

**BACHELOR OF SOCIAL WORK (HONORS)**  
**(Under the National Educational Policy, 2020)**



**COURSE STRUCTURE AND SYLLABUS REGULATIONS**

**(For Affiliated Colleges)**

**EFFECTIVE FROM ACADEMIC YEAR 2023-24**

**DEPARTMENT OF SOCIAL WORK**

**SCHOOL OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES**

**PONDICHERRY UNIVERSITY**

**PUDUCHERRY-605014**

**DEPARTMENT OF SOCIAL WORK**  
**SCHOOL OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES**  
**PONDICHERRY UNIVERSITY**

**AIM OF THE PROGRAMME**

***Vision***

To become a leading institution for innovative, interdisciplinary approaches in educating social work practitioners and scholars, conducting research, and serving as a catalyst for positive social transformation.

***Programme Objectives:***

1. Apply the foundation knowledge, skills, values and ethics of social work practice in the assessment and treatment of individuals, families, groups, organisations, and communities.
2. Develop a professional identity as a social worker by applying professional values and ethics to social work practice.
3. Demonstrate an understanding and appreciation for human diversity to engage in a non-discriminatory, culturally sensitive practice that seeks social and economic justice for clients without regard to age, class, caste, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation.
4. Use appropriate supervision and consultation to conduct research and disseminate research findings that enhance students' personal and professional development.

**TITLE OF THE PROGRAMME**

**BACHELOR OF SOCIAL WORK (HONORS)**

The programme consists of classroom instruction and fieldwork practicum in real-world settings. Classroom instruction is aimed at familiarising students with the principles and skills required for social work intervention and developing students' personalities through the instillation of democratic and humanitarian attributes and values. Fieldwork practicum is managed through a network of various NGOs and government organisations working in the welfare and development sectors, where the students get first-hand experience of various social issues and appropriate interventions to address them. It is intended to provide social work professionals with the necessary knowledge, skills, virtues, and competence to work with national and international development organisations.

## **DURATION OF THE PROGRAMME**

1. Certificate in Social Work (CSW) – 1 Year (2 Semesters)
2. Diploma in Social Work (DSW)- 2 Years (4 Semesters)
3. Graduate Degree in Social Work (BSW) -3 Years (6 Semesters)
4. Honors Degree in Social Work (BSW-Honors) - 4 Years (8 Semesters)

## **ELIGIBILITY**

All students who have completed their Higher Secondary School Certificate are eligible for admission into an undergraduate degree programme, subject to securing specified percentage of marks at 12<sup>th</sup> standard fixed by the respective Universities/State Govts for each UG Programme.

## **ADMISSIONS**

As per the NEP, students shall be admitted to Undergraduate Programmes on basis of merit order in an All India Admission Test like CUET, NEET, etc. However, the respective State/UT Govts shall decide the order of merit for admission of students for different courses offered at colleges.

## **LATERAL ENTRY**

As per NEP, students have a choice of exit and entry into the Programme of Study multiple number of times. UGC specifies that about 10% of seats over and above the sanctioned strength shall be allocated to accommodate the Lateral Entry students.

## **COURSE STRUCTURE: (Enclosed)**

### **STRUCTURE OF ACADEMIC PROGRAMMES**

All Academic Programmes offered under NEP shall be stylised in terms of credits. Each course/subject in a given Programme of study shall carry certain number of credits which will be awarded on completion of the said course.

### **Breakup of Credits and Courses**

Every Undergraduate (UG) programme offered by a College shall confirm to the Structure specified by the UGC's Framework, 2023. A student of 3 year UG programme is mandated to complete a minimum of 120 credits and the student of 4 year Honors degree shall complete 160 credits.

An UG student shall complete the following courses under different heads as listed below:

1. Major Disciplinary Courses
2. Minor Disciplinary Courses
3. Multi-Disciplinary Courses

4. Ability Enhancement Courses
5. Skill Enhancement Courses
6. Value added/Common Courses
7. Internships and Community Service based projects
8. Research Project work for (Honors degree)

NEP Framework has specified the minimum number of credits that a Bachelor student has to earn in  $\frac{3}{4}$  year period. Table I specifies the number of credits and number of courses that a 3 year UG student and a 4 year UG (Hons) Degree student is expected to complete in 3 and 4 year duration respectively

**Table I: Breakup of Credits and Courses**

S.No	Component	3 Year Degree	4 Year Hons Degree
1	Major Disciplinary Courses	60 Credits (15 Courses of 4 credits each)	80 Credits (20 Courses of 4 credits each)
2	Minor Discipline Courses	24 Credits (6 Courses of 4 Credits each)	32 Credits (8 Courses of 4 credits each)
3	Multi-Disciplinary Courses	9 Credits (3 courses of 3credits each)	9 Credits (3 courses of 3 credits each)
4	Ability Enhancement Courses	8 Credits (4 courses of 2 credits each)	8 Credits ( 4 courses of 2 credits each)
5	Skill Enhancement Course	9 Credits (3 courses of 3 credits each)	9 Credits ( 3courses of 3 credits each)
6	Common Value added courses	8 Credits ( 4 course of 2 credits each)	8 Credits ( 4 course of 2 credits each)
7	Community Science	2 Credits (1 field based course)	2 Credits (1 field based course)
8	Research Dissertation Project	-	12 Credits (Project report & background subjects)
9	Total ( 3 year) credits required	120 Credits	160 Credits1

## **SCHEME OF EXAMINATION**

This is in accordance with the NEP Regulations - 2023, Pondicherry University that has come into effect from the academic year 2023-24 and changes effected from time to time shall also become automatically applicable.

## **PASSING MINIMUM**

A candidate can be admitted to appear in the B.S.W. degree end-semester examinations only if they have undergone the course of study as prescribed by Pondicherry University and have put in at least 70 per cent of attendance. The academic calendar comprises at least 15 weeks or 90 days per semester/term and an annual calendar of at least 30 weeks or 180 days.

The passing minimum is in accordance with the NEP Regulations – 2023, Pondicherry University, that has come into effect from the academic year 2023-24, and changes effected from time to time shall also become automatically applicable.

## **CLASSIFICATION OF SUCCESSFUL CANDIDATE**

This is in accordance with the NEP Regulations – 2023, Pondicherry University that has come into effect from the academic year 2023-24 and changes effected from time to time shall also become automatically applicable.

## **DETAILED SYLLABUS (Enclosed)**

## **TEACHING OF LEGISLATIONS/POLICIES/PROGRAMMES**

Since the nature of BSW course requires the teaching of legislations under various categories (such as social legislation, labour legislations, etc.), the amendments and changes to these legislations effected from time to time shall also become automatically applicable to the respective courses wherein these legislations are included. This shall apply to various government policies and programmes which are a part of the curriculum.

## **EVALUATION**

### **Total Marks: 100**

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End Semester University exam is for 75 marks. In case of Practicals, Project work etc., it is 50:50 marks for Internal and End-Semester Exams.

### **Break up of Internal Assessment marks**

Total Internal Assessment mark for a theory subject is 25 marks. The breakup is:

a)	Mid Semester Exam (one) - 20 Marks
b)	Percentage of Attendance - 5 Marks
<b>Total - 25 Marks</b>	

Marks for Attendance is as follows:

Below 75%	0
75% - 80%	1
80% - 85%	2
85% - 90%	3
90% - 95%	4
95% - 100%	5

### **Internal Test Scheme**

Principal of the College schedules the Mid-Semester Exam for all courses during 8/9<sup>th</sup> week of start of classes. All faculty members are expected to conduct this Mid-Semester exam for 1.30 hr duration and evaluate, upload the marks to Controller of Examinations of University. Colleges are also requested to preserve the answer books of Mid-Semester exams until declaration of results by the University.

### **Internal Assessment marks for Practicals/Project work/ Internships subjects:**

Faculty member in-charge of Lab practicals shall evaluate the practical subjects for 50 marks. The break up is as follows:

a) Observation note/Demo note/Work dairy	20
b) Practical Record/Internship Report	30
<b>Total</b>	<b>50</b>

### **End-Semester University Exam**

Controller of Examinations (COE) of Pondicherry University schedules the End-Semester exams for all theory and practical subjects based on University calendar.

A detailed Exam Time Table shall be circulated to all Colleges at least 15 days before the start of exams mostly during 15/16<sup>th</sup> week of the Semester. Question Papers shall be set externally based on BOS approved syllabus. All students who have a minimum of 70% attendance are eligible to attend the end-semester exams. The breakup of end semester marks:

a) Theory subjects (Sec A, Sec B and Sec C) Question from all units of syllabus	75 marks
b) Practical/Internship Project Work subjects (Based on Practical Exams /Presentation /Viva)	50 marks

### **Consolidation of Marks and passing Minimum**

Controller of Examinations of the University consolidates the Internal Assessment marks uploaded by the Colleges and marks secured by students in end-semester examination. The total marks will be converted into letter grades as shown in the following Table 2. As per NEP Regulations, the passing minimum is 50% marks (IA+End semester put together) However, Pondicherry University considers 40% marks as pass during first 3 years of study and students who secured less than 50 will be awarded 'P' (Pass Grade)

### **Arrear Exam**

A student who failed to secure 50% marks in aggregate is declared as Failed and he is eligible to take up supplementary examination by registering to the said course in the following Semester. All other candidates who failed due to shortage of attendance, those who are seeking to improve the grade shall repeat the course.

### **Letter Grades and Calculation of CGPA**

Total Marks Secured by a student in each subject shall be converted into a letter grade. UGC Framework has suggested a Country wide uniform letter grades for all UG courses. The following Table shows the seven letter grades and corresponding meaning and the grade points for calculation of CGPA.

**TABLE – 2**

<b>Equivalent Letter Grade</b>	<b>Meaning</b>	<b>Grade Points for Calculation of CGPA</b>
O	Outstanding	10
A+	Excellent	9
A	Very Good	8
B+	Good	7
B	Above Average	6
C	Average	5
P	Pass	4
F	Fail	0
Ab	Absent	0

In order to work out the above letter grades, the marks secured by a students (Total of IA and Semester End) would be categorized for relative grading.

The ranges of marks for each grades would be worked as follows:

Highest marks in the given subject: X

Cut of marks for grading purpose: 50 marks

Passing mark (for 3 year of UG) = 40

Number of grades (excepting P grade)

(O,A+,A,B+,B,C) = 6

Range of marks = K

$$K = \frac{X-50}{G}$$

The following table given the range of marks and letter grades.

According to K value, one of the following grading scheme will be followed.

(i) If  $K \geq 5$ , then the grades shall be awarded as given in Table II.

Table II		
Range of Marks in %	Letter Grade Points for	Letter Grade Points for
X to (X-K)+1	O	10
(X-K) to (X-2K)+1	A+	9
(X-2K) to (X-3K)+1	A	8
(X-3K) to (X-4K)+1	B+	7
(X-4K) to (X-5K)+1	B	6
(X-5K) to 50	C	5
40 – 49	P	4
Below 40	F	0
Absent (Lack of Attendance)	Ab	0



ss(ii) If  $K < 5$ , then the grades shall be awarded as given in Table III.

<b>Table III</b>		
<b>Range of Marks in %</b>	<b>Letter Grade Points for</b>	<b>Letter Grade Points for</b>
80-100	O	10
71-79	A+	9
66-70	A	8
61-65	B+	7
56-60	B	6
50-55	C	5
40-49	P	4
Below 40	F	0
Absent (lack of attendance)	Ab	0

### **Calculation of Semester Grade Point average and CGPA**

Semester Grade point Average (SGPA) is calculated by taking a weighted average of all grade points secured by a candidate from all subjects registered by him/her in the given Semester. The weights being the number of credits that each subject carries.

Cumulative Grade point Average (CGPA) CGPA shall be calculated as the weighted average of credits that course carries and the value of Grade points averaged for all subjects.

### **Computation of SGPA and CGPA**

The following procedure shall be followed to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.  $SGPA (S_i) = \frac{\sum (C_i \times G_i)}{\sum C_i}$

Where  $C_i$  is the number of credits of the  $i^{th}$  course and  $G_i$  is the grade point scored by the student in the  $i^{th}$  course.

**(i) Example for Computation of SGPA where candidate has not failed in any course.**

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 X 8 = 24
I	Course 2	4	B+	7	4 X 7 = 28
I	Course 3	3	B	6	3 X 6 = 18
I	Course 4	3	O	10	3 X 10 = 30
I	Course 5	3	C	5	3 X 5 = 15
I	Course 6	4	B	6	4 X 6 = 24
		20			139
	SGPA				139/20=6.95

**(ii) Example for Computation of SGPA where candidate has failed in one course.**

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 X 8 = 24
I	Course 2	4	B+	7	4 X 7 = 28
I	Course 3	3	B	6	3 X 6 = 18
I	Course 4	3	O	10	3 X 10 = 30
I	Course 5	3	C	5	3 X 5 = 15
I	Course 6	4	F	0	4 X 0 = 00
		20			115
	SGPA				115/20=5.75

**(iii) Example for Computation of SGPA where candidate has failed in two courses.**

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 X 8 = 24
I	Course 2	4	B+	7	4 X 7 = 28
I	Course 3	3	F	0	3 X 0 = 00
I	Course 4	3	B	6	3 X 6 = 18
I	Course 5	3	C	5	3 X 5 = 15
I	Course 6	4	F	0	4 X 0 = 00
		20			85
	SGPA				85/20=4.25

The CGPA shall also be calculated in similar way as shown in examples (i), (ii) and (iii) of SGPA for all subjects taken by the students in all the semesters. However, if any student fails more than once in the same subject, then while calculating CGPA, the credit and grade point

related to the subject in which the student fails in multiple attempts will be restricted to one time only. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

In case of audit courses offered, the students may be given (P) or (F) grade without any credits. This may be indicated in the mark sheet. Audit courses will not be considered towards the calculation of CGPA.

### **Declaration of Results**

Controller of Examinations (COE) of the University shall declare the results of given UG programme following the CGPA secured by students by the end of 6<sup>th</sup> Semester and 8<sup>th</sup> Semester.

### **PASS CLASSES**

<b>Range of CGPA</b>	<b>Result</b>
9.0 above	First Class with distinction
6.0 above	First Class
5.0 Below 5.99	Second Class
4.0 4.99	Pass Class

### **PANEL OF EXAMINERS**

The Programme Committee of the Department shall decide the panel of examiners.

**INFRASTRUCTURE** *(as per NAAC Manual for Self-Study of Social Work Institutions, October 2005).*

It is specified in the above document that the Department of Social Work should have the following:

- The building is well-ventilated and has an adequate number of lights and fans.
- A minimum of nine classrooms.
- Faculty members' offices provide sufficient privacy for individual conferences with students.
- A common/meeting room is available.
- An adequate number of clean toilets are provided separately for men and women.
- Separate rooms are available for field action projects, research projects and student counselling.
- A sick room/restroom with a sofa/couch and a medical kit are available in case of

sudden illness.

