skills (Social- Thinking-Emotional)</li></ul>
2	Emotional Skills	<ul style="list-style-type: none"><li>• <i>Understanding oneself in the world around:</i> Discovering and Understanding the Inner-Self, Exploring One's Self Identity, Staying in tune with Self, Self Esteem;</li><li>• <i>Managing one's emotions/feelings-</i> Identify common emotions</li><li>• <i>Coping with Stress-</i> Sources of stress, Coping Strategies</li></ul>
3	Social Skills	<ul style="list-style-type: none"><li>• <i>Interpersonal Relationships-</i> Web of Relationships, Family and Friendships, Healthy Relationships,</li><li>• Transactions with people around us (Negotiation), Assertiveness,</li><li>• Peer Resistance; <i>Effective Communication-</i> Verbal and Non Verbal communication (body language)</li><li>• Talking, Hearing vs Listening, Clarity and Optimal communication</li><li>• <i>Empathy-</i> Understanding of other people's circumstances, Extending support to others</li></ul>
4	Critical Thinking Skills	<ul style="list-style-type: none"><li>• <i>Critical Thinking-</i> Attributes of Critical Thinkers</li><li>• Thinking through and analysis of situations/challenges</li><li>• Processing of Information (Logic &amp; Ethics)</li><li>• Developing an in-depth understanding about a concept</li><li>• Facilitating informed action</li></ul>
5	Creative Thinking Skills	<ul style="list-style-type: none"><li>• Significance of Creative thinking skills</li><li>• Techniques to develop creative thinking</li><li>• Strategies for creative thinking</li><li>• <i>Decision Making-</i> Decision making skills and process, Setting goals, Key to making an optimal decision</li><li>• <i>Problem Solving-</i> Problem Solving Approach, Management of Conflicts, Finding Solutions</li></ul>
6	Assessment of Soft Skills	<ul style="list-style-type: none"><li>• Understanding Assessment Process</li><li>• Pre-Intervention Assessment</li><li>• Post Intervention Assessment</li><li>• Testing and Certification</li><li>• Continuing education and practising life skills</li></ul>

## Reading List

- Karen, D. G., & Eastwood A. (2008). (8<sup>th</sup>Edn.), Psychology for living- adjustment, growth and behaviour today, New Delhi: Pearson Education Inc.
- McGregor, D. (2007). Developing thinking; developing learning - A guide to thinking skills in education. New York, USA: Open University Press.
- Cottrell, S. (2005). Critical thinking skills: Developing effective analysis and argument. New York: Palgrave Macmillan Ltd.
- Central Board of Secondary Education (2010). Teacher's manual on Life Skills for classes - IX- X [Manual], Delhi.

### Semester- V

Core Course	Skill Enhancement (Both Courses are Compulsory)	Elective (DSE-1) (Any One) Credits-4	Elective (DSE-2) (Any One) Credits -4	General Elective (Any One ) Credits- 4
	Development and Communication(4)	Health and Nutrition (4)	Social Exclusion and Inclusion (4)	Work with older adults (4)
	Field Work (6)	Child and Youth Studies (4)	Global and Indian Social Movements (4)	Social Entrepreneurship (4)
	Total Credits			22

#### 1. Development and communication (Credits-4)

##### Objectives:

1. To introduce the learner to the field of communication
2. To help the learner understand the relationship between communication, development and social work
3. To help the gain communication skills for social work practice in different settings

Unit	Unit Title	Content
1	Introduction to Communication	<ul style="list-style-type: none"> <li>• Definition of communication</li> <li>• Purpose, Types, Level, Means, and Barriers in communication</li> <li>• Historical development of Communication in society</li> <li>• Contemporary dimension of communication</li> </ul>
2	Development Communication	<ul style="list-style-type: none"> <li>• Meaning of development communication</li> <li>• Relevance of communication to development</li> <li>• Different communication theories and critique</li> <li>• Development paradigms and disparities</li> <li>• Functions and priorities of Media in addressing development issues</li> </ul>

3	Communication Aids-1	<ul style="list-style-type: none"> <li>• Photo Language, Posters, Stories, Flash cards, Games, Short films;</li> <li>• Strengths and limitation of each of the aids</li> <li>• Selecting the appropriate media as per the needs</li> </ul>
4	Communication Aids-2	<ul style="list-style-type: none"> <li>• Puppets, tamasha, nautanki, street theatre, and street play</li> <li>• Strengths and Limitations of each aids</li> <li>• Relevance of Folk media to development</li> </ul>
5	Mass Media	<ul style="list-style-type: none"> <li>• Meaning and relevance of mass media</li> <li>• Introduction to different forms of mass media</li> <li>• Radio – Developmental programmes on Radio, Community radio, use of radio for development</li> <li>• T.V – impact of TV on different groups; Role of TV in development</li> <li>• Newspaper- Important role of newspaper, Critical analysis of papers- newspaper reporting, Newspapers and development issues</li> </ul>
6	Globalization, Media and Development	<ul style="list-style-type: none"> <li>• Local cultural needs and development</li> <li>• National &amp; International media organisations &amp; policies addressing imbalances in development</li> <li>• Globalization of Media</li> <li>• Democratization of Communication</li> <li>• Changing face of Indian Media</li> </ul>

#### Reading List

- Kumar, K.J. (2006). Mass Communication in India , 3rd Edition, Mumbai: Jaico Publishing
- Singh, D. (2004). Mass Communication and Social Development, Delhi: Adhyayan Publishers
- Parasar, A (2005). Impact of Internet on Society, Jaipur: Aavishkar Publishers
- Singh, S P. (2005). Media Psychology, Jaipur: Sublime Publications

#### **Field work(compulsory)(credits-6)**

**Students will be placed in various government and non government organisation for field work for semester. The tasks and the criteria for their assessment is given in detail in the field work manual**

## Elective (DSE-1) Choose any one) (Credits-4)

### 1. Health and Nutrition (Credits-4 )

#### Objective:

1. To gain knowledge of health situation of vulnerable in India with respect to the holistic concept of health.
2. Develop an understanding of concept, content and skills require for planning community health education on various diseases in India.
3. Understand the importance of nutrients, balance diet and low cost meal in the context of malnutrition in India.
4. To appreciate the efforts of government in promoting nutritional programme in India.

