

UNIVERSITY OF MUMBAI

No. UG/35 of 2016-17

Mumbai-400032

30th July, 2016

The Principal,
College of Social Work,
Nirmala Niketan,
38, New Marine Line,
MUMBAI – 400 020.

Madam,

I am to invite your attention to the Ordinances, Regulations and Syllabi relating to the Bachelor of Social Work (BSW) degree course and you are hereby informed you that the recommendation made by Ad-hoc Board of Studies in Arts at its meeting held on 17th May, 2016 and accepted by the Academic Council at its meeting held on 23rd May, 2016 **vide** item No. 4.5 and that in accordance therewith, the revised syllabus as per Choice Based Grading System for Bachelor of Social Work (BSW), (Sem. I & III), which is available on the University's web site (www.mu.ac.in) and that the same has been brought into force with effect from the academic year 2016-17.

Yours faithfully,


(Dr.M.A.Khan)
REGISTRAR

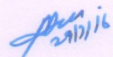
A.C/4.5/23/05/2015

No. UG/35-A of 2016

MUMBAI-400 032

30th July, 2016

Copy forwarded with compliments to the Chairperson, Board of Studies of Social Work, for information.


(Dr.M.A.Khan)
REGISTRAR

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Item No. 4.5

UNIVERSITY OF MUMBAI



Ordinances, Regulations and Syllabus

For

Bachelor of Social Work

(Choice Based Credit System with effect from the academic year 2016-2017)

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 2016-2017

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 19th 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.

Except in Field Work Practicum, there shall be in each paper, in each semester, an internal assessment for 25 per cent of the full marks assigned to the paper, and a semester end examination for the remaining 75 per cent of the full marks to be held at the end of each semester. In field work practicum, in semester 1, 3, and 5, there shall be assessment for 100 per cent. In field work practicum in semester 2, 4, and 6, there shall be an internal assessment for 75 per cent of the full marks assigned to the practicum and the remaining 25 per cent marks will be based on a viva-voce examination.

The internal assessment in each paper will be done at the mid semester for 25 per cent of the total marks allotted to each paper, based on the written assignments or tests or projects assigned to each paper.

The record of the marks obtained by the students for the internal work of semesters V and VI will be communicated to the University before the commencement of the respective semester end examinations.

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 along with the internal assessment marks of the students before the commencement of the written examinations.

Candidates will be required to attend any one of the remedial language courses from I to IV semesters offered by the college in English, Marathi or Hindi. The college will identify the candidates who will be so required to attend the remedial course. The candidates are required to obtain a minimum of 40 percent of the total marks and 75 percent attendance in the remedial course they attend in order to

appear for the written examination of each semester. The marks of the remedial language examination will not be added to the aggregate marks, but will be considered for attendance.

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 (SemI and SemII) Based on CBCS 2016-17

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

All theory papers of two credits will have a Semester end examinations for 37 marks with two hours duration. There will be an internal marking of 13 marks out of which 10 marks is for a class test or assignment or project and 3 marks for class participation. All theory papers of four credits will have a Semester end examinations for 75 marks with three hours duration. There will be an internal marking

of 25 marks out of which 20 marks is for a class test or assignment or project and 5 marks for class participation

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 completed the internal assessment and 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 along with the other internal assessment marks for the theory papers.

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. 40 percent of the total marks in each papers including the marks for internal assessment.
3. 50 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 is essential for consideration in the internal assessment 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 I, 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 I 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:

<i>Letter Grade</i>	<i>Grade Point</i>
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 -1

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 I: 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
- Beteillre, 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 1st 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 identifyingand 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
- Tuckmen'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
- Dasgupta, 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 field work experiences and learning (face sheet/time sheet/ Field work 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 1st 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 and 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*