- Separate common rooms are available for staff and students.
- The building is differently-abled friendly.
- The building is surrounded by open space for outdoor recreation for students and has trees/gardens.
- Field practitioners are invited as guest lecturers.
- Blackboards, flipcharts, overhead projectors, radio, television, audio and video cassettes, slide shows, LCD projectors, internet and other aids are used for teaching-learning.

### ***Furniture and Equipment***

- Furniture in the classrooms is easily movable, and chairs have support for writing and keeping bags
- Locker space is available for all students
- Every faculty member has a chair, a desk to write on and a cupboard to maintain files, student records and other relevant academic documents
- Computer, printer, email and internet access are made available to all faculty members
- At least one personal computer (PC) with Microsoft (MS) Word, statistical and accounting packages along with printers is available for the administrative work of the Institution for social work education
- The administration is fully computerised

### ***Communication Facilities***

Phone, fax, and email facilities are available, especially for communication with the fieldwork agencies. The institution for social work education has developed a website and regularly updates it.

### ***Other Facilities***

A vehicle made available for students and staff commuting to fieldwork settings and field action projects in remote areas

## **STUDENT-TEACHER RATIO**

The NAAC Manual for Self-Study of Social Work Institutions, October 2005, specifies that the faculty-student ratio is 1:8 or less and not more than 1:10

## **RATIO OF NON-TEACHING STAFF**

The NAAC Manual for Self-Study of Social Work Institutions, October 2005, further specifies that:

The structure of the non-teaching staff is planned adequately for academic administration, infrastructural planning, purchase and maintenance, staff management, financial management, and secretarial support. Adequate secretarial support is available to the faculty members. The ratio of teaching to non-teaching staff is not more than 1:1

## **FIELDWORK INSTRUCTION IN SOCIAL WORK**

Practical training is a distinct feature and an integral part of social work education. The specific requirements of the fieldwork training will be made available to the trainee social workers. This practical training is given to the students during the course of study through various programs such as orientation programmes, observation visits, concurrent fieldwork, block placement training, study tours and mini-research.

### ***General Objectives of Fieldwork***

1. To understand social realities and problems as they play out in society and the civil society's response to them.
2. To understand, appreciate and develop the ability to evaluate the programmes and policies in the developing context critically.
3. To acquire skills of systematic observation and critical analysis and develop a spirit of inquiry
4. To learn and implement social work interventions
5. To develop skills of recording
6. To instil values and ethics of the social work profession through field practicum.
7. To develop an appreciation of social work intervention in these programmes by recording:
  - a) Relevant and factual information about the client system and the problem/concern
  - b) The selection of programmes/strategies for solving the problems and their relevance to the client system and the problem concern or the issue.
  - c) The role of the social worker and the relevance of social work intervention for the client's needs and the problem.
  - d) The relationship between the micro problems observed and the macro situation, the appropriateness of the organisation's resources and the nature of the intervention

- e) To integrate theory and practice while recording
- f) To develop self as an agent affecting societal change and transformation.

Fieldwork comprises the following:

- Social Work skill labs/ workshop
- Observation visits
- Concurrent fieldwork
- Block fieldwork
- Rural camp/study tour

Students are involved in intervention during emergencies like riots, cyclones, earthquakes, and specific time-bound, issue-based campaigns (*this is as per NAAC Manual for Self-Study of Social Work Institutions, October 2005*)

#### **MANDATORY FIELD ORIENTATION**

- The BSW students will be oriented to the social work profession soon after admission to the programme's first year. The duration of the programme shall be 3-5 days. Attendance in the orientation programme is compulsory. This programme shall comprise speakers from practitioners and professional social workers from the field and academia. A student who has missed this orientation programme is not eligible for admission/continuing this course.
- The programme includes concurrent and block fieldwork, rural camp, study tours, and extension work as part of the curriculum, which is compulsory for all the students. The students have to bear the expenses of the above-mentioned field activities.

#### **CONCURRENT FIELDWORK: RULES AND REGULATIONS**

Concurrent Fieldwork is the core curricular activity of the B.S.W. course. Hence, 100% attendance of the student is mandatory. Additional fieldwork needs to be planned and scheduled in case of absenteeism on any count. Work hours should be completed.

**Working days:** A student has to work two days a week for concurrent fieldwork. The students shall be in their respective agencies twice a week for 7.5 hours per fieldwork day. A minimum of 15 hours of concurrent fieldwork on the said two days is mandatory every week.

**Compensation for fieldwork is admissible only on the grounds of prolonged illness /disability/reasonable cause, as decided by the faculty members in a department meeting.**

**Work Hours:** Minimum work hours of concurrent fieldwork 15x15=225 hours in a semester. These work hours should be completed in about 28 to 32 visits. The minimum work hours of

225 are mandatory for the assessment. In calculating the fieldwork hours, the time students spend writing the fieldwork reports may also be considered. However, time spent travelling will be excluded from the total time spent in the field.

The University's academic calendar shall be communicated to the fieldwork agency well in advance. If the fieldwork agency works on a holiday declared by the University, the students shall follow the agency schedule. The list of holidays and working hours of the fieldwork agency has to be followed strictly by the students on fieldwork days.

100% of work hours should be completed in the community setting (rural and urban). In case agency work is in a community setting, 100% of work hours may be completed in the agency itself. Ultimately, institutional/agency and community setting experiences are mandatory for students.

**Fieldwork records:** Students should document their fieldwork recordings in the fieldwork diary and fieldwork journal separately. The fieldwork journal (observation record) should be up-to-date. Time, tasks and work hours should be maintained in the fieldwork journal (observation record). Detailed work records should also be given in it. Students have to get the signature of the agency supervisor and submit it to the faculty supervisor during weekly individual conferences. The faculty supervisor shall then sign the observation note. This shall be produced to the external viva voce examiner along with the fieldwork record during the fieldwork viva voce examination. Separate special reports based on fieldwork experiences and activities of students may be generated.

**Fieldwork conference:** Fieldwork conference should be part of the timetable. Faculty must conduct weekly fieldwork conferences for all the students (Individual conferences – half an hour per week, group conferences once a month). Faculty needs to maintain each trainee student's fieldwork conference report and concurrent fieldwork attendance report separately.

**Students' Role:**

- The efficiency and success of the fieldwork programme rests on the collaborative involvement of the student, Department supervisor and Agency Supervisor. The primary responsibilities of the students include:
- Placing due emphasis on meaningful, desirable and optimal participation in all components of the Fieldwork Programme of the Department
- Abide by all the rules, regulations, guidelines and procedures pertaining to fieldwork as they exist and or as they are revised from time to time
- According to due regard and strict adherence to the policies, procedures, guidelines,

protocol and timings followed by the fieldwork agency/placement setting

- Developing a semester plan for fieldwork engagement, in consultation with supervisor(s) and
- Adhering to the same to accomplish the mandatory learning requirements of fieldwork.
- Utilizing field experiences to learn about the range of tasks and functions performed by the agency and to contribute towards agency functioning through planned and approved interventions
- Participating in regular supervision sessions with Department and Agency supervisors. Completing all fieldwork-related assignments and tasks as per the scheduled plan and within the agreed-upon time frames
- Facilitating ongoing contact and communication between the fieldwork agency and the Department

Appropriately terminating fieldwork at the end of the semester as per Department guidelines.

Assuming a professional conduct concerning the following aspects:

- Regularity, punctuality and self-discipline concerning all fieldwork requirements
- Respect for clients, co-workers and staff of the agency
- Compliance and adherence to agency policies and procedures
- Committed participation and performance of scheduled role/responsibility in agency meetings, programmes /community engagements
- Reliance on approved fieldwork protocol for the resolution of problems/issues pertaining to fieldwork, both at the agency and the Department
- Acceptance of an appropriate dress code maintained in consultation with the supervisors and based on the specificity of the setting

### ***Role of Department and Agency Supervisors***

The Department supervisor must maintain regular contact with all the agencies where their students are placed. Frequent communication between the Department supervisor and Agency Supervisor is instrumental for students' holistic professional development and preventing malpractices. It is expected, therefore, that:

- The Department supervisor should make at least one visit per month to the Agency under their supervision, planned and in consultation with the Agency supervisor.
- The visits should aim at ongoing assessment of the student's progress and learning.



The last visit should emphasise evaluating the student's performance and education on critical parameters to aid the Department supervisor in assessing the student comprehensively.

- At least one Agency Supervisor meeting will be organised at the Department annually. The meeting is expected to be undertaken with a well-defined agenda proposed by the Fieldwork Coordinator in consultation with the Department Supervisors. This can comprise a general discussion followed by working groups discussing, deliberating and forwarding recommendations on different themes relevant to fieldwork.
- Agencies are provided with the contact numbers of Department Supervisors, the Fieldwork coordinator and the Department office to facilitate ongoing contact.
- Expenditure incurred by the faculty members (TA & DA) towards these field visits shall be reimbursed.

***The faculty supervisors are expected to fulfil the following:***

- Hold individual conferences of at least 30 minutes duration per student per week
- Hold monthly fieldwork seminar presentations and assess and document the learning outcomes of the trainees
- Check students' recordings weekly, make written comments on them, and discuss them in the individual conferences.
- Regularly visit the fieldwork settings to discuss the student's plans and progress.
- Faculty fieldwork supervisors are actively involved in the fieldwork setting.
- Written/audio/video recordings of students' fieldwork are used for classroom teaching.

## **MONTHLY FIELDWORK SEMINAR PRESENTATION**

### **OBJECTIVES:**

- To promote mutual learning among students.
- To equip students to organise a seminar.
- To create a platform for fieldwork discussions and deliberations on the ongoing fieldwork.

### **TASKS TO BE CARRIED OUT:**

- The monthly seminar presentation is organised where the students deliver a PowerPoint presentation of the fieldwork task and learning outcome of that particular month.
- Each session has one Chair, two rapporteurs, and a presenter.

- The Chair is required to oversee the overall arrangements of the presentation presentation venue, equipment, etc.
- Rapporteurs are required to write minutes of the presentation of each session.
- Every student has to perform all three roles, i.e. Chair, rapporteur and presenter, on a rotation basis.
- Each student has to share their work done in fieldwork and problems they face during fieldwork and seek suggestions from their peers and research scholars.

#### **LEARNING OUTCOMES:**

- Mutual learning and resource sharing.
- Ability to organise seminars.

#### **EVALUATION OF CONCURRENT AND BLOCK FIELDWORK**

External examiners should be members of the viva-voce board along with the internal examiners. The agency supervisor's suggestions shall be used for the fieldwork evaluation process.

Self-evaluation is compulsory before the final fieldwork evaluation. Students are expected to make their assessment and their expected percentage of marks. In the second step of evaluation, supervisor shall make a detailed assessment and award marks/grades. Fieldwork viva voce should be conducted at the end of the semester in the presence of an external expert academician /Practitioner of the respective specialisation. Given below are the criteria for fieldwork evaluation:

### CRITERIA FOR FIELDWORK EVALUATION

S.No.	Criteria	Marks
<b>Internal</b>		
1	Plan of action*	5
2	Report Submission	5
3	IC/Monthly seminar attendance	10
4	Report writing	10
5	Mini project/programme/concept paper#	10
6	Field knowledge and skills	5
7	Agency feedback	5
	<b>Total</b>	<b>50</b>
<b>External</b>		
8	Viva - voce	<b>50</b>
	<b>Total</b>	<b>100</b>

\*Plan of action shall be presented by the fieldwork student upon completing five visits to the fieldwork agency. It may be done as a classroom presentation or to the faculty supervisor in the individual conferences

# Each student shall take up a mini project, organise a programme, or prepare a concept paper based on his fieldwork placement and interest.

## COURSE STRUCTURE

### SEMESTER I

Course Code	Title of the Paper	Core	Credits
CSW111	Introduction to Social Work	Major-1	4
CSW112	Social Science Concepts for Social Work (Sociology, Economics and Law)	Minor-1	4
CSW113	Foundations of Social Work	MD-1 (SW)	3
	English -1	AEC	3
CSW114	Communication Skills	SEC-1	3
	Understanding India	VAC-1	2
	Environmental Science	VAC-2	2
<b>Total Credits</b>			<b>21</b>

### SEMESTER II

Course Code	Title of the Paper	Core	Credits
CSW121	Psychology for Social Work Practice	Minor-2	4
CSW122	Areas of Social Work Practice	Major-2	4
CSW123	Green Social Work	MD-2 (SW)	3
	MIL-1	AEC	3
CSW124	Life Skills Education	SEC-2	3
	Health & Well Being/ Yoga / Sports / Fitness	VAC-3	2
	Digital Technologies	VAC-4	2
<b>Total Credits</b>			<b>21</b>

**Exit Option:** Students exiting the program after securing 42 credits will be awarded a Certificate in Social Work provided, they secure four credit vocational courses offered during summer term or internship or apprenticeship.

### SEMESTER III

Course Code	Title of the Paper	Core	Credits
DSW211	Introduction to Social Case Work	Major -3	4
DSW212	Fieldwork-I	Major-4	4
DSW213	Understanding Communities	Minor-3	3
DSW214	Social Movements	MD-3(SW)	3
	English-2	AEC	3
DSW215	PRA for Social Work Practice	SEC-3	3
Total Credits			21

### SEMESTER IV

Course Code	Title of the Paper	Core	Credits
DSW221	Introduction to Social Group Work	Major -5	4
DSW222	Social Change and Social Development	Major-6	4
DSW223	Fieldwork- II	Major-7	4
DSW224	Disaster Management for Social Work Practice	Minor -4	4
	MIL-2	AEC	3
	Community Engagement and Service	VAC	2
Total Credits			21

**Exit Option:** Students exiting the programme after securing 84 credits will be awarded Diploma in Social Work provided, they secure four credit vocational courses offered during summer term or internship or apprenticeship.

### SEMESTER V

Course Code	Title of the Paper	Core	Credits
BSW311	Community Organisations and Social Action	Major-8	4
BSW312	Disability Studies	Major-9	4
BSW313	Fieldwork- III	Major-10	4
BSW314	Dalit and Tribal Studies	Minor-5	4
BSW 315	Summer Internship	Major-15	4
Total Credits			20

### SEMESTER VI

Course Code	Title of the Paper	Core	Credits
BSW321	Social Policy and Social Welfare Administration	Major-11	4
BSW322	Corporate Social Responsibility	Major-12	4
BSW323	Women and Development	Major-13	4
BSW324	Fieldwork- IV	Major-14	4
BSW325	Rehabilitation Social Work	Minor-6	4
Total Credits			20

**Exit Option:** Students who wants to undertake three-year UG programme will be awarded BSW degree upon securing 124 credits.