Unit	Unit Title	Content
1	Introduction to Health	<ul style="list-style-type: none"><li>• Definition of health</li><li>• Concept of health</li><li>• Dimensions of health</li><li>• Determinants of health in India</li><li>• Role of the Social Worker in Health settings</li></ul>
2	Health Education	<ul style="list-style-type: none"><li>• Methods of Health Education</li><li>• Principles of Health Education</li><li>• Communication in Health using IEC</li><li>•</li></ul>
3	Community Health	<ul style="list-style-type: none"><li>• Definition of Community Health</li><li>• Community Diagnosis and Community Treatment</li><li>• Planning and organising for Community health Programmes</li><li>• National Health Programmes in India</li></ul>
4	Introduction to Nutrition	<ul style="list-style-type: none"><li>• Concept and functions of food</li><li>• Types of Nutrients like Protein, Carbohydrate, Fats, Vitamins, Iron, Calcium and Minerals their source and functions</li><li>• Food pyramid and Balanced diet</li><li>• Meal planning on locally available low cost food for improving one's diet</li></ul>
5	Malnutrition in India	<ul style="list-style-type: none"><li>• Definition and types of malnutrition</li><li>• Vicious cycle and factors affecting malnutrition</li><li>• Anaemia Programme, Iodine and Vitamin A deficiency programmes.</li><li>• Various other nutritional programmes in India</li></ul>
6	Skills Lab	<ul style="list-style-type: none"><li>• Preparing Health Education Materials</li><li>• Preparing Community Health Map</li><li>• Preparing Health Programme Proposal</li><li>• Preparing Low Cost Nutritious Meals and Demonstration</li></ul>

#### Reading List

- Swaminathan , M. (2002). Advance Text Book on Food and Nutrition, Volume I & II , The Bangalore Printing and Publishing Company Limited, Bangalore
- Park. K. (2011). Preventive and Social Medicine (21<sup>st</sup> ed.) Bhanot, Jabalpur
- Desai S B & Joshi Bharti: Social work and community health. New Delhi. Alfa Publications, 2012.

- Akram Mohammad: Sociology of health. Jaipur. Rawat Publications, 2014.

## 1. Child and Youth Studies (credits-4)

### Objectives

1. To develop an overall understanding on children and their rights
2. To help the learner understand the key legislations on children and on the aspects of working with children from rights-based perspective
3. To enable the learner to understand the concept of youth and development
4. To provide an overview of youth policy and working strategies

Unit	Unit Title	Content
1	Introduction to Children and their Rights	<ul style="list-style-type: none"> <li>• Definition of Child</li> <li>• Childhood across different cultures from multi-disciplinary perspective</li> <li>• Situational Analysis of Children in India</li> <li>• Understanding Child Rights</li> <li>• National Laws and Policies related to Children</li> </ul>
2	Key Legislation on Children	<ul style="list-style-type: none"> <li>• Legislation on Child Labour</li> <li>• Right to Education</li> <li>• Children in Need of Care and Protection</li> <li>• Children in Conflict with Law</li> <li>• Family Law and Children</li> </ul>
3	Working with Children from Rights Based Perspective	<ul style="list-style-type: none"> <li>• Working with Children in Multidisciplinary settings</li> <li>• Rights Based Programming</li> <li>• Working with various Legal Institutions</li> <li>• Skills and Strategies of Work with the Legal System</li> <li>• Working towards Justice for children in the JJ system</li> </ul>
4	Youth and Development	<ul style="list-style-type: none"> <li>• Construction of Youth hood</li> <li>• Heterogeneity of Youth</li> <li>• Formation of personal and social identity</li> <li>• Position of youth in development process</li> <li>• Globalisation and its impact on youth</li> </ul>
5	Youth Policies	<ul style="list-style-type: none"> <li>• National Policy for Youth Development</li> <li>• Key International Policies</li> <li>• National Youth Programmes</li> <li>• Nehru Yuva Kendra</li> <li>• Role of Ministry of Youth and Sports Development</li> </ul>
6	Working with Youth	<ul style="list-style-type: none"> <li>• Community and Peer Support Programs</li> <li>• Youth Centers</li> <li>• Linked School and Health Facilities</li> <li>• Volunteering and oversees work opportunities</li> <li>• Youth in development and political work</li> </ul>

### Reading List

- Bajpai, A. (2003). Child rights in India: Law, policy and practice. New Delhi: Oxford University Press
- Hansaria, V. (2010). Juvenile Justice System along with Juvenile Justice (Care and protection of children) act, 2000 and Rules, 2007, Delhi: Universal Law Publishing
- Franklin, B. (2002) The New Handbook of Children's Rights, NY: Routledge

- Youth Net (2002). Intervention Strategies that Work for Youth. Arlington, VA: Family Health International
- Driskell David: Creating Better Cities With Children And Youth : A Manual For Participation.. London. Earth Scan Publishers, 2002.
- Varghese Varghese K: Cultural Diversity And Aspirations Of Indian Youth.. (1st) Kerala. Rajagiri College of Social Science, 2002.
- Dullmann Kerstin & Mattam Mathew: Youth Stepping Stone To Adulthood.. Pune. Cyda Publications, 2003.
- Singh Renuka: Problems Of Youth.. New Delhi. Serials Publications, 2005.
- Lukose Ritty A: Liberalisation's children: gender, youth and consumer citizenship in globalizing India. Hyderabad. Orient Blackswan Pvt Ltd, 2009.

### **Elective (DSE-2) (Credits-4) (Choose any one)**

#### **i) DSE-2 Social Exclusion and Inclusion(Credits-4)**

##### **Objectives:**

1. To enable students to understand the concept of Social Inclusion and Exclusion in the context of the various issues of marginalization.
2. To understand the profile of the excluded groups and the factors responsible for their exclusion and marginalisation.
3. To understand macro-micro level interventions by the State, NGO and Peoples organizations for inclusive development of the marginalized

Unit	Unit Title	Content
1.	Concepts	<ul style="list-style-type: none"> <li>• Social exclusion</li> <li>• Social exclusion in the Indian context</li> <li>• Types and indicators of social exclusion</li> <li>• Marginalisation, Oppression, Social Stratification, Fundamentalism (Religion, Caste, Class, Gender).</li> <li>• Interdependence of various systems such as Social-Cultural, Economic and Political in determining Social Exclusion</li> <li>• Interdisciplinary approaches to the study of social exclusion.</li> </ul>
2.	Exclusion based on Caste	<ul style="list-style-type: none"> <li>• Caste and ethnicity based exclusion and discrimination.</li> <li>• Concept of Dalit, Demographic profile, Rural-urban divide, Dalit literature</li> <li>• Forms of exclusion and discrimination</li> <li>• untouchability, atrocity, and other forms of discrimination</li> <li>• exclusion in the spheres of - economy, civil and cultural and political</li> </ul>
3.	Exclusion of Tribal Communities	<ul style="list-style-type: none"> <li>• Tribals and exclusion</li> <li>• Profile of the Scheduled Tribes, primitive tribes, denotified tribes, ex-criminal tribes in India.</li> </ul>

		<ul style="list-style-type: none"> <li>• Displacement, fragmented labour ,migration Poverty, landlessness, Indebtedness, Alcoholism, Bonded Labour</li> </ul>
4.	Exclusion of Minorities	<ul style="list-style-type: none"> <li>• The profile of the minority groups in India.</li> <li>• Fundamentalism, Communalism, Nationalism and exclusion of minorities</li> <li>• Social exclusion the spheres of economy, education, culture, politics</li> <li>• Manifestation - Communal Riots, unemployment</li> <li>• Contribution of Minorities to National Development</li> </ul>
5.	Exclusion of LGBT Communities	<ul style="list-style-type: none"> <li>• LGBT people as social minority group members</li> <li>• Exclusion and discrimination in the area of</li> <li>• Identity, Sexuality, Marriage, Employment, Access to Public facilities, HIV/AIDs</li> <li>• The legal act section 477</li> </ul>
6.	Inclusive policies and Programmes	<ul style="list-style-type: none"> <li>• Constitutional provisions- Ministry of Social Justice &amp; Empowerment- Policies and Programs-National Commission for SC, Reservation Policy, Prevention of Atrocity Act</li> <li>• Constitutional Provisions- Ministry of Minority Affairs, National Commission for Minorities, Sacchar Committee Report- Govt. Policies and Programs, Minority Act</li> <li>• Gay pride movements</li> <li>• HIV/AIDS programmes focusing on LGBT communities</li> <li>• RTI, PIL, Jansunwai, e-governance, campaigns</li> <li>• Interventional Strategies- NGO, Civil Society, Peoples Movement for different groups SC, ST, Dalits, Minorities, LGBT and Refugees.</li> </ul>

#### Reading List

- Hills, J. le Grand, J. and Piachaud, D (eds.) (2002) *Understanding Social Exclusion*, Oxford University Press, Oxford.
- Sukhadeo Thorat and Narender Kumar (2008), *B.R Ambedkar Perspective on Social and Inclusive Policies*, Oxford University Press, New Delhi
- Sen, A. (2000) *Social Exclusion: Concepts, Application and Scrutiny*. Social Development Papers No. 1, Asian Development Bank, Manila.
- Mandar, H. 2007. Promises to Keep: Investigating Government's response to Sachar Committee recommendations. New Delhi: Centre for Equity Studies. National Council of Applied Economic Research. 2010.
- 31% Muslims live below poverty line: NCAER survey. Retrieved from <http://timesofindia.indiatimes.com/india/31-Muslims-live-below-poverty-line-NCAERsurvey/articleshow/5734846.cms>
- National Human Rights Commission Report on the Prevention and Atrocities against Scheduled Castes Ranganath Mishra Commission Report, Ministry of Minority Affairs. 2007.
- Report of the National Commission for Religious and Linguistic Minorities. Retrieved from [http://www.minorityaffairs.gov.in/sites/upload\\_files/moma/files/pdfs/volume-1.pdf](http://www.minorityaffairs.gov.in/sites/upload_files/moma/files/pdfs/volume-1.pdf)

- Sachar Committee Report. 2006. Social Economic and Educational status of the Muslim community of India: A Report. Prime Minister’s High Level Committee, Cabinet Secretariat, Government of India. Retrieved from [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/sachar\\_comm.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/sachar_comm.pdf)
- Singh, Amit Kumar. 2013. Mounting Discrimination Declining Hope: Dilemma of an Indian Muslim. Retrieved on 12th March 2014 from [https://www.academia.edu/8655001/Repression\\_despair\\_and\\_hope](https://www.academia.edu/8655001/Repression_despair_and_hope)
- Singh, Manmohan. 2009. PM’s address at the Chief Ministers’ Conference on Implementation of the Forest Rights Act 2006, November 4, 2009. Accessed from [http://www.pmindia.nic.in/speech/content4print .asp?id.842.pdf](http://www.pmindia.nic.in/speech/content4print.asp?id.842.pdf)
- Smita Narula, Broken People: Caste Violence Against India’s Untouchables (Human Rights Watch, 1999). Tata Institute of Social Sciences. 2012.
- TISS report points to anti-Muslim bias of police, The Hindu, Mumbai June 24, 2012, Retrieved on 14th May 2014 from <http://www.thehindu.com/news/national/tiss-report-pointsto-antimuslim-bias-of-police/article3563333.ece>
- PeW Research. 2014. India’s Muslims have the lowest living standard in the country. Retrieved from <https://news24web.wordpress.com/2014/11/>

## ii) Global and Indian Social Movements

### Objectives:

1. To study the theories of social movements
2. To understand the context for the social movement
3. To study the response of the state to the social movements
4. To study various global and Indian social movements

Unit	Unit Title	Content
1	Theories of social movements	<ul style="list-style-type: none"> <li>• Nature, Definitions,</li> <li>• Typologies, Approaches</li> <li>• Understanding the politics of protest</li> <li>• New social movement.</li> <li>• Post modernism and social movement</li> </ul>
2	The context for social movements	<ul style="list-style-type: none"> <li>• Social ,economic and political contexts for social movements</li> <li>• Cultural drifts</li> <li>• Social Disorganization:</li> <li>• Social Injustice:</li> </ul>
3	Social Movement and the State	<ul style="list-style-type: none"> <li>• Strategies adopted by the social movements</li> <li>• Strategies employed by the state to address the movements</li> </ul>
4	Pre independence social movements in India	<ul style="list-style-type: none"> <li>• Swadeshi Movements ,Satyagraha</li> <li>• Breast cloth controversy women’s movement,</li> <li>• Peasant movement , Labour movement</li> </ul>
5	New Social Movements in	<ul style="list-style-type: none"> <li>• Self-respect movement of Periyar in south India</li> <li>• Narmada Bachav Andolan,</li> </ul>