### SEMESTER VII

Course Code	Title of the Paper	Core	Credits
BSWH411	Social Work Practice with Children and Families	Major-16	4
BSWH412	Social work with elderly	Major-17	4
BSWH413	Fieldwork-V	Major-18	4
BSWH414	Youth Development	Minor-7	4
BSWH415	Addiction and Substance Abuse	Minor-8	4
Total Credits			20

### SEMESTER VIII

Course Code	Title of the Paper	Core	Credits
BSWH421	Social Work Research	Major-19	4
BSWH422	Fieldwork –VI	Major-20	4
BSWH423	Block placement	Major-21	4
BSWH424	Counselling Skills	Minor-9	4
BSWH425	Project Management	Minor-10	4
Total Credits			20

**Exit Option:** Students completing four years of study and securing 164 credits will be awarded BSW (Honors) Degree.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
I	CSW 111	INTRODUCTION TO PROFESSIONAL SOCIAL WORK	4

## INTRODUCTION TO PROFESSIONAL SOCIAL WORK

### COURSE DESCRIPTION:

This course is designed to familiarize the students with the concepts, definitions, theories and the historical growth and development of social work education and profession. This course strives to enable the students to understand the principles, philosophy, values and the knowledge and skill base of the profession. This course emerges as a foundation for acquiring core knowledge about the methods and fields of practice and the evolution, nature and content of social work education.

### COURSE OBJECTIVES:

- To understand the concept, definition, objectives, functions, theoretical foundations and methods of social work.
- To gain knowledge on the historical development of social work profession in India
- To assimilate the principles, values and ethics of professional social work; recognize the need and importance of social work education and fieldwork practicum.

### LEARNING OUTCOMES:

On successful completion of this course, students will be able:

- To know the objectives, functions and development of professional social work in India.
- To learn the concepts and theories related to social work.
- To appreciate the principles, values, ethics, knowledge, attitudes, skills and techniques required by a professional social worker. To understand the methods and fields of practice of social work and the content of social work education.



## **COURSE CONTENT:**

**UNIT 1:** Social Work: Definition, objectives and functions – Historical development of social work in India- Concepts related to Social Work – Social Service, Social Welfare, Social reform, Social Policy, Social Security, Social Justice and Social Development.

**UNIT 2:** Theories of Social Work – Ecological Systems Theory, Psychodynamic Theory, Social Learning Theory, Anti-oppressive social work, Strengths perspective, Radical social work, Task centered approach and Gandhian Theory

**UNIT 3:** Social Work as a Profession – Philosophy, values, principles and code of ethics of professional social work – Knowledge and Skills base of social work – Tenets of the social work profession.

**UNIT 4:** Introduction to Methods of social work and levels of practice – Micro, mezzo and macro levels – Fields of Social work: Community Development, Medical and Psychiatric Social Work, Social Work in the Workplace, Social Work with Family and Children, School Social Work, Correctional Social Work, Social Work with Elderly, Environmental Social Work, Social Work with Youth, Disaster Management, Corporate Social Responsibility, Working with Marginalized Groups.

**UNIT 5:** Social Work Education in India – Evolution, Nature and content of social work education – Fieldwork – Nature and objectives – Importance of fieldwork supervision - Professional Associations of Social Work – Prospects and problems of Social Work Profession in India.

## **REFERENCES**

1. Bhattacharya, Sanjay. (2008). Social work psycho-social and health aspects. New Delhi: Deep and Deep Publications.
2. Bhatt, S.& Singh, A.P. (2015). Social Work Practice: The Changing Context, The Readers Paradise, New Delhi.
3. Chowdhry, Paul.(1992). Introduction to social work. New Delhi: Atma Ram and Sons

4. Compton Beulah R. (1980). Introduction to social welfare and social work. Illinois: The Dosery Press.
5. Cox, David and Manohar Pawar. (2006). International social work. New Delhi: Vistar Publications.
6. Dasguta, S.(1967). Towards a philosophy of Social Work in India. New Delhi: Popular Book Services.
7. Desai, Murali. (2002).Ideologies and social work (Historical and Contemporary Analysis), Jaipur :Rawat Publications.
8. Dubois, Brenda, Krogsrud, Karla, Micky - Third Edition. (1999).Social work - An Empowering profession. London:Allyn and Bacon
9. Fink, Arthur et al. (1985).The fields of social work. Beverly Hills, Calif: Sage Publications.
10. Friedlander, Walter A. (1977).Concepts and methods of social work. New Delhi: Prentice Hall of India Pvt. Ltd.
11. Gore, M. S.(1965). Social work and social work education. Bombay: Asia Publication House
12. Hepworth, Dean H. (2010). Direct social work practice-Theory and skills (8<sup>th</sup> edition). New York: Brooks/Cole.
13. Jacob, K.K. (1994). Social work education in India. New Delhi: Himanshu publishers.
14. Konopka, Gisela. (1958). Social work philosophy. Minneapolis: The University of Minnesota Press.
15. Nair, T. Krishnan. (1981).Social work education and social work practice in India. Madras: Association of School of Social Work in India
16. Pathak,S.H.(1981). Social welfare: An evolutionary and development perspective. New Delhi: Macmillan Publication.
17. Payne,M. (2005). Modern Social Work Theory. New York: Palgrave/MacMillan.
18. Rameshwari, Devi and Ravi Prakash. (2000).Social work practice. Jaipur: Mangal Deep Publications
19. Sheafer Bradford. (1989). Social work: A profession of many faces (5<sup>th</sup>ed.)Boston: Allyn & Bacon.
20. Singh, K. (1994). Social work theory and practice. Lucknow: Prakasahan Kendra.

21. Singh, R.R. (1985). Fieldwork in social work education, A perspective for human service profession, New Delhi : Concept Publishing Company
22. Skidmore,R.A.,MiltonG.Thackrey and A.William Farley.(1991). Introduction to Social work. New Jersey, Englewood Cliffs: Prentice Hall.
23. Wadia, A. R. (1961). History and philosophy of social work in India. New Delhi: Allied Publishers
24. Yagna J. Stephen and Johnson C. Louise. (2007). Social work practice – A generalist Approach. New Delhi: Pearson Education.
25. Zastraw, H.C. (2003). The practice of social work, Canada: Thomson Learning Academic Centre

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
I	CSW 112	<b>SOCIAL SCIENCE CONCEPTS FOR SOCIAL WORK (SOCIOLOGY, ECONOMICS AND LAW)</b>	4

**SOCIAL SCIENCE CONCEPTS FOR SOCIAL WORK  
(SOCIOLOGY, ECONOMICS AND LAW)**

**COURSE OBJECTIVES:**

- To understand the basic Sociological concepts, Socio-cultural situations in Indian Society and to know the significance of Social Institutions in social life.
- To sensitize to the prevailing social issues in India and its linkage to Social Work profession.
- To acquire knowledge on basic economic and gender concepts and principles for effective Social Work practice.
- To identify various factors involved in Social Problems and understand Indian and Global Economy.

**LEARNING OUTCOMES:**

- The learners will be able to understand the sociological, economic and gender concepts
- The learners acquire skills to understand the various social, economic and gender development problems.
- The learners learn various theories and its implication in the society for its development.
- The learners can apply those knowledge and skills to address the social, economic, gender related problems which hinders the development.

**TEACHING METHODOLOGY:**

Lecture, Presentation, Group Discussion, Tutorials

## **COURSE CONTENT:**

**UNIT 1: Introduction to Sociology:** Definition, relationship between Sociology and Social Work Society: Definition, Characteristics and types of Societies Culture: Definition, Characteristics, Structure and Functions. Status & Role: Types and Characteristics Social Stratification: Definition and Characteristics. Caste, Class & Gender

**UNIT 2: Social Groups:** Definition, Characteristics and Classification of Groups, Social Interaction & Social Process- Characteristics and Types: Competition, Conflict, Co-operation, Accommodation & Assimilation Socialization: Definition, Characteristics, Types and Agencies of Socialization, Theories of Socialization – C.H. Cooley, Mead, Sigmund Freud & Talcott Parsons.

**UNIT 3: Social Institutions:** Structural aspects - Norms, Values, Folkways & Mores. Types of Social institutions: Family, Marriage, Education, Economy, Polity, Religion. Major Social Problems: Types and characteristics- Dowry, Domestic Violence, gender inequality, Juvenile Delinquency, Commercial Sex work, Child labour, Illiteracy, Poverty, Population exploitation, Alcoholism, Single parents, Corruption, Unemployment.

**UNIT 4: Introduction to Basic Economic Concepts:** Definition, Concepts- Economic Problems, Scarcity and Choice, Demand and Supply, National Income, Standard of Living, Per Capita Income. Introduction to Economic Systems: Capitalism, Socialism, Communalism, Mixed economy. Global Institutions-World Bank, International Monetary Fund, World Trade Organization. Globalization and its impact on Indian Economy. Multi National Corporations and their effects on Indian Economy

**UNIT 5: Gender and Development:** Definition, Meaning, related concepts- gender sensitivity, gender mainstreaming, gender discrimination; gender based violence, gender budget, gender and empowerment, Important policies and legislation for gender based development, Changing perspectives on gender.

## **REFERENCES**

1. Davis, Kingsley. (1995). Human Society. Delhi: Surjeet Publications.
2. Giri, P. (2008). Sociological Perspectives. Jaipur: Sublime Publications.

3. Jhingan, M L (2006). Economics of Development and Planning. Delhi: Vrinda Publications (P) Ltd.
4. M. Francis Abraham (2006). Contemporary Sociology. Oxford Oxfordshire: Oxford University Press.
5. MacIver, R.M., Page, C.H. (2000). Society an Introductory Analysis. New Delhi: Macmillan Publishers India.
6. Mallik, R M, Padhi, S P (2005). Development Deprivation and Welfare Policy. Jaipur: Rawat publications.
7. Misra. S K and Puri,V K, (2004). Indian Economy: It's Development Experience. Mumbai: Himalaya publishing house.
8. Prigoff, Arline (2000). Economics for Social Workers: Social Outcomes of Economic Globalization with Strategies for Community Action. Brooks/Cole.
9. Radhakrishna. R (2008). India Development Report. New Delhi: Oxford University Press.
10. Rajan, Sethi (2010). Social Change: Theory and Perspective, Delhi: Educational Publishers and Distributors.
11. Rawat, H. (2007). Sociology Basic Concepts. Jaipur: Rawat Publications,
12. Renuka, Birdi Ed. (1995). Readings in Modern Sociology: Sociology of Development Vol. (2); New Delhi: Kanishka Publishers.
13. Sampat Mukherjee, (1997). Indian Economy: Refresher Course. Kokotta: New Central Book Agency.
14. Shankar Rao,C N (2007). Sociology: Principles of Sociology with an Introduction to Social Thought. New Delhi: S Chand & Co Ltd.
15. Vidya, Bhushan.,Sachdeva, D.(2005). Introduction to Sociology. Allahabad: KitabMahal.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
I	CSW 113	FOUNDATIONS OF SOCIAL WORK	3

## FOUNDATIONS OF SOCIAL WORK

### COURSE OBJECTIVES:

While studying the Foundations to Social Work, the student shall be able to:

- Learn the basic Social Work Concepts, Values and Principles of the Social Work profession.
- Trace the History of Social Work in India and Abroad
- Understand the significance of Contemporary Social Work

### COURSE OUTCOME:

- This course familiarizes the students with the basic concepts that constitute an essential part of social work knowledge and the history and development of social work practice.
- It will help students understand the foundational aspects of social work practice.
- After studying this, the students can comprehend and conceptualize the different meanings and concepts of the terminologies used in this course.

### TEACHING METHODOLOGY:

Lecture, Presentation, Group Discussion, Tutorials

### COURSE CONTENT:

**UNIT 1: Basic Concepts of Social Work:** Concept, definition, goals, scope and functions of social work, social service, social welfare, social reform, social development, social justice and social security, Social Policy and Social Welfare Administration.

**UNIT 2: Evolution of Social Work:** Historical Development of Social Work in the UK and the USA: English Poor Laws and Charity Organization Society, Settlement House Movement, Beginning of Social Work Education.

**UNIT 3: Evolution of Social Work Profession in India:** Social Service Tradition in India: Concept of Charity in Ancient and Medieval India, 19th Century Reformers and Reform Movements in India, Voluntarism and History of Social Work Profession in India

**UNIT 4: Social Work Practice:** Levels of Social Work Practice: Micro, Mezzo and Macro; Scope of Social Work: Family Services, Child Welfare Services, Community Welfare Services, Welfare Services for the differently abled, Women Welfare Services and Labour Welfare Services, Current Trends and Issues in Social Work Practice.

**UNIT 5: Professionalization of Social Work:** Concept, Values and Philosophy of Professional Social Work, Principles of Social Work, Code of Ethics in the Social Work Profession, Professional Social Work Associations in India and Abroad.

### REFERENCES

1. Banks, S. (2001), Ethics and Values in Social Work. New York: Palgrave Macmillan
2. Bhusan, Vidya & Sachdev, (2006), An introduction to sociology. Allahabad, Kitab Mahal
3. Bogo, M. (2006) Social Work Practice- Concepts, Processes and Interviewing. New York: Columbia University Press.
4. Chowdhry, Paul, (1992). Introduction to social work. New Delhi: Atmaram & Sons
5. Diwakar, V.D. (1991) Social Reform Movements in India, Mumbai; Popular Prakashan. (Unit I)
6. Friedlander, Walter A. (1977). Concepts and methods of social work. New Delhi: Prentice Hall of India Pvt. Ltd
7. Joshi, S., C. Hand Book of Social Work. New Delhi: Akansha, 2004.
8. Nair, T.K. (1981) Social Work Education and Social Work Practice in India, Madras: Association of Schools of Social Work.
9. Segal, E. A. (2010). Professional social work. New Delhi: Cengage Learning India Pvt. Ltd.
10. Wadia, A.R. (Eds.) 1968 History and Philosophy of Social Work in India, Mumbai: Allied Publisher Private Ltd.
11. Gore, M.S. 1965 Social Work and Social Work Education, New Delhi: Asia Publishing House.



12. Healy, Karen (2000) Social Work Practices, London: Sage Publications.
13. Jacob, K.K. (1994) Social Work Education in India, N. Delhi: Himanshu Publications.
14. Woodroffe, K. (2000) From Charity to Social Work - In England and the United States, London: Routledge & Kegan Paul.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
I	CSW 114	COMMUNICATION SKILLS	3

## COMMUNICATION SKILLS

### COURSE DESCRIPTION:

Development communication is the integration of strategic communication in development sector. Strategic communication is a powerful tool that can improve the chances of success of development projects. It strives for behavior change not just information dissemination, education, or awareness-raising. While the latter are necessary ingredients of communication, they are not sufficient for getting people to change long-established practices or behaviors

### COURSE OBJECTIVES:

- Locating communication in the context of development.
- Acquire skills for effective communication.
- Application of development communication tools in social work practice

### LEARNING OUTCOMES:

- To understand theoretical models of communication.
- To increase knowledge on various communication methods and their use in the process of social change.
- Acquire ability to use communication skills in the practice of social work methods.

### TEACHING METHODOLOGY:

Briefly list out the teaching methods like lecture, GD, case discussion etc.

### COURSE CONTENT:

**UNIT 1:** Understanding Communication: Communication: concept, principles and its significance for development, Process of Communication, Forms of communication.

**UNIT 2:** Communication Competencies: Self Awareness in communication , Listening stages, functions, barriers, Develop communication competence to work in diverse settings

**UNIT 3:** Communication in Social Work Intervention: Types of Communication: Intra personal, Interpersonal, group and mass Communication, Barriers in Communication, Information Education and Communication - types, relevance, effective usage.