	India	<ul style="list-style-type: none"> <li>• Chipko movement save silent valley movement</li> <li>• Women's movement Anti superstition movement etc</li> <li>• Dalit movement , namantar andolan</li> <li>• Student's movement</li> <li>• Trade union movement</li> <li>• The role of rebel music in the social movements in India</li> </ul>
6	Significant new national and international movements	<ul style="list-style-type: none"> <li>• Civil rights movement,</li> <li>• Black lives matter movement,</li> <li>• Anti-apartheid movement</li> <li>• The role of the rebel music in the social movements</li> </ul>

### Reading list

- Rao, M.S.A.: Social Movements in India, Vol.I and II, Manohar, Delhi, 1978.
- Shah Ghanshyam: Social Movements and the State, Sage, New Deli, 2002. 3
- James Petras, Henry Vettmeyer: Social Movements and State Power, Pluto Press, London, 2005.
- Guru Gopal 2004: Dalit cultural movement and Dalit politics in Maharashtra, Vikas Adhyayan Kendra, Mumbai
- Mayo Marjorie 2005: Global citizens: Social movements and challenge of globalisation, Canadian scholar press
- Singh R 2001: Social movements old and new: A post-modernist critique, Sage publication, New Delhi

### **General Electives (Choose any one)**

#### **i) Working with Older Adults**

#### **Objectives:**

1. To study the concepts related to ageing
2. To study the theoretical perspectives for working with older adults
3. To understand various issues related to older adults
4. To study various policies, programmes and schemes for the older adults

Unit	Unit Title	Content
1	Developmental stage of Late Adulthood	<ul style="list-style-type: none"> <li>• Concept of Ageing</li> <li>• Changes (Physical, Mental and Emotional) and special needs of older persons.</li> <li>• Concepts of Active /Healthy Ageing and Quality of Life.</li> <li>• Myths and Assumptions about Ageing</li> </ul>
2	Demographic Profile of the Older Adults and its Implications	<ul style="list-style-type: none"> <li>• Demographic Scenario of the Older persons</li> <li>• Population Ageing</li> <li>• Implications of the changing demography of ageing</li> </ul>
3	Theoretical Approaches/Persp	<ul style="list-style-type: none"> <li>• Disengagement Theory</li> <li>• Activity theory</li> </ul>

	ectives for Working with the Older Adults	<ul style="list-style-type: none"> <li>• Continuity Theory (Psycho-dynamic, Ecological, Lifespan)</li> <li>• Relevance and Critique of the above theories</li> </ul>
4	Issues and Factors Affecting the Older Adults	<ul style="list-style-type: none"> <li>• Issues faced by the Older Persons- Health, Financial, Physical, Emotional and Legal</li> <li>• Factors affecting ageing- Globalization, Migration, Disability, Gender, rural-urban, Politics</li> </ul>
5	Initiatives, Policies, Schemes and Provisions for Older Adults	<ul style="list-style-type: none"> <li>• UN Polices and Programs for Older Adults</li> <li>• National Policy on Ageing in India</li> <li>• Constitutional and legal provisions for Older adults in India</li> <li>• Benefits and facilities provided by various ministries at centre and state governments.</li> <li>• Role of NGOs in working with the older adults in India.</li> </ul>
6	Services, Schemes and Skills for working with the Older Adults	<ul style="list-style-type: none"> <li>• Residential and non- residential ( Day Care services, support groups and home based care)</li> <li>• Welfare schemes ( Financial and Social Security, housing and transport),</li> <li>• Community care and engagement with the Older Adults.</li> <li>• Skills sets- Specific Mental Health Disorders, Building Healthy Self Concept, Stress Management, Financial Planning, Preparation of Will and Testament, Work with care givers, Palliative Care</li> </ul>

### Reading List

- Dhar, C.R. (2004). *Greying Of India: Population Aging In the Context of India*. New Delhi: Sage Publications.
- Rajan, I. (2006). *Population Aging and Health in India*. Mumbai: CEHAT Publications.
- Ramamurti, P., V& Jamuna, D (2004). *Handbook of Indian Gerontology*. New Delhi: Serials Publications.

### **ii) Social Entrepreneurship(credits-4)**

#### **Objectives:**

1. To provide an overview on concepts related to social entrepreneurship
2. To introduce the learner to the marketing concepts
3. To provide skills related to business plan preparation and fundraising for social enterprises

Unit	Unit Title	Content
1	Idea of Social Entrepreneurship	<ul style="list-style-type: none"> <li>• Introduction to social entrepreneurship: definition, need, role</li> <li>• Theory and conceptual issues</li> <li>• The social entrepreneurship ecosystem</li> <li>• Case studies on successful social entrepreneurs</li> </ul>
2	Foundations of Social Entrepreneurship	<ul style="list-style-type: none"> <li>• Foundations of entrepreneurship</li> <li>• Traits and characteristics of a Successful Social Entrepreneur</li> <li>• Social entrepreneurial motivation and competency development</li> </ul>

3	Business Plan Writing	<ul style="list-style-type: none"> <li>• Business plan: designing a competitive model</li> <li>• Conducting a feasibility analysis</li> <li>• Crafting a winning business plan</li> <li>• Deciding on forms of ownership</li> </ul>
4	Marketing	<ul style="list-style-type: none"> <li>• Marketing considerations</li> <li>• Pricing strategies</li> <li>• Creating a successful financial plan</li> </ul>
5	Fundraising for Social Enterprises	<ul style="list-style-type: none"> <li>• Sources of funds: equity and debt</li> <li>• Crowd funding, and angel investors</li> <li>• New venture team and planning</li> </ul>
6	Talking with Social Entrepreneurs	<ul style="list-style-type: none"> <li>• Interaction with leading and successful social entrepreneurs in the city ** Visits can be done to know the functioning of leading social enterprises in the city. An inter collegiate business plan competition can be arranged as part of the course</li> </ul>