**UNIT 4:** Mass Communication and Development Means of Mass Communication: Propaganda, public opinion, and role of mass communication in social Change – Development Communication in Social Work Profession.

**UNIT 5:** Communication for Development Practice: Information Education and Communication - relevance, types, effective usage – IEC, BCC and Development Practice – Participatory communication: group discussion, focus group discussion.

## **REFERENCES**

1. Gamble, T.K. & Gamble, M 2002 'Communication Works'. McGraw Hill.
2. Knapp, M.L. & Miller, G.R. 1985 'Handbook of Interpersonal Communication'. Sage Publications.
3. Publications.
4. Melkote, Srinivas 1991 'Communication for Development in the Third World, Theory and Practice' Sage Publications.
5. Owen, Hargie 2006 'The Handbook of Communication Skills'. Routledge.
6. Treholm, Sarah 1993 'Thinking through Communication: AN Introduction to the Study of Human Communication'. Allyn & Bacon.
7. Thompson, Neil 2003 'Communication and Language: A Handbook of Theory and Practice' Palgrave. Macmillan.
8. Morreale, Spitzberg & Barge 2001 'Human Communication: Motivation, Knowledge and Skills' Wadsworth, Thomson Learning.
9. and Skills' Wadsworth, Thomson Learning.
10. Narula, Uma 2006 'Handbook of Communication: Models, Perspective, Strategies'. Atlantic.
11. Narula, Uma 2006 'Dynamics of Mass Communication: Models, Perspective, Strategies'. Atlantic.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
II	CSW 121	PSYCHOLOGY FOR SOCIAL WORK PRACTICE	4

## PSYCHOLOGY FOR SOCIAL WORK PRACTICE

### COURSE OBJECTIVES:

- To understand the relevance of Psychology to social work practice.
- To develop theoretical understanding of human development across the lifespan.
- To understand the nature and development of human behaviour in socio cultural contexts
- To learn about human behavioural processes, and apply it in social work practice.

### PROGRAMME OUTCOME:

On successful completion of the course, the students are expected to know:

- The Theoretical knowledge of human growth and development
- The Interplay between human growth and development and psycho social wellbeing
- The Significance of human behavioural processes, and its approaches.
- The Skill of engaging Psychology for social work practice in various settings.

### COURSE CONTENT:

**UNIT 1:** Psychology - Meaning, Definition, Goals, Fields and Methods. Introduction to Schools of Psychology- Structuralism and Functionalism, Gestalt psychology, Behaviorism, Psychoanalysis, Humanistic Psychology, Cognitive Psychology, Social Psychology; Relevance of Psychology to Social Work practice.

**UNIT 2:** Heredity and Environment – Lifespan perspective. Development: concept and principles, Developmental stages and Developmental tasks – Developmental periods –

infancy, babyhood, childhood, puberty and adolescence, early adulthood, middle age and old age, Areas and Theories of Human Development. Social Psychology

**UNIT 3:** Concept of Human Behaviour and Self. Needs and Motives, Cognition, Memory, Intelligence, Learning and Motivation: Concept, Meaning, Definition, Characteristics and Theories. Personality: Meaning, Definition, types and factors influencing Personality and structure, Theories of Personality.

**UNIT 4:** Human Behaviour Processes – Emotions, Concept of Perception, Characteristics, process and factors influencing perception. Attitude: Definition, Concept, Nature of attitudes, stereotypes and prejudice, formation of attitudes and attitudinal change, leadership.

**UNIT 5:** Concept of Normality and Abnormality. Mental Health: Characteristics of mentally healthy person, factors influencing mental health – Concept of abnormality – Basic major and minor mental illnesses – Role of social workers in promoting mental health.

## REFERENCES

1. Archambeault, John. (2009). Social Work and Mental Health, UK: Learning Matters Pvt Ltd.
2. Bee, Helen L., Mitchell, Sandra K. (1984). The Developing Person: A Lifespan Approach, New York: Harper and Row Publishers Publishing Co Ltd.
3. Clifford, Morgen and King, Richard. (1975). Introduction to Psychology, New York: McGraw Hill Inc.
4. Coleman, James C. & Broen William E. (1972). Abnormal Psychology and Modern life, India: D. B. Taraporevala Sons and Co. Pvt. Ltd.
5. Crawford, Karen and Janet, Walker. (2010). Social Work and Human Development, UK: Learning Matters Pvt Ltd. (3rd Edition).
6. Daniel, W. Barrett. (2016). Social psychology-core concepts and emerging trends. London: Sage
7. Dinkar, Suchitra S. (2010). Child Development and Psychology. New Delhi: Axis Publications.

8. Feldman, Robert. S. (2004). Understanding Psychology, New York: Tata McGraw Hill Publishing Co Ltd.
9. Hurlock, Elizabeth. (1976). Personality Development, New Delhi: Tata McGraw Hill Publishing Co.Ltd.
10. Ingleby, Ewan. (2006). Applied Psychology for Social Work, UK: Learning Matters Ltd.
11. Kuppaswamy. (1980). An introduction to social psychology. Bombay: Media Promoters and Publishers Pvt Ltd
12. Mangal, S. K. (2007). General Psychology, New Delhi: Sterling Publisher Pvt.Ltd.
13. Nicolson, P, & Bayne, R . (2014). Psychology for social work. theory and practice. London: Palgrave
14. Paula, Nicolson and Rowan, Bayne and Jenny, Owen. (2006). Applied Psychology for Social Workers, UK: Palgrave Macmillan Ltd. (3rd Edition).
15. Paula, Nicolson and Rowan, Bayne. (2014). Psychology for social work, theory and practice. London: Palgrave Macmillan Ltd

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
II	CSW 122	AREAS OF SOCIAL WORK PRACTICE	4

### **AREAS OF SOCIAL WORK PRACTICE**

#### **COURSE DESCRIPTION:**

This course helps to explore different areas of social work practice such as community, medical and psychiatric, family and child welfare, criminology and industrial setting. Various problems in these settings and the scope for social work practice in these settings will be discussed.

#### **COURSE OBJECTIVES:**

- To develop an understanding of the different areas of social work practice.
- To understand various services available in the social work fields.
- To develop an ability to apply the principles of Social Work and Intervention processes in various fields of Social Work.

#### **LEARNING OUTCOMES:**

On successful completion of the course students will able:

- To understand the different social work practice settings.
- To acquire knowledge of the role of the social worker in different settings.
- To learn the scope of social work practice in different fields.

#### **TEACHING METHODOLOGY:**

Lecture, PowerPoint presentations, Group Activities, Group Discussions, Role Plays, Assignments, Seminars, Tutorials, Guest Lectures, Audio-visual clippings

#### **COURSE CONTENT:**

**UNIT 1:** Meaning of Rural and Urban Community Development. Current Issues in Rural and Urban Areas. Different Services in the Field of Urban and Rural Community Development. Scope of Urban and Rural Community Development. Role of Social Worker in community.

**UNIT 2:** Meaning of Medical and Psychiatric Social Work, Organization and Administration of Medical and Psychiatric Social Work Department in Hospitals, Major Health Issues. Scope of Medical and Psychiatric Social Work. Role of Social Worker in Medical and Psychiatric Setting.

**UNIT 3:** Meaning of Family and Child Welfare. Indian Family: Problems, and Prospects. Problems Of Children, Children in Special Circumstances, and the elderly. Emerging Issues in the Area of Child Welfare, Different Services in the Field of Family, Child and Youth Welfare. Scope of Family and Child Welfare. Role of Social Worker.

**UNIT 4:** Meaning of Criminology. Crimes in India, Types of Crime, Criminal Justice System, Criminal and Correctional Laws – Juvenile Justice Act 2015. Need and Importance of Correctional Institutions. Scope of Criminology and Correctional Administration. Role of Social Worker.

**UNIT 5:** Industrial Social Work: Definition. Importance and scope of social work profession in industrial setting. CSR- Corporate social responsibility, need and implementation, Role and functions of social worker in industrial settings. Problems of workers/employees in an industry.

## REFERENCES

1. Boyle, S., Smith, L., Farley, W. O., Hull, G., & Mather, J. (2008). *Direct Practice in Social Work* (2nd ed.). Pearson.
2. Johnson, L., & Yanca, S. (2009). *Social Work Practice: A Generalist Approach* (10th ed.). Pearson.
3. Constable, R., & Lee, D. (2015). *Social Work with Families: Content and Process* (1st ed.). Oxford University Press.
4. Miley, K. K., O'Melia, M. W., & Dubois, B. (2021). *Generalist Social Work Practice: An Empowering Approach* (9th ed.). Pearson.



5. Davey, J., & Bigmore, J. (2009). *Introducing Child Care Social Work: Contemporary Policy and Practice (Post-Qualifying Social Work Practice Series)* (1st ed.). Learning Matters.
6. Butcher, H. L., W., Banks, S., Henderson, P., & Robertson, J. (2007). *Critical community practice* (First ed.). Policy Press.
7. Fink, Arthur et al. (1985). *The fields of social work*. Beverly Hills, Calif: Sage Publications.
8. Rameshwari, Devi and Ravi Prakash. (2000). *Social work practice*. Jaipur: Mangal Deep Publications
9. Singh, R.R. (1985). *Fieldwork in social work education, A perspective for human service profession*. New Delhi: Concept Publishing Company
10. Zastrow, H.C.(2003). *The practice of social work*. Canada: Thomson Learning Academic Centre
11. Coppock, V., & Dunn, R. W. (2009). *Understanding Social Work Practice in Mental Health* (1st ed.). SAGE Publications Ltd.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
II	CSW 123	GREEN SOCIAL WORK	4

## GREEN SOCIAL WORK

### COURSE DESCRIPTION:

Social workers are positioned to engage in international partnerships committed to environmentalism to facilitate a sustainable connection between nature's life forces and people. Increasingly, social workers participate on interdisciplinary teams that help communities address environmental issues by partnering with government and non-government organizations. This course examines how a variety of vulnerable or marginalized populations are impacted by environmental injustices, and explores ways that social service professionals can solve environmental justice issues on the micro, mezzo and macro level. Students will explore how issues such as climate change, extreme weather events and environmental toxins intersect with health, mental health, children & youth, older adults, indigenous populations, food deserts, climate-forced migration, international conflict, environmental racism, and more and examine solutions including eco-therapy, climate policy, and community organizing.

### COURSE OBJECTIVES:

- An understanding of the theories and concepts associated with environmentalism in the context of social work practice and policy.
- Knowledge of the major roles for social work in providing environmental-related service delivery that enhances well-being in various national/international settings.
- An understanding of the impact of environmental policies on global populations with a focus on human rights and social, economic and environmental justice.
- Competency development that advances human rights and social, economic and environmental justice

**LEARNING OUTCOMES:**

- Knowledge of the operation and results of global environmental injustice in addressing social need.
- Ability to use the skill associated with social work practice and policy in assessing strengths and weaknesses of environmental policies and procedures.
- Organize and participate in workers to teach them consequential impact of ongoing changes.
- Learn critical skills of emergency planning and management in emergency situations

**TEACHING METHODOLOGY:**

Classes will comprise of lectures, audio-visual presentations, group discussions, and assignments.

**COURSE CONTENT:**

**Unit 1:** Introduction of green social work: Meaning and features, Green social work objective, importance and nature, value and scope of Green social work, philosophy of Green social work

**Unit 2:** Global and National environmental issues and concerns: environmental injustice, Climate change: Social implications and consequences (such as disasters; food shortages; migration; conflict); climate change adaptation

**Unit 3:** Interface between green social work and development – Environmental justice: Implications for food security, livelihood security, energy security and community wellbeing –Sustainable Development Goals: Concept, potentialities and challenges

**Unit 4:** Constitutional provisions, policies, legislative framework and programmes pertaining to environment and environmental conservation

**Unit 5:** Significance of Local Environmental Movements: environmental movements and leaders in India – case studies of successful local initiatives – role of youth in green social work

## REFERENCES

1. Dominelli, L. (2012). Green social work –From environmental crises to environmental justice. Cambridge: Polity Press.
2. Grey, M., Coates, J., & Hetherington, T. (2013). Environmental social work. New York: Routledge.
3. Rogers, P., Jalal, K., & Boyd, J. (2008). An introduction to sustainable development. London: Earthscan.
4. Agarwal, B. (2015). Gender and green governance: the political economy of women's presence within and beyond community forestry. Oxford: Oxford University Press.
5. Carter, N. (2007). The politics of the environment: Ideas, activism, policies (2nd edition). London: Cambridge University Press.
6. Roser, D., & Seidel, C. (2017). Climate justice: An introduction. New York: Routledge.
7. Mies, M., & Shiva, V. (2010). Ecofeminism. Jaipur: Rawat Publications.
8. Sessions, G. (1995). Deep ecology for the 21st century: Readings on the philosophy and practice of the new environmentalism. Boston: Shambhala Publications.
9. Guha, R., & Alier, J. (1997). Varieties of environmentalism: essays north and south. New York: Routledge.
10. Rangarajan, M. (2006). Environmental issues in India. New Delhi: Pearsons
11. Dominelli, L. (Eds.) (2018). Handbook of green social work. London: Routledge
12. Calvert, P., & Calvert, S. (1999). The south, the north and the environment. Jaipur: Rawat Publications
13. Gadgil, M., & Guha, R. (1992). This fissured land: an ecological history of India. New Delhi: Oxford University Press.
14. Shabuddin, G. (2010). Conservation at the crossroads: science, society and the future of India's wildlife. New Delhi: Permanent Black.
15. Peet, R., & Watts, M. (2002). Liberation ecologies: environment, development and social movements. London: Routledge.
16. Blaikie, P. (2016). Land degradation and society. New York: Routledge.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
II	CSW 124	LIFE SKILLS EDUCATION	3

## **LIFE SKILLS EDUCATION**

### **COURSE DESCRIPTION:**

The World Health Organization has outlined ten core life skills that it considers essential for individuals to develop in the 21<sup>st</sup> century. Life skills are core skills and competencies that enhance an individual's resourcefulness and adaptation to changes in one's life. This course is designed to impart life skills education to the students and develop their competencies to maximize their potential, employability, and personal and professional development. It includes the WHO recommended life skills in addition to skills essential for their professional development.

### **COURSE OBJECTIVES:**

1. To enhance one's self-awareness and competencies in communication and interpersonal relationships.
2. To develop the skills to cope effectively with stress and emotions.
3. To develop one's personal and professional competencies through creative and critical thinking, problem solving, and decision-making.

### **LEARNING OUTCOMES:**

- Identification and development of important life skills and competencies.
- Ability to apply life skills for effective interpersonal communication, stress management, problem solving and decision-making.
- Development of personal and professional competence.

### **TEACHING METHODOLOGY:**

Classes will comprise of lectures, group activities, group discussions and assignments.