### Reading List

- Scarbrough, N. (2014). *Essentials of Entrepreneurship and Small Business Management*, 7/E. Prentice Hall
- Martin, R & Osberg, S. (2007). *Social Entrepreneurship: The Case for Definition*. Stanford Social Innovation Review. Pp 29-39.
- Osberg, S. (2009). *Framing the Change and Changing the Frame: A New Role for Social Entrepreneurs*. *INNOVATIONS -Social Entrepreneurship: Shifting Power Dynamics*. Skoll World Forum & MIT Press
- CASE. (2008). *Developing the Field of Social Entrepreneurship: A Report from the Center for Advancement of Social Entrepreneurship*. Durham: Duke University
- Germak, A & Singh, K. (2010). *Social Entrepreneurship: Changing the Way Social Workers Do Business*. *Administration in Social Work*, 34:79–95.
- Goodley, T. (2002). *Defining and Conceptualizing Social Work Entrepreneurship*. *Journal of Social Work Education*, 38 (2) 291-302.

### Semester -VI

<b>Skill Enhancement (Both Courses are Compulsory)</b>	<b>Elective (DSE-1) (Any One)</b>	<b>Elective (DSE-2) (Any One)</b>	<b>General Elective (Any One )</b>
Academic Writing (2)	Human Rights (4)	Rural and Urban Studies (4)	Disability (4)
Field Work (6)	Education and Development (4)	Informal Labour and Informal Sector (4)	Basic Counselling Skills (4)
Total Credits			22

#### 1. Course title: Academic writing (2)

##### Objectives :

1. To study the sources of information and organising the information sources
2. To inculcate systematic reading habits for literature review
3. To learn basics of academic writing
4. To learn the skills in academic writing and develop written work in the form of workshops

Unit	Unit Title	Content
1	<b>Information Sources &amp; Organization of Information Sources</b>	<ul style="list-style-type: none"> <li>• Overview of Information Sources; Types of Information Sources; Reference Sources; E-Resources</li> <li>• Organization of Library Material: Concept, Need and Purpose; Processing of Library Material: Classification and Cataloguing; Arrangement and Maintenance of Library Material</li> <li>• Web Based search</li> <li>• Literature review</li> <li>• Inculcating systematic and consistent reading habits</li> </ul>
2	Basic elements of academic writing	<ul style="list-style-type: none"> <li>• Research, as a means of discovering and developing ideas</li> <li>• Logical argumentation</li> <li>• Formal precise writing style as vehicle for presenting ideas clearly</li> <li>• Two stages of writing               <ul style="list-style-type: none"> <li>- Discovering and developing ideas</li> <li>- Drafting and organising the text</li> </ul> </li> </ul>

3.	Academic Writing Skills	<ul style="list-style-type: none"> <li>• Generating ideas for writing <ul style="list-style-type: none"> <li>- Listing</li> <li>- Mind mapping</li> <li>- Free writing</li> </ul> </li> <li>• Different writing styles</li> <li>• Basic grammar rules -Voice, Punctuation, Sentence Structure, Vocabulary; paragraph formation</li> <li>• Summarising and paraphrasing and use of direct quotes.</li> <li>• APA Guidelines : Proper referencing</li> <li>• Avoiding plagiarism</li> </ul>
4	Writing skills and practice workshop	<ul style="list-style-type: none"> <li>• Writing essays,assignment</li> <li>• Writing Book reviews</li> <li>• Documentation work- Case record, field work report, activity report,annual reports</li> <li>• Writing Proposals -Research,funding</li> <li>• Writing articles -News paper,journals, magazines</li> </ul>

### Reading List

- Chowdhary, G.G. & Chowdhary, S. (2001). Searching CD ROM and Online Information Sources. London, LA, 2001.
- Cleveland, D.B. & Cleveland, A.D. (2001). Introduction to indexing & abstracting, 3rd Edn., Colorado, Libraries Unlimited
- Craven, Jenny (ed.) (2008). Web accessibility: practical advice for the library and information professional. London, Facet Publishing
- Katz, W. A.(1978). Introduction to Reference Work. Vol 1 & 2. New York, McGraw Hill
- Prajapati, C. L. (2005). Conservation of documents: problems and solutions. New Delhi, Mittal Publication
- Quick reference APA Style sheet: <http://www.apastyle.org/learn/quick-guide-on-references.aspx>
- Quick reference writing practice guide: [www.owl.english.purdue.edu](http://www.owl.english.purdue.edu)

### **Skill Enhancement-2 (credits-6)**

#### **Core Course practical - Field work (Credits-6)**

**Students will be placed in various government and non-government organisation for field work for semester. The tasks and the criteria for their assessment is given in detail in the field work manual**

## Elective - (DSE-1) (Choose any one)

### i) Human Rights

#### Objectives:

1. To introduce the learner to the history and classification of human rights
2. To introduce the learner to human rights movements, NGOs and quasi- judicial institutions in India
3. To introduce the learner to the criminal justice system and legal concepts
4. To provide para legal skills for social workers

Unit	Unit Title	Content
1.	History of Human Rights	<ul style="list-style-type: none"><li>• Origin and Evolution of the Notion of Rights;</li><li>• Concept of Natural Rights; American Declaration of Independence and the Bill of Rights;</li><li>• the French Declaration of Human Rights of Man Human Rights as Natural Rights;</li><li>• Universality of Human Rights.</li></ul>
2.	Classification of Human Rights	<ul style="list-style-type: none"><li>• Classification of Human Rights: Positive and Negative,</li><li>• Three Generations; Indian Constitution and Human Rights;</li><li>• Universal Declaration of Human Rights</li></ul>
3.	Human rights Violation	<ul style="list-style-type: none"><li>• Racial discrimination</li><li>• Freedom from torture</li><li>• Human rights in armed conflicts and rights of the refugee</li></ul>
4.	Human Rights Movements, NGOs	<ul style="list-style-type: none"><li>• Nationalist Movement and Struggle for Democratic Rights;</li><li>• Indian Civil Liberties Union (1934); Re-emergence of Civil Liberties Movement in 1970s;</li><li>• NGOs in the field of Human Rights- Role and Strategies; NHRI:</li><li>• Paris Principles; Establishment of NHRIs; Evolution of NHRC in India; its Functions;</li><li>• Complaint Mechanisms</li></ul>
5.	Quasi- Judicial Institutions in India	<ul style="list-style-type: none"><li>• Other Quasi- Judicial Institutions: Commission for minorities;</li><li>Commission for Schedule Caste; Commission for Schedule Tribes; Commission for Nomadic and De-notified Tribes; Commission for Women and Children</li></ul>
6	Skills workshop	<ul style="list-style-type: none"><li>• Skill Lab: Drafting Writ Petitions, Affidavit, PIL, RTI, FIR, Bail Application, etc.</li></ul>