## **COURSE CONTENT:**

**UNIT 1: Life Skills: Introduction:** Life Skills: Concept, meaning and significance – WHO Life Skills: Ten life skills – self-awareness, empathy, critical thinking, creative thinking, decision-making, problem-solving, effective communication, inter-personal relationships, coping with stress (stress management), coping with emotions – Professional Skills: Positive thinking, goal setting, learning and research skills, leadership, motivation, personality development, emotional intelligence (EQ) and social intelligence (SQ).

**UNIT 2: Self-Awareness and Self-Development:** Self-Awareness: Definition and meaning; identifying personal strengths; self-reflection; strategies and tools for self-reflection – Empathy: Developing empathy for self and others; building commitment to causes; developing personal morals and values – honesty, integrity, respect, mutual support, civic engagement – Critical and Creative Thinking: Developing creativity; convergent and divergent thinking; sources of creativity – experiences, imagination, intuition; multiple forms of intelligence; critical analysis and logical reasoning skills; cultivating a scientific temperament.

**UNIT 3: Decision-Making, Problem-Solving and Coping Skills:** Decision-Making and Problem Solving: Importance and significance; steps in decision-making and problems-solving; identifying underlying causes of problems; information processing; evaluating available choices; brainstorming, collaboration and mind-mapping – Stress Management: Stress – concept and definitions; identifying sources of stress; distress and eustress; stress management approaches – action-oriented, emotion-oriented and acceptance-oriented; relaxation techniques – Coping Skills: Identifying negative emotions; problem versus emotion-focused coping strategies; developing resilience.

**UNIT 4: Inter-personal and Communication Skills:** Effective Communication: Importance and significance; understanding the communication cycle; framing messages; barriers to effective communication; developing listening, speaking and presentation skills; feedback – Inter-personal relationships: Working with teams; group formation and dynamics; conflict-management and resolution; managing differences and achieving consensus; sensitivity and empathy – Leadership: Concept, meaning and significance; styles of leadership; developing leadership skills; time-management; crisis management.

**UNIT 5: Life Skills and Social Work: Life skills for social work practice: Values, ethics and moral principles – Social work principles and life skills: Acceptance, non-judgmental attitude, dignity, integrity, respect, managing emotions – Application of life skills in social work practice: Case studies**

## **REFERENCES**

1. Robert A. Baron. (2006.) Social Psychology. Prentice Hall of India, New Delhi.
2. Chakravarthi, Kalyana T. and Chakravarthi, Latha T. (2011). Soft Skills for Managers. Wiley Publishing Ltd., India.
3. James, Larry (2006). The First Book of Life Skills. Embassy Books, Mumbai.
4. Goleman, Daniel. (2005). Emotional Intelligence – Why It Can Matter More Than IQ. Bantam, New York.
5. Sen, Madhucchanda. (2010). An Introduction to Critical Thinking. Pearson, New Delhi.
6. Mitra, Barun K. (2017). Personality Development and Soft Skills. Oxford Publishers, New Delhi.
7. <https://www.unicef.org/azerbaijan/media/2776/file/Basic%20Life%20Skills%20Course%20Facilitator%E2%80%99s%20Manual.pdf>
8. <https://cbseacademic.nic.in/lifeskills/PDF/CBSE-Class-IX-Teachers-Manual-for-Life-Skills.pdf>
9. [https://www.google.com/search?q=life+skills+education+manuals&oq=life+skills+education+manuals&gs\\_lcrp=EgZjaHJvbWUyBggAEEUYOTIICAEQABgWGB4yCggCEAAyhgMYigUyCggDEAAyhgMYigUyCggEEAAyhgMYigXSAQk4OTgyajBqMTWoAgCwAgA&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=life+skills+education+manuals&oq=life+skills+education+manuals&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIICAEQABgWGB4yCggCEAAyhgMYigUyCggDEAAyhgMYigUyCggEEAAyhgMYigXSAQk4OTgyajBqMTWoAgCwAgA&sourceid=chrome&ie=UTF-8)
10. Facilitator's Manual on Enhancing Life Skills (AHDP) – Tamil/English, Rajiv Gandhi National Institute for Youth Development, Sriperumpudur, Tamil Nadu

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	DSW 211	INTRODUCTION TO SOCIAL CASE WORK	4

### INTRODUCTION TO SOCIAL CASE WORK

#### COURSE DESCRIPTION:

Social casework is a primary method of social work. It employed by social workers to help individuals find a solution to problems of social adjustment which they are unable to handle in a satisfactory way by their own effort. It Follows a systematic and professional approach to studying & diagnose the client's problem.

#### COURSE OBJECTIVES:

- To Gain knowledge about the primary method of social work practice with individuals
- To Understand the basics and need of social case work
- To Acquire the process and skills of working with individuals
- To Understand the basics and need of social case work in different settings

#### LEARNING OUTCOMES:

- Gained knowledge about the primary method of social work practice with individuals
- Understood the techniques and approaches of social work practice with individuals
- Acquired the skill of working with individuals.
- Gained knowledge about the social work practice with individuals in different settings
- Acquired the skill of working with individuals in different settings

#### TEACHING METHODOLOGY:

Class room teaching, Seminar, Group discussion, Role Play and Guest lecture from the practitioner



## **COURSE CONTENT:**

**UNIT 1:** Social Casework as a method of Social Work. Concept and Definition. Historical development of Social Casework. Objectives of working with individuals. Values - Worth and dignity of clients; Problem Solving capacity and Confidentiality. Components: Person, Problem, Place and Process. Principles of Case Work: Acceptance, Confidentiality, Communication, Self-Determination, Individualization, controlled Emotion, Creditability etc.

**UNIT 2:** Casework Practice: Approaches and Models -Psycho Social approach, Psychoanalytical, Functional approach, Problem solving approach and Crisis Intervention. Relevance of an Eclectic approach. Casework Process: Phase 1 – Exploration of person in environment – Phase 2 multidimensional assessment and planning, multidimensional intervention – Phase 3 – helping: implementing and goal attainment – Phase 4 – termination and evaluation – follow up.

**UNIT 3:** Tools and techniques in casework: listening, observation, Interview –visits, collateral contacts, referrals – techniques in practice – ventilation, emotional support, action oriented support, advocacy, environment modification, modeling, role playing and confrontation – Case history taking, Record keeping – Face sheet, Narrative, Process and Summary recording.

**UNIT 4:** Scope and Practice of Social Casework; Role and functions of Social Caseworker in Medical and Psychiatric Settings- Health Care Centers for Acute, Chronic and Terminal Health concerns, Mental health. Role and functions of Social Caseworker in Educational Institutions: Social Media Addiction – Intellectual disorder - Cognitive-Behavioral and Career guidance – Impact of covid-19 among school children

**UNIT 5:** Role and functions of Social Caseworker in Community Based Rehabilitation Centers, De-addiction & Detoxification Centers; Case work in Disaster Situations & Grief and case work practice with Sexual Minorities- Self-Help Groups. Role and functions of Social Caseworker in Family and Child Welfare Settings- Family Welfare Centers, Child Guidance Clinics, Pre-Marital, Marital, Fertility Management & Family Counselling Geriatric Care. Adoption Counseling, - Suicide Prevention. Role and functions of Social

Caseworker in Correctional Setting- Homes /Special Schools for delinquents, Observation Homes, Prisons. Role and functions of Social Caseworker in Corporate Setting-Industries; Case work practice at Workplace Community – Absenteeism – Employee’s family welfare management.

## **REFERENCES**

1. Bhattacharya, Sanjay. 2009. Social Case Work Administration and Development. Rawat Publications. New Delhi.
2. Elizabeth A Segal, et.al. 2010. Professional Social Work. Cengage Learning India Pvt. Ltd. India.
3. Kottles A. Jeffrey, David S., Shepard. 2009. Counseling Theories and Practice. Cengage Learning India Pvt. Ltd. New Delhi.
4. Mathew, Grace. 1992. An introduction to Social Case Work. Tata Institute of Social Sciences. Bombay.
5. Mujawar W.R., N.K. Sadar. 2010. Field Work Training in Social Work. Mangalam Publications. New Delhi.
6. Perlman Helan Haris. 2011. Social Case Work –Problem Solving Process. Rawat Publications. India.
7. Upadhya, R. K. 2010. Social Case Work a Therapeutic Approach. Rawat Publications. New Delhi.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	DSW 212	FIELDWORK-I	4

### FIELDWORK-I

Fieldwork shall consist of:

1. Fieldwork Orientation
2. Skill labs/ workshops for fieldwork supportive
3. Observational visits

#### *1. Fieldwork Orientation*

Before the commencement of the field practicum, the students will have a formal orientation to fieldwork in various agency settings. During the orientation students will be provided information about the objectives, settings, roles and responsibilities of students, faculty supervisors, and agency supervisors, discipline, code of ethics, documentation, communication and reporting procedures, safety procedures, specific learning outcomes and assessment procedures.

#### *2. Skill labs/ workshops for fieldwork supportive*

#### **OBJECTIVE:**

1. To train students with basic people skills for effective fieldwork practice.
2. To equip students to write quality fieldwork reports.

#### **TASKS TO BE CARRIED OUT:**

- Attend skill workshops organized by the department namely on Interpersonal relationships, communication skills, report writing, active listening skills, leadership skills, awareness of body language.
- Task mentioned above are only indicative in nature.

#### **LEARNING OUTCOMES:**

Students will be able to equip themselves with necessary skills for fieldwork practice.

### **3. Observational visits**

A minimum of three visits may be made to agencies /institutions related to various fields /areas of social work practice.

#### **OBJECTIVES:**

1. To expose the students to various social work settings
2. To observe and develop a spirit of inquiry.
3. To get acquainted with the structure, functioning, staffing pattern and activities of the organization.
4. To understand the problems and constraints faced by the organization

#### **TASKS TO BE CARRIEDOUT:**

- Active Participation in the visits
- Observe, interact and enquire about the organization and its functioning
- Record all information pertaining to the organization

#### **LEARNING OUTCOMES:**

- Organizing & Participatory skills, Observation & Interactive skills, Listening & comprehending skills, Analytical skills, Interpersonal skills and Documentation skills

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	DSW 213	UNDERSTANDING COMMUNITIES	3

## UNDERSTANDING COMMUNITIES

### COURSE DESCRIPTION:

This course understands communities. The basic understanding of communities will enable the learners to acknowledge the significance of communities to work on the needs, problems, vulnerabilities and challenges faced by the backward and marginalized in the tribal, rural and urban areas.

### COURSE OBJECTIVES:

- To understand the community as a dynamic entity.
- To understand the tribal, rural and urban communities.
- To comprehend the needs, problems, vulnerabilities and challenges faced by the backward and marginalized communities.
- To understand the concept of community and its relevance in social work

### LEARNING OUTCOMES:

- Understand the concept of communities.
- Enhance knowledge about different communities.
- Create an insight on learner's about various communities.
- Identify the problems various communities.
- Learn about the techniques to find out resources from a community.

### TEACHING METHODOLOGY:

Lecture, GD, Case discussion, Assignments, Assessments, community visit

## **COURSE CONTENT:**

**UNIT 1:** Concept, meaning, characteristics and significance of community-Concept of community: Sociological and social work perspectives of community- geographical and functional community-Different Communities-Definition and characteristics-Types of community-difference between rural, urban and tribal communities-Community leadership-types of community leaders-power structure in community.

**UNIT 2:** Tribal Community: Characteristics of Tribal communities- Understanding the Concept of Tribes, Adivasis, Indigenous people - Challenges of Tribal Life--Challenges in working with tribal communities. Composition, Culture, norms, and administrative structures of Tribal communities. Social Work Interventions in tribal communities.

**UNIT 3:** Rural Community: Definition, concepts, meaning and characteristics-Rural community development: Meaning and definitions, Principles and strategies. Rural communities-Composition Culture and norms, administrative structures-Rural social problem-Challenges in working with rural communities-Social Work Interventions in rural communities

**UNIT 4:** Urban Community: Definition, concept, meaning and characteristics-Urban community development: Meaning and definitions, Principles and strategies. Urban communities- Composition, Culture and norms, administrative structures-Urban social problem-Challenges in working with urban communities-Social Work Interventions in urban communities

**UNIT 5:** Application of community organization method in urban, rural and tribal communities. Role of Government, NGOs and Corporates. Role of social workers working with communities.

## REFERENCES

1. Ross Murray G, Community Organisation: Theory and Principles, Harper and Row Publication New York, 1985.
2. Hardcastle, David A., Powers, Patricia R. and Wenocur, Stanley: Community Practice- Theories and Skills for Social Workers. Second Edition 2011
3. Rath, Govind Chandra: Tribal Development in India -The Contemporary Debate Sage Publications, New Delhi 2006
4. Johri, Pradeep Kumar. (2005). Social Work and Community Development. New Delhi: Anmol Publications Pvt. Ltd.
5. Kumar, Jha Jainendra. (2002). Social work and community development. New Delhi: Anmol Publications Pvt. Ltd.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	DSW 214	SOCIAL MOVEMENTS	3

## SOCIAL MOVEMENTS

### COURSE DESCRIPTION:

This course introduces the students to the collective efforts of people of a society in bringing transformations to it; and discusses the nature, characteristics, features and theories of social movements. It explores a range of sociological, anthropological and feministic approaches to the study of social movements and revolutions.

### COURSE OBJECTIVES:

- To introduce students to the concept of social movement and its role in social transformation.
- To acquaint them with the various social movements in India and their goals.
- To develop their understanding of how social movements bring social transformations.

### LEARNING OUTCOMES:

After completion of this course, students will:

- Understand the philosophical background of social movements in India.
- Understand the emergence, trends and importance of various social movements in India.

**TEACHING METHODOLOGY:** Lectures, Digitized Presentations, Group Discussions, Case Discussions, Group Activities, Assignments, Seminars, Periodic and Continuous Assessment, Spot Tests, Quiz.

### COURSE CONTENT:

**UNIT 1:** Introduction to Social Movements: Defining Social Movement – Nature, characteristics and features, Components, stages and importance. Major types: Redemptive,



Reformist and Revolutionary. Theories of Social Movements – Approaches to study Social Movements, Social Transformation.

**UNIT 2:** Reform Movements: Social and Religious Reforms in India, Characteristics and Contributions. Brahmo Samaj, Prarthana Samaj, Aligarh Movement, Arya Samaj, Deoband movement, Theosophical society, Ramakrishna Mission, Satyashodhak Samaj. Impact of the Reform Movements.

**UNIT 3:** Peasant and Tribal Movements: Peasant movements in India – Characteristics and trends, The Indigo Revolt, Punjab Peasants Discontent, Champaran Satyagraha, Bardoli Satyagraha, Tebhaga Movement, Telangana movement. Tribal movements – Santhal Revolt, Munda Rebellion, Jharkhand Movement, Bodo Movement.

**UNIT 4:** Dalit, Backward Castes and Women's Movements: Dalit and Backward Castes Movements – Emergence and Dynamics, Role of Jyotirao Phule, Dr. Babasaheb Ambedkar and others. Women's movements – Defining features and Case Studies.