#### Reading List

- SAHRDC. (2006). Introducing Human Rights: New Delhi: South Asia Human Rights Documentation Centre
- Gonsalvez, R., Menezes, R., and Hiremath, V. (2005). Criminal Law: Law for Activist Series. Mumbai: ICHRL & HRLN
- Waldron.J.J. (1984). Theories of Rights, Oxford: Oxford University press.

- Finnis, J. (1980). *Natural Law and Natural Rights*. Oxford: Clarendon Press
- Seghal, B.P.S. (1995). *Human Rights in India: Problems and Prospects*. Delhi: Deep & Deep
- Mathew P.D. (1998). *Legal Education Series*. Delhi: Indian Social Institute.
- Iyer, K. (1984), *Human Rights and the Law*. Indore: Vedpal Law House.

## ii) Education and Development (Credits-4)

### Objectives:

1. To provide an overview of education system and issues in India
2. To introduce the learner to literacy movement and perspectives in adult education in India
3. To help the learner connect education with development

Unit	Unit Title	Content
1.	Review of Education in India	<ul style="list-style-type: none"> <li>• Education system in India: pre-independence, post-independence, post-reform;</li> <li>• Government agencies coordination education in the country;</li> <li>• National education policy;</li> <li>• Analysing the formal education system, magnitude and characteristics.</li> </ul>
2.	Educational goals	<ul style="list-style-type: none"> <li>• Understanding the learner needs, characteristics, socioeconomic, cultural influence on the learner</li> <li>• Shift of education from few to all;</li> <li>• The components &amp; basic elements of education: teacher, curriculum, knowledge, skills, attitude</li> </ul>
3	Structure of Education System and Issues	<ul style="list-style-type: none"> <li>• Structure: pre-primary to higher, public-private process and structures;</li> <li>• Various school boards in India;</li> <li>• Municipal school, Zilla Parishad, Ashram Schools; Higher Education;</li> <li>• Vocational education; Issues in education related to access, retention, achievement, urban-rural divide</li> </ul>
4.	Literacy movement and Perspectives in adult education	<ul style="list-style-type: none"> <li>• Perspectives on adult literacy; Global literacy movement;</li> <li>• National level adult education programmes;</li> <li>• Thoughts of Paulo Freire, Mahatma Phule, Dr.Ambedkar,Dr.Amartya Sen, and Mahatma Gandhi on learning;</li> <li>• concept of life-long learning, open and distance learning, massive online courses and learning</li> </ul>
5.	Education and Development	<ul style="list-style-type: none"> <li>• Education and development: concept, theories and issues;</li> <li>• <i>Education as a Paradigm in Development Theory</i>;</li> <li>• Theories of modernization and human capital; theories of underdevelopment and its relation to education;</li> <li>• Educational planning and administration;</li> <li>• Case studies from India, Africa and Latin America</li> </ul>

6.	Right to education	<ul style="list-style-type: none"> <li>• Inclusive education</li> <li>• Right to education</li> <li>• Education of the marginalised</li> </ul>
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### Reading List

- Mohanti, J. (1992). Current Issues in Education. New Delhi: Cosmo Publications
- Chavan, S. (2003). Education for All: Promises and Progress. New Delhi: Rajat Publications
- Rajan, K.R. (1991). Mass Literacy: The Ernakulam Experiment. Cochin: Ernakulam District Literacy Society
- Freire, P. (2002). Pedagogy of the Oppressed. London: Penguin Books
- Adams, D. (2002). Education and National Development: Priorities, Policies, and Planning. Education in Developing Asia, Vol. 1. Manila: Asian Development Bank and the University of Hong Kong

### **Elective (DSE-2) (Choose any one)**

#### **i) Rural Urban studies (Credits-4)**

#### **Objectives:**

1. To help the learner understand the principles and approaches of rural development
2. To enable the learner to understand the problems in Indian agriculture sector and rural development programmes in India
3. To orient students on concepts such as rural finance, micro finance, self-help groups and women empowerment, etc.
4. To provide an overview on the field of urban studies
5. To introduce the learner to the urban theories and perspectives
6. To introduce the learner on the key themes related to urban life
7. To provide an overview on slums, urban planning, policies and programmes

Unit	Unit Title	Content
1.	Understanding Rurality	<ul style="list-style-type: none"> <li>• Concept of a village, Types of rural areas</li> <li>• Social stratification in the context of rurality</li> <li>• Understanding Tribal communities</li> <li>• Problems in Indian Agriculture Sector</li> <li>• Trends in Agriculture Growth in India since independence;</li> <li>• Green Revolution and its effects;</li> <li>• Food security in India; Public distribution system and poverty eradication;</li> <li>• New Agricultural policy; Agriculture price policy;</li> <li>• Farm size and productivity relationships;</li> <li>• Problems of Small sized holdings, fragmentation, Non viability; cooperative farming; Land reforms in India</li> </ul>



2.	Local self government,Rural Development Programmes in India	<ul style="list-style-type: none"> <li>• Salient feature of 73<sup>rd</sup> Amendment;</li> <li>• Decentralization and Panchayati Raj in India: Old Panchayats Vs New Panchayats; Powers and functions of the Zilla Parishad, Block/ Taluka panchayat, Gram Panchayat, and Gramsabhas</li> <li>• Income and employment generation programmes; Integrated rural development programme (IRDP);</li> <li>• Training of Rural youth for Self-Employment (TRYSEM); Food for work programme (FWP);</li> <li>• National Rural Employment Guarantee Act (NREGA); Javahar Rozghar Yojana (JRY);</li> <li>• Indira Awas Yojana (IAY),NRHM</li> </ul>
3.	Micro Finance, Self-Help Groups and Women Empowerment	<ul style="list-style-type: none"> <li>• Micro finance: Concept, Elements, Importance and Brief History;</li> <li>• Concept and Importance of women empowerment;</li> <li>• Gender Mainstreaming for Empowerment: Self-help Groups and Self-help Promotion;</li> <li>• Structure of Self-help groups;</li> <li>• Activities of SHGs; Savings and Credit as an Instrument of Self-help promotion;</li> <li>• Experiences of GRAMEEN and SEWA</li> <li>• Problems of Rural indebtedness;</li> <li>• Need for rural credit; institutional and non-institutional credit;</li> <li>• Role of Commercial Banks in Rural Credit; Regional Rural Banks;</li> <li>• Aims of NABARD; Importance and role of Co-operatives in Rural Development;</li> <li>• Growth and Progress of cooperatives; cooperative movement in India;</li> <li>• Principles of Cooperatives; Role of Rural Cooperative Credit Societies;</li> <li>• The Structure of cooperative credit societies; Terms and Conditions of Finance-Re-payment</li> </ul>
4.	Introduction to Urban Studies	<ul style="list-style-type: none"> <li>• Urbanisation and Urbanism. Growth of urban areas in India.</li> <li>• Understanding urban communities.</li> <li>• Types of Urban communities land,housing, basic services</li> <li>• Key Themes related to Urban Life</li> <li>• Population Trends; Economy; Health; Elementary Education;</li> <li>• Water; Sanitation;</li> <li>• Transport; Energy; Gender; Quality of Life</li> </ul>
5.	Urban Planning, Policies and Programmes	<ul style="list-style-type: none"> <li>• Urban Planning: Urbanisation Trends and Their Implications;</li> <li>• Urban conditions; Institutions and Initiatives of government-JNNURM, SJSRY, etc.;</li> <li>• Urban Planning: City Development Plan and Financial Plan; Financing Urban Infrastructure</li> </ul>
6.	Slums and Development	<ul style="list-style-type: none"> <li>• Slums and Development: Types of Slums, Slum Policies and Schemes in India; Slums Redevelopment and its Political Economy;</li> <li>• Poverty, Urban Environment and Civil Society Interventions</li> </ul>

### Reading List

- Gottdiener, M., and Leslie, B. (2005). *Key Concepts in Urban Studies*. London: Sage Publications.
- Lin, J., and Mele, C. (2005). *The Urban Sociology Reader*. London: Routledge
- GOI. (2005). 'Urban Infrastructure', Economic Survey 2004-5, Ministry of Finance, New Delhi.
- Jain, A.K. (2005). *Vision for Delhi 2021: A Restructured City*, Delhi Development Authority, Delhi

### ii) Informal labour and Informal Sector (Credits -4)

#### Objectives:

1. To develop a perspective on informal sector and the migrant labourers in India
2. To help the learner understand the legislations and social security measures
3. To enable the learner the interconnections between labour, market and civil society

Unit	Unit Title	Content
1.	Introduction to Informal Sector	<ul style="list-style-type: none"><li>• Defining Informal sector: Magnitude, Concepts,</li><li>• Historical evolution, Globalization and the informal sector;</li><li>• Characteristics of informal sector:</li><li>• Socio economic profile of the workers, Employment pattern, Wage pattern,</li><li>• Skill formation, informal sector from a gender perspective</li></ul>
2.	Migrant Informal Workers in Urban Areas	<ul style="list-style-type: none"><li>• Factors causing migration;</li><li>• Types of migration;</li><li>• Profile and the problems of the informal work force in the Urban areas:</li><li>• Self-employed, working in Small scale Industry, Home based industry, Construction industry, solid waste management Industry</li></ul>
3.	Migrant Informal Workers in Rural Areas	<ul style="list-style-type: none"><li>• Profile and the problems of the informal work force in the rural /coastal/forest areas:</li><li>• Self-employed; agriculture/pastoral work</li><li>• Informal workers in the mining and allied industry- mines, quarries, sand dredging fishing industry and in the salt pans</li></ul>
4.	Legislations	<ul style="list-style-type: none"><li>• National labour commission reports, Legislations for the informal workers; Employees provident fund and the miscellaneous provisions act 1952; Employees state insurance Act 1948; maternity benefit Act 1971; Workmen compensation Act 1923; Payment of gratuity Act 1971</li></ul>

5.	Labour, Market and Civil Society	<ul style="list-style-type: none"> <li>• Role of the financial institutes:</li> <li>• informal sector-banks, credit societies, government corporations, ministry of small scale industry; Organizing the informal work force: NGOs, Trade Union, Cooperative movements</li> </ul>
6.	Case studies	<ul style="list-style-type: none"> <li>• Nirman, Learn</li> <li>• Sewa ,Disha</li> <li>• Strimukti Sanghatna, SWACH alliance</li> <li>• Weigo,</li> </ul>

### Reading List

- ILO (2002). Decent Work and the Informal Economy, Report VI. Geneva: International Labour Office
- Dutt, R., & Sundharam. (2006). Indian Economy. New Delhi: S.Chand &Co
- Desai, V. (2001). Small Scale Industries and Entrepreneurship. Mumbai: Himalaya publishing house
- EIS (2003). Report of the National Commission on Labour (2002-1991-1967), Economic Indian Informal Services

### **General Electives (GE)**

#### **i) Disability Studies**

#### **Objectives:**

1. To provide an overview on disability and different approaches to the study of disability
2. To introduce the learner to the magnitude, causes and types of disability
3. To help the student understand the role of social workers in rehabilitation of Person With Disability (PWD)

Unit	Unit Title	Content
1.	Introduction	<ul style="list-style-type: none"> <li>• Definition of disability.</li> <li>• PWD in Rehabilitation context.</li> <li>• Social Construction of Disability.               <ol style="list-style-type: none"> <li>a. Attitudes, Stigma, Discrimination.</li> <li>b. Disabling and Enabling Environment.</li> </ol> </li> </ul>
2.	Different Approaches to Disability	<ul style="list-style-type: none"> <li>• Medical, legal, socio-political, human right, psychological, social model and other emerging models</li> </ul>
3.	Magnitude, Causes and Types of Disability-I	<ul style="list-style-type: none"> <li>• Visual Impairment.</li> <li>• Hearing Impairment, Deaf blind.</li> <li>• Locomotor Disability.</li> <li>• Cerebral Palsy.</li> <li>• Multiple Sclerosis.</li> <li>• Intellectual disability/mental retardation</li> </ul>