**UNIT 5:** Environmental and Ecological Movements: Environmental and Ecological Movements in India – Issues and concerns, Chipko Movement, Appiko Movement, Narmada Bachao Andolan, Chilika Bachao Andolan.

## REFERENCES

1. Baviskar, A. (2004). *In the belly of the river: Tribal conflicts over development in the Narmada valley* (2nd ed.). New Delhi: Oxford University Press.
2. Buechler, S. M. (1993). Beyond resource mobilization? Emerging trends in social movement theory. *The Sociological Quarterly*, 34(2), 217–235. <https://doi.org/10.1111/j.1533-8525.1993.tb00388.x>
3. Chaudhuri, M. (1993). *Indian women's movement reform and revival*. Kanpur: Radiant Publishers.
4. Dhanagare, D. N. (1983). *Peasant movements in India, 1920–1950*. New Delhi: Oxford University Press.
5. Diani, M. (1992). The concept of social movement. *The Sociological Review*, 40(1), 1–25. <https://doi.org/10.1111/j.1467-954X.1992.tb02943.x>

6. Foweraker, J. (1995). *Theorizing social movements*. London: Pluto Press.
7. Guha, R. (2000). *The Unquiet woods: Ecological change and peasant resistance in the Himalaya*. Berkeley, CA: University of California Press.
8. Matto, A. (1991). *Reform movements & social transformation in India*. New Delhi: Reliance Publishing House.
9. McAdam, D., McCarthy, J. D., & Zald, M. N. (1996). *Comparative perspectives on social movements*. Cambridge: Cambridge University Press.
10. Omvedt, G. (1994). *Dalits and the democratic revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. New Delhi: Sage.
11. Omvedt, G. (2011). *Cultural revolt in a colonial society: The non-Brahman movement in western India*. New Delhi: Manohar Publishers.
12. Oommen, T. K. (Ed.). (2010). *Social movements* (Vol. 1–2). New Delhi: Oxford University Press.
13. Paradeshi, P. (1998). *Dr. Ambedkar and the question of women's liberation in India*. Pune: University of Pune.
14. Pruthi, R. K. (2014). *Social and religious reform movements In modern India*. New Delhi: Arjun Publishing House.
15. Rao, M. S. A. (Ed.). (1978). *Social movements in India* (Vol. 1–2). New Delhi: Manohar Publishers.
16. Shah, G. (Ed.). (2002). *Social movements and the State*. New Delhi: Sage.
17. Singh, K. S. (Ed.). (1983). *Tribal movements in India* (Vol. 1–2). New Delhi: Manohar Publishers.
18. SinghaRoy, D. K. (2004). *Peasant movements in post-colonial India : Dynamics of mobilization and identity*. New Delhi: Sage.
19. Touraine, A. (1981). *The voice and the eye: An analysis of social movements*. Cambridge: Cambridge University Press.
20. Wilson J. (1973). *Introduction to social movements*. NY: Basic Books
21. Chatterjee, P. (2008). Classes, capital and Indian democracy. *Economic and Political Weekly*, 43(46), 89–93.
22. Das, V. (1995). *Critical events: An anthropological perspective on contemporary India*. New Delhi: Oxford University Press.
23. Desai, A. R. (Ed.). (1979). *Peasant struggles in India*. Bombay: Oxford University Press.

24. Institute of Historical Studies. (1979). *Social and religious reform movements in the nineteenth and twentieth centuries*. Kolkata: Author.
25. Kumar, Raj. (Ed.). (2004). *Essays on social reform movements*. New Delhi: Discovery Publishing House.
26. Nag, J. (1988). *Social reform movements in nineteenth century India*. Jaipur: RBSA Publishers.
27. Nongbri, T. (2003). *Development, ethnicity and gender: Select essays on tribes*. Jaipur: Rawat Publishers.
28. Omvedt, G. (2004). Struggle against dams or struggle for water? Environmental movements and the State. In R. Vhora & S. Palshikar (Eds.), *Indian democracy: Meanings and practices*. New Delhi: Sage.
29. Shah, G. (Ed.). (2001). *Dalit identity and politics*. New Delhi: Sage.
30. Shah, G. (2004). *Social movements in India: A review of literature*. New Delhi: Sage.
31. Shiva, V. (1991). *Ecology and the politics of survival*. New Delhi: Sage.
32. Touraine, A. (1985). An introduction to the study of social movements. *Social Research*, 52(4), 749–87.
33. Zelliot, E. (1992). *From Untouchable to Dalit: Essays on the Ambedkar movement*. New Delhi: Manohar Publishers.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	DSW 215	PRA FOR SOCIAL WORK PRACTICE	3

### **PRA FOR SOCIAL WORK PRACTICE**

#### **COURSE DESCRIPTION:**

This course is designed to familiarize the students with the concepts, definitions, theories, and the historical growth and development of Participatory Rural Appraisal. This course strives to enable the students to understand various techniques of PRA. This course emerges as a foundation for acquiring knowledge of various tools and techniques of PRA.

#### **COURSE OBJECTIVES:**

- To understand the overview of approaches, methods and techniques in PRA in rural urban and tribal areas.
- To learn the process of PRA and develop peoples' skills
- To understand the tools used for community assessment, program implementation and evaluation.
- To imbibe the skills for need assessment and problem identification
- To develop skills for project development

#### **LEARNING OUTCOMES:**

On successful completion of the course, the students are expected to

- Create awareness about the development and generate new insights that can overcome current challenges in communities
- Understanding the community development tools within the national policy frameworks
- Enriching the knowledge of various Development strategies and tools for the community
- Understanding the various roles and strategies of communities and community development workers

## **TEACHING METHODOLOGY:**

Lecture classes, Power point presentation on PRA, Group Discussions, Role-play, Case Discussions, Group activities, Assignments/Seminars, Visits to the village, discussion with experts

## **COURSE CONTENT:**

**UNIT 1:** Introduction to Participatory Approaches: Concept, Meaning and Definition, Principles, Methods & Tools; PRA pillars; Historical Development of PRA; Role and Qualities of PRA facilitator

**UNIT 2:** PRA Methods and Techniques: PRA Space Related Methods - Transect Walk, Social Mapping, Resource Map, Services and Opportunities Map, Mobility Map What, Why, How and application. Village visits. What, Why, How, and application. Steps in doing a space-related method

**UNIT 3:** Time Related PRA: Time Line, Trend Analysis, Seasonal Diagram Daily Activity Schedule

**UNIT 4:** PRA Relation Methods: Cause Effect Diagram, Well-Being Ranking Method, Venn Diagram, Impact Diagram, Livelihood Analysis; SWOC and STEEP (Social Technological Economical Environmental and Political) Analysis Disadvantages/pitfalls/Dangers /Drawbacks of PRA.

**UNIT 5:** Practical Application of PRA methods in a village. Lessons from the Field: Prepare a project/need assessment of the village based on the PRA Experiences.

## **REFERENCES**

1. Altarelli, V., & Ashford, G. (2001). Enhancing ownership and sustainability: a resource book on participation: International Institute of Rural Reconstruction.
2. B. Broughton and J. Hampshire 1997. Bridging the Gap: A Guide to Monitoring and Evaluating Development Projects. Canberra, Australian Council for Overseas Aid.
3. Chambers, R. (1992). Rural Appraisal: Rapid, Relaxed and Participation. Sussex: Institute of Development Studies. J. Pretty, I. Gujit, J. Thompson and I. Scoones 1995. Participatory Learning and Action: A Trainer's Guide. London, IIED

4. Chambers, Robert (1981). Rapid Rural Appraisal, Rationale and Repertoire, IDS, Discussion Paper No. 155, IDS, Sussex.
5. Kumar, Somesh (2002). Methods for community participation: A complete guide for practitioners. New Delhi: Vistaar Publications.
6. Narayanasamy, N (2009). Participatory Rural Appraisal Principles, Methods and Application. New Delhi: Sage Publications.
7. H. Goyder, R. Davies and W. Williamson 1998. Participatory Impact Assessment. London, Action Aid.
8. L. Gosling 1995. Toolkits: A Practical Guide to Assessment, Monitoring and Evaluation. London, Save the Children.
9. Mukherjee, N. (1993). Participatory Rural Appraisal: Methodology and Applications: Concept Publishing Company.
10. MYRADA, (1990), A Review Workshop on Participatory Learning Methods, Bangalore, PRA-PALM Series No 4, Report on the Workshop.
11. NCAER. (1993). Comparative Study of Sample Survey & Participatory Rural Appraisal Methodologies. New Delhi: NCAER.
12. Selener, J. D. (1992). Participatory action research and social change: approaches and critique: Cornell University, May.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
IV	DSW 221	INTRODUCTION TO SOCIAL GROUP WORK	4

## INTRODUCTION TO SOCIAL GROUP WORK

### COURSE DESCRIPTION:

This course provides the knowledge base for learner to understand and work with Groups as a Group Worker

### COURSE OBJECTIVES:

- To study Group in social context and understand components of group dynamics
- To understand Group Work as a method of professional Social Work practice
- To learn the principles and nature of Group Work
- To know the processes in Group Work

### LEARNING OUTCOMES:

- Understand social groups, theories of group formation and its application.
- Comprehend group work as a method, its principles and purpose.
- Identify theoretical approaches of group work practice, its stages and models.
- Enriched knowledge and application of group work processes.

### TEACHING METHODOLOGY:

Lecture, Group Discussion, Case discussion, Seminar presentations, Assignments, Periodic and Continuous Assessment, Guest lectures.

### COURSE CONTENT:

**UNIT 1:** Groups: Definition, Characteristics, Importance, Impact on personal and social growth of an Individual. Classification of Groups: Cooley, Sumner, MacIver & Page. Theories of Group Formation – Functional Perspective, Interpersonal Attraction Perspective

– Proximity theory, Social System theory, Balance theory, Exchange theory, Self-categorization theory.

**UNIT 2:** Social Group Work: Definition, Meaning, History, Objectives, Philosophy, Purpose, Nature, Values and Principles of Group Work (Trecker, 1948). Type of groups in social work practice: Treatment Groups– Support Group, Education Group, Growth Group, Therapy Group, Socialization Group. Task Groups: Based on Client needs, Organizational needs Community needs.

**UNIT 3:** Theoretical approaches to group work practice: Psychoanalytic, Learning, Field, Social Exchange, System theories. Stages of Group Development: Forming, Storming, Norming, Performing and Adjourning. Models of Group Work: Social goal, Remedial and Reciprocal.

**UNIT 4:** Group Work Process: Sub-groups, Group conflict, Group decision making, Group leadership. Group dynamics: Concept and Areas, Communication and interaction patterns, Group cohesion, Social control dynamics and Group culture. Programme development process.

**UNIT 5:** Therapeutic Approaches in Group Work: Group Therapy and Group Work, Transactional Analysis, Gestalt Therapy. Group work practice in diverse settings - Institutional Settings: Child welfare, Geriatric care, Psychiatric setting, Hospital settings. Community Settings: Disaster victims, Substance abusers, Social action groups.

## REFERENCES

1. Toseland, R. W., & Rivas, R. F. (2012). An introduction to group work practice. Boston: Pearson Allyn& Bacon.
2. Cartwright, Dorwin and Zander, Alwin. (1995). Group dynamics. New York: Row, Peterson & Co.
3. Coyle, Grace, L. (1947). Group experience and democratic values. New York: The Women's Press.
4. Trecker, H.B. (1970). Social group work-principles and practices. New York: Associate Press
5. Toseland, R. and Rivas, R. (1995). An introduction to group work practice,



(Massachusetts: Allyn and Bacon)

6. Douglas, T. (1976). Group process in social work: A theoretical synthesis. New York: John Wiley & Sons
7. Douglas, T. (1978). Basic group work. London: Tavistock Publication
8. Klein J. (1967). The study of groups. London: Routledge and Kegan Paul Ltd
9. Konopka, G. (1954). Group work in institution. New York: Associate Press
10. Konopka, G. (1983 3rd Ed.). Social group work: A helping process. New Jersey: Prentice Hall
11. Northen, H. (1969). Social work with groups. New York: Columbia University Press
12. Northen, H. (1976). Theory of social work with groups. New York: Columbia University Press
13. Siddiqui, H Y (2008), Group Work: Theories and Practices, Rawat Publications.
14. Douglas Tom (1972) Group Process in Social Work, Chichester, Wiley.
15. Zastrow, Charles (1985), Social Work with Groups, Nelson Hall, Chicago
16. Shulman, Lawrence (1979), Skills of helping Individuals and Groups, Peacock Publishers, Chicago.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
IV	DSW 222	SOCIAL CHANGE AND SOCIAL DEVELOPMENT	4

## SOCIAL CHANGE AND SOCIAL DEVELOPMENT

### COURSE DESCRIPTION:

Societies are in a constant process of change and development. These processes are conditioned by a variety of factors that shape the history, course and experience of social change and development in any given society. This course is designed to familiarize students with the changing concepts, definitions, theories, and processes of social change and social development in society. Contemporary processes and issues of change and development will be analyzed and evaluated in the context of social work practice.

### COURSE OBJECTIVES:

- To understand the concepts and theories of social change and development.
- To develop skills to identify and analyse the factors and processes of social change and development in the global and Indian context.
- To understand the role of social work in social change and development.

### LEARNING OUTCOMES:

- Critical understanding of the theories of social change and social development.
- Analysis of the Indian experience of historical and contemporary processes of social change and social development.
- Development of social work perspective on change and development issues.

### TEACHING METHODOLOGY:

Classes will comprise of lectures, audio-visual presentation, group discussions and assignments.

## **COURSE CONTENT:**

**UNIT 1:** Social Change: Social Change: Concept and definitions; causes, factors, and characteristics of social change – Sources of Social Change: Discoveries, diffusion, innovation, inventions –Processes of Social Change: Social reform, revolution, legal and technological developments in society; modernization, westernization, Sanskritisation, secularization.

**UNIT 2:** Social Development: Social Development: Concept, definitions, nature, characteristics and components of social development – Models of Social Development: Three worlds, global north-south divide, capitalist model of development, socialist model of development; Approaches to Social Development: Top-down approaches, bottom-up and participatory approaches; individual, target group, area and sectoral development approaches.

**UNIT 3:** Theories of Social Change and Development: Evolutionary and Cyclical Theories – Structural-Functionalist Perspectives – Conflict and Cultural Theories – Modernization and Dependency Theories

**UNIT 4:** Historical and Contemporary Social Change and Development in India: Colonialism and post-colonial change and development in India: Industrialization, agrarian and land reforms, sectoral development; liberalization, privatization and globalization – Contemporary Issues in Development: Economic, social and human development; development planning in India – Development Indicators: Human Development Index, Gender Inequality Index

**UNIT 5:** Globalization and Development: Globalization: Concept and definitions; characteristics of globalization; impact on marginalized communities – Sustainable development: Concept, meaning and definitions, Sustainable Development Goals – Development principles for social work practice

## **REFERENCES**

1. Haynes, Jeffrey. (2008). Development Studies. Cambridge, UK: Polity Press.
2. Drèze, Jean and Sen, Amartya. (2013). An uncertain glory: India and its contradictions. Princeton: Princeton University Press.
3. Noble, Trevor. (2000). Social theory and social change. London: Macmillan Press.