4.	Magnitude, Causes and Types of Disability-II	<ul style="list-style-type: none"> <li>• Learning disability.</li> <li>• Mental illness including psychosocial disability.</li> <li>• Autism.</li> <li>• Disability due to burns and accidents</li> </ul>
5.	Rehabilitation	<ul style="list-style-type: none"> <li>• Level of rehabilitation: Prevention, promotion, tertiary</li> <li>• Different areas of work: medical, education, psychological adjustment, vocation, employment.</li> <li>• Rehabilitation programmes such as art therapy, dance therapy, drama therapy, music therapy.</li> <li>• Role of Social Worker in rehabilitation of Person With Disability</li> </ul>
6.	Inclusive policies	<ul style="list-style-type: none"> <li>• Right to education and inclusive policy for disabled</li> <li>• Government policies programs, and schemes for the disabled</li> </ul>

### Reading List

- Renu, A. (2012). Disability Studies in India: Global Discourses, Local Realities. Routledge
- Albrecht, G., Seelman, K., and Bury, M (ed) 2001, Handbook of Disability Studies, New Delhi: Sage Publication
- Karna, G. (2001). Disability Studies In India: Retrospect and Prospectus, New Delhi; Gyan Publishing House
- Oliver, M., and Sapey, B. (2006). Social Work with Disabled People, New York: Palgrave MacMillan

### ii) Basic counselling skills

#### Objectives:

- To develop an understanding of the key elements involved in the counseling process
- To develop an insight on the Different Skills of Counseling
- To develop an understanding of the role of other professionals in the field and the role of the social worker as a member of the interdisciplinary team.
- To develop attitudes that will enhance the intervention process

Unit	Unit Title	Content
1.	Definition and concept of counselling	<ul style="list-style-type: none"> <li>• Understanding of 'counselling' – various definitions</li> <li>• Aim &amp; goals of Counselling,</li> <li>• Qualities Of Counsellor</li> </ul>
2.	Principles and ethics in counseling	<ul style="list-style-type: none"> <li>• Being trustworthy: honoring the trust placed in the practitioner (also referred to as fidelity)</li> <li>• Autonomy: respect for the client's right to be self-governing</li> <li>• Beneficence: a commitment to promoting the client's well-being</li> <li>• Non-maleficence: a commitment to avoiding harm to the client</li> </ul>

		<ul style="list-style-type: none"> <li>• Justice: the fair and impartial treatment of all clients and the provision of adequate services</li> <li>• Self-respect: fostering the practitioner's self-knowledge and care for self</li> </ul>
3.	Stages and process of counselling	<ul style="list-style-type: none"> <li>• Preparation and client motivation</li> <li>• Diagnosis or Responding</li> <li>• Personalizing</li> <li>• Decision Making</li> <li>• Evaluation, Follow up and Termination</li> </ul>
4.	Introduction to the different approaches to counseling	<ul style="list-style-type: none"> <li>• Psycho Dynamic Approach</li> <li>• Relation Oriented Approach,</li> <li>• Cognitive Behavioural Approach ,</li> <li>• Post Modern Approaches and Integrative Approach</li> </ul>
5.	Techniques and tools and skills of a counsellor	<p><b>Basic Communication Skills-</b></p> <ol style="list-style-type: none"> <li>a. Acquainting Skills,</li> <li>b. Observing Skills</li> <li>c. Attending Skills</li> <li>d. Listening skills</li> <li>e. Questioning</li> <li>f. Responding skills</li> <li>g. Interpreting and Feedback</li> <li>h. Confrontation</li> <li>i. Personalizing</li> <li>j. Reframing</li> <li>k. Skills in evaluating</li> <li>l. Summarization</li> </ol>
6.	Counselling in different settings	<ul style="list-style-type: none"> <li>• Counselling in Health Settings</li> <li>• Pediatric (Infancy/Child) Counselling</li> <li>• Adolescent Counselling</li> <li>• Geriatric Counselling</li> <li>• Crisis Intervention &amp; Trauma Counselling Students would be made familiar with the concept of 'trauma.'</li> <li>• Substance Abuse and Counselling</li> <li>• Rehabilitation Counselling</li> <li>• Feminist Approaches to Counselling</li> <li>• Career Guidance and Counselling</li> </ul>

### Reading List

- Capuzzi, David & Douglas, R. Gross Counselling & Psychotherapy: Theories & Interventions.. Merrill Prentice Hall, Ohio, US (2003)
- Dave Mearns & Brian Thorne Person
- Centred Counselling in Action.. Sage Publication. N.Delhi (1988)
- Gerard Egan. - The Skilled Helper: Model, Skills & Methods for Effective Helping (2<sup>nd</sup> Ed.).
- Gibson, Robert L. & Mitchell, Marianne H. Introduction to Counselling & Guidance (6<sup>th</sup> Ed.) Pr entice Hall of India Pvt. Ltd. N. Delhi. (2005)

- Gregory & Smelter. Psychiatry: Essentials of Clinical Practice. Ch. 4. Brooks/ Cole Publishing Co. California
- Humphrey, Geraldine M.& Zimpfer, David G.(2008) Counselling for Grief & Bereavement 2nd Ed. Sage Pub.N.Delhi
- Les Parrott III - Counseling & Psychology (2<sup>nd</sup> Ed.). Thomson Brooks/Cole. US, UK (2003)  
Patterson C.H. - Theories of Counselling & Psychotherapy.. Harper & Row Pub. N.York (1986)
- Robert Carson et al Abnormal Psychology & Modern Life. 10<sup>th</sup>Ed
- Samuel, T. Glading, Merrill - Counselling: A Comprehensive Profession (4<sup>th</sup> Ed.) an imprint of Prentice Hall, Ohio US (2000)
- Worden, William J. (2001) Grief Counselling & Grief Therapy: A Handbook for the Mental Health Practitioner. Third Ed. Routledge. London

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