4. Rapley, John. (2007). Understanding development: Theory and practice in the third world. Boulder, USA: Lynne Rienner Publishers.
5. Ritzer, George. (2011). Globalization: The essentials. Chichester, UK: John Willey & Sons.
6. Singh, Yogendra. (1993). Social change in India: Crisis and resilience. New Delhi: Har-Anand Publications.
7. Kothari, U. (Ed.). (2005). A Radical History of Development Studies: Individuals, Institutions, and Ideologies. New York, USA: Zed Books.
8. McMichael, P. (2008). Development and Social Change: A Global Perspective. Thousand Oaks, California: Pine Forge Press.
9. Pieterse, J.N. (2010). Development Theory: Deconstructions/Reconstructions. New Delhi: Sage.
10. Ritzer, G. (Ed.). (2010). McDonaldization: The Reader. Thousand Oaks, California: Pine Forge Press.
11. Srinivas, M.N. (2008). Social Change in Modern India. Hyderabad: Orient Black Swan.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
IV	DSW 223	FIELDWORK- II	4

### FIELDWORK- II

Fieldwork curriculum in Semester IV consist of:

1. Skill labs/ workshops for fieldwork supportive
2. Observational visits

#### *1. Skill labs/ workshops for fieldwork supportive*

#### OBJECTIVE:

1. To help students to exhibit their talents through arts and theatrical performance for social cause.
2. To sensitize students on social realities.
3. To create awareness about the Effects of Social Problems.

#### TASKS TO BE CARRIEDOUT:

- Attend skill workshop organized by department namely Tools for Effective Development of Communication (Street play, Cartoon, Folk Songs, Music etc.). Task mentioned above are only indicative in nature.
- Attend Documentary Movies, Group Discussions, Debate, Talks by Experts from the fieldworking in the above said areas, Interaction with persons belonging to the lesser privileged groups of the society.

#### LEARNING OUTCOMES:

- Students will be able to take up Fieldwork in the subsequent semesters with more sensitivity to social issues.
- Students will be able to create awareness through performing arts.

## **2. Observational Visits**

A minimum of three visits may be made to agencies /institutions related to various fields /areas of social work practice.

### **OBJECTIVES:**

1. To expose the students to various social work settings
2. To observe and develop a spirit of inquiry.
3. To get acquainted with the structure, functioning, staffing pattern and activities of the organization.
4. To understand the problems and constraints faced by the organization
5. To show case the skills required to create awareness about socially relevant issues in the field settings.

### **TASK TO BE CARRIEDOUT:**

- Active Participation in the visits
- Observe, interact and enquire about the organization and its functioning
- Record all information pertaining to the organization
- To perform Street play, Mime, Folk Songs, Music etc. to create awareness about socially relevant issues in the field settings.

### **LEARNING OUTCOMES:**

- Organizing & Participatory skills, Observation& Interactive skills, Listening & comprehending skills, Analytical skills, Interpersonal skills and Documentation skills.
- By performing arts, students will be able to raise awareness

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
IV	DSW 224	DISASTER MANAGEMENT FOR SOCIAL WORK PRACTICE	4

## **DISASTER MANAGEMENT FOR SOCIAL WORK PRACTICE**

### **COURSE DESCRIPTION:**

The students will be able to understand the Natural and Anthropogenic disaster and its impact on the society. They also will the efforts take the national and International efforts in mitigating the effects of disaster. The course will help the students to practice Social Work with the vulnerable communities before, during and after the disaster.

### **COURSE OBJECTIVES:**

- To develop an understanding of Disasters and Disaster Management
- To learn the international and national policies, institutional mechanisms in disaster services
- To study the role of Social Work practice in Disaster management

### **LEARNING OUTCOMES:**

- Understand the concepts of disaster management and relevant policy.
- Analyses the risk of disaster-prone areas.
- Mediate the State, Central, International organizations and civic societies in disaster management. Practice social work intervention in disaster management.

### **TEACHING METHODOLOGY:**

Lecture classes, Power point presentation Group, Discussions, Role-play, Case Discussions, Group activities, Assignments/Seminars, discussion with experts

## **COURSE CONTENT:**

**UNIT 1:** Disaster: Meaning - Concept of Hazard, Risk, Vulnerability and Disaster – Impact of disasters: Physical, economic, political, psychosocial, ecological, and others; developmental aspects of disasters - Types and Classification of Disasters - Nature Induced Disasters and Human Induced Disasters-CBRN (Chemical, Biological, Radiological and Nuclear) .Climate change and its impact on Society.

**UNIT 2:** Disaster Management Cycle: Mitigation and prevention, Preparedness, Prediction and Early warning, Rescue and Relief, Impact assessment, Response, Recovery, Rehabilitation, Reconstruction; Disaster Risk Reduction; Community Based Disaster Risk Management (CBDRM), Advocacy and Networking; National Disaster Profile of India. Climate change and its impact on the society.

**UNIT 3:** Global, National issues and initiatives: World Conference on Disaster Reduction (2005), Sendai framework for Disaster Risk reduction (2015-2030), Sphere Standards, Disaster Management Act 2005; National Disaster Management Policy 2009; Standard Operating Procedures (SOP's); Administrative and Institutional structures for disaster management. National Disaster Management plan 2019. NDMA guidelines for various disasters (Self Study)

**UNIT 4:** Role of U.N. agencies in DRR: Commission of Parties. Role of the Central and the State Governments, Local bodies, Community, Media, International and National Non-Governmental Organisations, Charitable trusts, Educational Institutions, Voluntary Organisations, Community Based Organisations, Youth groups, others

**UNIT 5:** Psychosocial and mental health consequences of disaster; Principles and techniques of psychosocial care in post disaster situations; Specific psychosocial needs of vulnerable groups like children, women, older persons, persons with disability, transgender, destitute and orphans; NDMA guidelines on psychosocial support and mental health services



## REFERENCES

1. Abarquez I. & Murshed Z. Community Based Disaster Risk Management. (2004). Field Practitioner's Handbook, ADPC, Bangkok, Asian Disaster Preparedness Center Bangkok.
2. Anderson M and Woodrow P. (1998). Rising from the Ashes: Development Strategies in Times of Disaster. London: ITDG Publishing, [www.itdgpublishing.org.uk](http://www.itdgpublishing.org.uk).
3. B.K.Khanna. (2005). *Disasters: All You Wanted to Know About*, Delhi: New India Publishing Agency, Delhi.
4. Blaikie P, Cannon T, Davis I and Wisner B. (2004). At risk: Natural hazards, people's Vulnerability and Disaster. London: Routledge.
5. Disaster Management Act. (2005). Ministry of Home Affairs, Delhi: Government of India.
6. Sendai Framework for Action <https://www.undrr.org/publication/sendai-framework-disaster-risk-reduction-2015-2030>
7. Kapur, A. (2005). Disasters in India: Studies of Grim Reality, Jaipur: Rawat Publications.
8. Manual on Natural Disaster Management in India. (2001). New Delhi: NCDM.
9. Narayana R.L., Srinivasa Murthy, R., Daz P. (2003). Disaster mental health in India: Monograph. New Delhi: American Red Cross. Indian Red Cross.
10. National Policy on Disaster Management. (2009). New Delhi: NDMA.
11. Singh, R.B. (2009). Natural Hazards and Disaster Management, Jaipur: Rawat Publications.
12. Parasuraman. S., and Unnikrishnan. P.V. (Eds). (1999). India Disasters Report: Towards Policy Initiative, New Delhi: Oxford University Press.
13. Sahni, Pardeep et.al. (eds.) 2002. *Disaster Mitigation Experiences and Reflections*, New Delhi: Prentice Hall of India.
14. The Sphere Handbook: *Humanitarian Charter and Minimum Standards in Humanitarian Response* <http://www.sphereproject.org/handbook>

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
V	BSW311	COMMUNITY ORGANIZATION AND SOCIAL ACTION	4

## COMMUNITY ORGANIZATION AND SOCIAL ACTION

### COURSE DESCRIPTION:

This course is on the community organization method of social work. This course familiarizes with various techniques, skills and methods of community organization. This course is fundamental in social work to equip the students with knowledge on community organization and social action.

### COURSE OBJECTIVES:

- To gain knowledge about community organization and Social Action
- To learn different approaches, techniques and skills in community organization and social action
- To develop strategies and tactics to work with communities
- To learn about different models of Community organization and social action

### LEARNING OUTCOMES:

- Comprehend social work with communities as method, its principles and purpose.
- Identify models and approaches to community organization and development.
- Plan and develop strategies and tactics in social action.
- Engage in tools of social action with different stakeholders.

### TEACHING METHODOLOGY:

Lecture, Group Discussion, Case discussion, Seminar presentations, Assignments, Periodic and Continuous Assessment, Guest lectures

## **COURSE CONTENT:**

**UNIT 1:** Community Organization – History, Concepts, Principles, Assumptions and Objectives, Values and Ethics. Process of Community Organization – Study and Survey, Analysis, Assessment, Discussion, Organization, Action, Reflection, Modification and Continuation.

**UNIT 2:** Models of community organization – Locality development, Social planning, Social action – Approaches to community organization – General content, Specific content and Process objective. Skills and roles of community organizer – Communication, Training, Consultation, Public relations, Resource mobilization, Liaison.

**UNIT 3:** Methods of community organization – Awareness creation, Planning and Organizing, Education, Networking, Participation, Leadership – Community organization with vulnerable communities – Migrants, Elderly, Slum dwellers, Transgenders.

**UNIT 4:** Social Action in Community Organization -History of Social Action in India- Concept, Purpose, Strategies and Tactics in Social Action – Social Action as a method of social work –Principles of Social Action- Process of Social Action, Approaches to social action – Paulo Friere, Saul Alinsky, Mahatma Gandhi and Ambedkar.

**UNIT 5:** Concept of advocacy as a tool, Strategy for advocacy – Campaigning, Lobbying, Use of media and public opinion building in advocacy – Coalition and network building, Online Community and Networks. Efficacy of social media.

## **REFERENCES**

1. Gangrade, K. D. (1997). Community organisation in India, New Delhi: Popular Prakashan.
2. Cox M. Fred et. al. (2005). Strategies of community organization. 4th Edition. New Delhi: Peacock Pulishers.
3. Johri, Pradeep Kumar. (2005). Social Work and Community Development. New Delhi: Anmol Publications Pvt. Ltd.
4. Kumar, Jha Jainendra. (2002). Social work and community development. New Delhi: Anmol Publications Pvt. Ltd.
5. Ledwith, Margaret. (2005). Community development: A critical approach. New Delhi:

Rawat Publications.

6. Kumar, Somesh. (2008). Methods for community participation. New Delhi: Vistar Publications.
7. Siddiqui, H. Y. (1977). Working with communities. New Delhi: Hira Publication.
8. Siddiqui, H. Y. (1984) Social work and social action.(ed.), New Delhi: Harnam Publications
9. Christopher, A.J., and Thomas William. (2006). Community organization and social action. New Delhi: Himalaya Publications.
10. Kumaran, Hyma, Wood. (2004). Community action planning. Chennai: T. R. Publications
11. Rivera & Erlich,. (1995). Community organising in a diverse society. Boston: Allyn and Bacon
12. Jim Ife (1995). Community development: Creating community alternatives -vision, analysis and practice. Melbourne, Australia: Longman
13. United Nations Children's Fund, Geneva (Switzerland), (1982). Community Participation:
14. Current issues and lessons learned. Washington, D.C.: Distributed by ERIC Clearinghouse, 1982.
15. Fred, Milson. (1974). An introduction to community work. London: Routledge and Kegan Paul
16. Dasgupta, Sugata. (1980). Social Movements, Encyclopedia of social work in India, New Delhi: Press Division, G02
17. Bhattacharya, Sanjay. (2008). *Social Work: psycho-social and health aspects*. New Delhi: Deep and Deep Publications.
18. Rothman, J. (1968). Three models of community organization practice in Social Work Practice, New York: Columbia University Press.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
V	BSW312	DISABILITY STUDIES	4

## DISABILITY STUDIES

### COURSE OBJECTIVES:

- To understand the nature and the concepts of disabilities
- To acquire the theoretical underpinnings of models and approaches to understanding disability
- To understand the policy, legislations, services, programmes, rights and entitlements of persons with disability.
- To apply the skills and knowledge for the betterment of persons with disability

### LEARNING OUTCOMES:

On successful completion of the course, the students are expected to have:

- a comprehensive understanding of disability and its impact on individuals, families, and communities
- Knowledge about the service systems and resources available to individuals with disabilities, including healthcare, education, employment, and social services.
- Ability to advocate for disability rights and social justice
- Insight about the importance of cultural competence and diversity in disability social work and practice

### TEACHING METHODOLOGY:

Classroom lectures, Guest Lectures, Powerpoint presentations, Group Activities, Group Discussions, Case Discussions, Role Plays, Assignments, Seminars, Periodic and Continuous Assessments, Tutorials, Skill Labs, and Audio-visual aids.

## **COURSE CONTENT:**

**UNIT 1:** Concept of disability, impairment, handicap – ICIDH & WHO, ICF, definitions, causes, types and magnitude of various disabilities and their impact on persons with disability and their families; Models of Disability: Charity Model, Bio-Medical Model, Functional Limitation Model, Social Model and Human Rights Model; Approaches of managing disability; Incidence and prevalence of disability in India and Global level

**UNIT 2:** Types of disability – physical, sensory, intellectual, multiple disabilities, learning developmental disabilities, psychosocial disability – causes, types and care for persons with disabilities; process of rehabilitation - early identification, education, vocational rehabilitation and social inclusion and empowerment within the family and community.

**UNIT 3:** Impact of disability on individuals and their families: reactions of parents/family members and ways of coping; needs and problems of persons with disability and their families across the life span; prevention and management of disabilities at primary, secondary and tertiary levels; governmental schemes and programmes for persons with disabilities.

**UNIT 4:** Disability counseling skills and Intervention strategies at individual, group, and family levels, self-help/support groups, life skills enrichment; family crisis intervention, family centered intervention, parent guidance and training, quality of life of persons with disabilities; Social work Practice in different settings - Hospital and treatment centres, home, educational institutions, vocational rehabilitation centres, community; multidisciplinary rehabilitation team and their roles.

**UNIT 5:** Disability intervention strategies at community and policy levels – awareness, community education, community based rehabilitation, advocacy and lobbying, formation of advocacy groups, using international instruments (Salamanca Declaration, Standard Rules, UNCRPD) and Legislations governing disability- RPWD ACT, 2016; Role of NGOs and INGOs, State's role in implementation of legislations. Importance of National institutes for prevention, promotion and rehabilitation.

## REFERENCES

1. Albrecht G.L, Katherine D Seelman. &Bury, M. (2001). Hand Book of Disability Studies, London: Sage
2. Bacuer, A. and Sharma, A. (2007). Disability: Challenges vs Responses, New Delhi: CAN Publications
3. Banejee, G. (2001). Legal rights of person with disability. New Delhi: RCI.
4. Bhumali, A. (2009): Rights of disabled women and children in India. Serial publications: New Delhi.
5. Desa, A.N. (1990): Helping the Handicapped (Problems and prospects) New Delhi: Ashish publishing house.
6. Hans A. and Patri, A. (2003): Women Disability and Identity. New Delhi: Sage Publications.
7. ILO 2014). World social protection report 2014/15: building economic recovery, inclusive development and social justice.
8. Karanth, Pratibha & Rozario, J. (2003). Learning disability in India, London: Sage
9. Mitra, S., Posarac, A., & Vick, B. (2013). Disability and poverty in developing countries: a multidimensional study. World Development, 41, 1-18.
10. Mukherjee, M. (2006): Problems of Disabled People. New Delhi: Associated publishers.
11. Puri, M, & Abraham, G. (2004). Handbook of inclusive education for educators, administrators and planners: within walls, without boundaries. New Delhi: Sage Publications.
12. Rothman, J. C. (2003). Social work practice across disability. Boston: Allyn& Bacon.
13. Seamus, H. & Alur, M. (2002). Education and Children with special needs, London: Sage.
24. WHO. (2010). Community-based rehabilitation: CBR guidelines. Geneva: WHO Press.
14. Willmuth, E. and Holcomb, L. (editors) (1993): Women with Disabilities –Found Voices. New York: Haworth press
15. World Bank (2007). Disability in India: From commitments to outcomes. Working Paper, 2007, Washington DC.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
V	BSW313	HUMAN RIGHTS & SOCIAL LEGISLATION	4

### **HUMAN RIGHTS & SOCIAL LEGISLATION**

#### **COURSE DESCRIPTION:**

Social work profession is based on the principles of social justice and it aims to develop an approach and ability to respond towards structural inequalities and critical social realities. This course will help students to develop a critical understanding of social, political and economic realities in the society. It will facilitate and enhance their ability to grasp the issues of social justice and human rights confronting our society

#### **COURSE OBJECTIVES:**

- To gain knowledge about Human Rights
- To understand the different Social Legislations
- To make the students understand the mechanism of utilizing Social Legislation for social transformation

#### **LEARNING OUTCOMES:**

- Understand the concepts of Rights and Human Rights and its relation to social work.
- Develop knowledge and skills required for working in human rights organization.
- Acquire a critical understanding of institutional mechanisms of human rights and other social Legislations

#### **TEACHING METHODOLOGY:**

Lectures, GD, Power Point Presentation, Role Play, Mini-Audio Visual Clippings, group activities, assignments, Seminar

#### **COURSE CONTENT:**

**UNIT 1:** Human Rights: Concept, Scope – Classification of Human rights – Three generation of Human Right: Positioning Social Work, Universal Declaration of Human Rights, National and International Human Rights Monitoring Mechanism. Social Movements & Human



Rights in India, Human Rights in the Constitution of India (Fundamental rights & Directive principles of the state policy) – National Human Rights Commissions – National Commission for women-National Commission for Minorities- National Commission for SC&ST- National Commission for the protection of the rights of the child – Family Courts 1984, Lok Adalat, The Legal Aid, Public Interest Litigation. Social Work profession and Human Rights

**UNIT 2:** Contemporary Issues: Rights of Children, Women, Dalits, Tribal/Indigenous people, De-Notified tribes. Refugees, and People living with HIV/AIDS – Prisoners, Refugees, and People with alternate sexuality (Emerging Issues and concerns of lesbians, gays, bi-sexual, trans-gendered (LGBT) – Persons with Disability-Minorities – NGOs and Human Rights – Human rights and social work Practice - Advocacy, Networking, Campaigning and Social Action – Role of social workers in implementing the social legislations.

**UNIT 3:** Social Legislation: Concept and Scope; History of Social legislation in India; Constitutional Roots of Social Policy and Social Legislations in India. Social Legislation relating to Women: The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013 - Protection of Women from Domestic Violence Act, 2005- The Indecent Representation of women (prohibition) Act (1986)- Dowry Prohibition Act (1961), The Muslim Women (Protection of Rights on Marriage) Act, 2019

**UNIT 4:** Social Legislation relating to Children: The Juvenile Justice (Care and Protection of Children) Act, (2015), National policy on Child labor 1987, UN Convention of the Rights of the Child (UNCRC) 1989, Child Labor Prohibition and Regulation Act (1986) & Child Labor (Prohibition and Regulation) Amendment Act of 2016, Prevention of Immoral Traffic Act (1986), The Pre-natal Diagnostic Techniques Act 1994, The Protection of Children from Sexual Offences Act 2012- Right to Education (RTE Act 2009) , Prohibition of Child Marriage Act 2006,

**UNIT 5:** Social Problems and Law - Right to Information Act (2005). - The Prohibition of Employment as Manual Scavengers and their Rehabilitation Act, 2013, Civil Rights Act (1955)– Bonded Labor Abolition Act (1976) – The Maintenance and Welfare of Parents and Senior Citizens Act (2007)- Scheduled castes and scheduled tribes (Prevention of Atrocities) Act 1989, Rights of Persons with disabilities Act 2016, Transgender Persons (Protection of

Rights) Act, 2019, The Unorganized Workers Social Security Act (2008). Rights of Migrant workers

## REFERENCES

1. Aish Kumar Das. 2004. Human Rights in India. Sarup and Sons. New Delhi.
2. Basu Durga das. 1994. Human rights in Constitutional Law. Princeton Hall. London
3. Baxi. U. 2007. Human Rights in a Post Human World. Cambridge University Press. New Delhi.
4. 4. Biswal.T. 2006. Human Rights – Gender and Environment. Vira Publications. New Delhi.
5. Chiranjivi J. 2002. Human Rights in India. Oxford University Press. New Delhi.
6. Das A.K. 2004. Human Rights in India. Sarup and Sons. New Delhi.
7. Das B.D. 1994. Human rights in Constitutional Law. Princeton Hall. London
8. Dossier. 1994. Human Rights Commission, Legal Resources for Social Action. Chennai.
9. Kohli A.S. 2004. Human Rights and Social Work Issues. Society for Community Organization. Madurai.
10. Lobo G V. 1994. Human Rights in Indian Studies. Commission for Justice. New Delhi.
11. Quinn Fredrick. 2005. Human Rights in Retreat. Society for Community Organization Madurai.
12. Raja muthirulandi. 1998. Human Rights and Constitution. Sooriya Publishers. Trichy.
13. Sawant. P.B. 2004. Human Rights. Society for Community Organization. Madurai.
14. Shantha Kumar. 2004. Human Rights, People's Watch. Madurai.
15. Susan C. Mapp. 2008. Human Rights and Social Justice in a Global World. Oxford University Press. New Delhi.
16. Tapan Biswal. 2006. Human Rights – Gender and Environment. Vira Publications. New Delhi. Department of Social Work, Pondicherry University, MSW syllabus July 2020 onwards 32
17. Upendra Boxi. 2007. Human Rights in a Post Human World. Cambridge University Press. New Delhi.
18. Bar Acts

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
V	BSW314	FIELDWORK – III	4

### FIELDWORK - III

Field work curriculum in Semester V consist of:

1. Concurrent field work
2. Rural camp

#### *1. Concurrent fieldwork in NGOs*

#### **OBJECTIVES:**

1. To understand the functioning of an NGO, its objectives, management, functions, project, etc.
2. To acquire and develop skills in observation, teamwork, planning, organising, recording and evaluation.
3. To create a community profile and using need-based assessment strategies, analyse community problems.
4. Investigate families and their problems using casework principles.

#### **TASK TO BE CARRIEDOUT:**

- To prepare a complete document on the agency profile.
- To create a community profile that includes specific information about socio-demographic characteristics. - Power dynamics - Community Resources - Leadership Styles - Existing Groups (Women's Group, Children's Group, etc.) - Health Status - Community Issues, etc.
- A report on the family study must be submitted. - Visiting ten families and selecting at least two for in-depth family analysis.

## **LEARNING OUTCOME:**

- Develop skills in creating and utilising term plans, agency profile, and community profile tools.
- The learner will gain sensitivity in working with women and engaging in rural-urban issues.
- Learners learn case history taking, diagnosis skills, and psycho-social assessment.

## **2. RURAL CAMP**

In the beginning of the fifth semester students should attend a rural camp.

- Rural camp is compulsory in a village or tribal area
- Micro-planning activity and Participatory Rural Appraisal (PRA) activity shall be the part of social work camp.
- Students should prepare a rural camp report and submit it to their respective faculty supervisor.
- Attendance in all the phases of the rural camp ie., pre-camp planning phase and orientation, camp activities and post camp (sharing, submission of accounts and items, presentation etc) is compulsory
- The students are not permitted to miss the rural camp under any circumstances. If it happens in exceptional and unavoidable situations, the student should accompany the next batch when they go on rural camp. Till then his/her fieldwork results shall be withheld.
- Students have to behave as per guidelines, rules and regulations provided by the Faculty coordinators. Any misbehavior shall be brought to the attention of the Fieldwork Coordinator by the Camp Coordinators and dealt with in a strict manner. In cases of serious misbehavior, an enquiry committee shall be constituted by the Department which shall look into the specific cases of misbehavior and submit their recommendation to the Department.
- In the event of the non feasibility to organize the rural/tribal camp due to extraordinary situations beyond its control, the Department shall engage the students in village/community adoption work
- Micro-planning activity and Participatory Rural Appraisal (PRA) activity shall be the part of social work camp.

- Students should prepare a rural camp report and submit it to their respective faculty supervisor.
- Attendance in all the phases of the rural camp ie., pre-camp planning phase and orientation, camp activities and post camp (sharing, submission of accounts and items, presentation etc) is compulsory
- The students are not permitted to miss the rural camp under any circumstances. If it happens in exceptional and unavoidable situations, the student should accompany the next batch when they go on rural camp. Till then his/her fieldwork results shall be withheld.
- Students have to behave as per guidelines, rules and regulations provided by the faculty coordinators. Any misbehavior shall be brought to the attention of the Fieldwork Coordinator by the Camp Coordinators and dealt with in a strict manner. In cases of serious misbehavior, an enquiry committee shall be constituted by the Department which shall look into the specific cases of misbehavior and submit their recommendation to the Department.
- In the event of the non-feasibility to organize the rural/tribal camp due to extraordinary situations beyond its control, the Department shall engage the students in village/ community adoption work

#### **OBJECTIVES OF THE RURAL CAMP:**

1. Understand the social system with the dynamics within.
2. Analysis of the regional social system, the approaches, and the strategies of intervention used by the government and non-government organisations.
3. Understand the nature of government intervention in relation to various groups (caste, tribe etc.) in the region, and the related structures of decision-making and intervention.
4. Develop the capacity to critique the interventions of both the voluntary organisations and the government agencies in relation to the specific group.
5. Through experience in group-living the student should learn to appreciate its value in terms of self-development, interpersonal relationships, sense of organisation, management and taking on responsibility.
6. Acquire skills in planning, organizing, implementing through the camp for example:

conscious use of time, communication skills, team spirit, handling relationships, conflicts and differences of opinion, decision making, evaluation, appreciation, sharing of resources, tasks, coping skills in problem situations, cooperation and coordination.

7. Learners are fully involved in planning, implementing the plans and presenting their experience in a workshop on return from the camp.
8. The learners should be encouraged to take on concrete tasks towards meeting basic/civic needs of the people.
9. Learners should integrate classroom learning with their interventions in the rural camp.

#### **PRE-CAMP VISIT:**

For finalizing the rural campsite, a preliminary visit shall be undertaken to villages or other suitable rural areas in and around Pondicherry, Karaikal etc. The team visiting shall consist of at least two faculty members and two student representatives. The team shall undertake at least one such visit to (i) understand the learning objectives (ii) find out the feasibility of conducting the camp in terms of infrastructure facilities (accommodation, water, toilets, electricity etc), support systems, resources (people and material resources) and scope for effective social work intervention. A convenient vehicle can be hired for this purpose and incidental expenses shall be reimbursed.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
V	BSW315	DALIT AND TRIBAL STUDIES	4

### **DALIT AND TRIBAL STUDIES**

#### **COURSE DESCRIPTION:**

Dalit and tribal studies program will help students to learn more about the history of India's minority and downtrodden populations. Dalit and Tribal Studies course will have a thorough understanding of the varied cultures and traditions of the Dalit people. This course is very beneficial and gives students the knowledge and abilities they need to work on problems impacting the nation's citizens. The course will guide and assist students to study and work with indigenous and marginalized communities.

#### **COURSE OBJECTIVES:**

- To make students aware about the concept of Dalit, meaning of the word of Dalit, historical background of the Indian society prevalent condition of Dalit people.
- To understand the basic concepts about Dalit and Tribal Sociology.
- To gain knowledge about the historical and present condition about the Dalit and tribal people.
- To make understand the student about the dynamics of the Dalit and tribal movements and their importance.

#### **LEARNING OUTCOMES:**

- Dalit and tribal studies enable graduates to develop and implement strategies to counter discrimination and exclusion.
- Understood the various problems and challenges of Indian society especially weaker sections of society.
- Acquired the skill of working with vulnerable segments of society.

**TEACHING METHODOLOGY:**

Class room teaching, Seminar, Group discussion, Role Play and Guest lecture from the practitioner

**COURSE CONTENT:**

**UNIT 1:** Definition and concept of Dalit, Historical background of the Dalit's, and Dalit Sociology- Religion and Caste, Varna (Jati) system and Untouchability, Dalit religion & Culture, Concept of culture and change: Social system: Economy; Religious system: Definition and concept of Tribal, Historical background of the Tribal and Tribal's Sociology. Tribal religion & Culture, Concept of culture and change: Social system: Economy; Religious system Tribal Culture.

**UNIT 2:** Impact of British rule on Tribal; Socio-economic conditions of Adivasi during British Period: Adivasi movement during period-Santhal. Birsa Munda, and other struggles. Impact of British rule on Dalit's; Impact of Christianity on Dalit. Role of Dalit's in the national movement for Independence of India: Dalit Radicals of 1920.

**UNIT 3:** Dalit and Tribal Economy in contemporary India; Impact of Liberalization, Privatization and Globalization on Dalit and Tribal Society. Place of Tribal and Dalit's in ongoing Education system- Access to knowledge corridors Primary and Higher educational institutions; question of vernacular and English medium education. Struggles.

**UNIT 4:** Tribal and Dalit Movements in contemporary India: Adivasi movement during period-, pre-independence and post- independence Dalit and Tribal people, Role of Dr. Ambedkar and other social reformers for the Empowerment of Scheduled caste and Scheduled tribe. Dalit Panthers.

**UNIT 5:** Policy of affirmative action (reservation policy) in Govt. and Private sector; Constitutional safeguard remedies for Scheduled castes and Scheduled Tribes: Scheduled Cast Commission, Scheduled Tribe Commission and its reports; Ministry of Tribal Affairs, Panchayat raj Extension of Schedule Areas (PESA). Dalit and Tribal Political Leadership and Political Parties in contemporary India. Status of Dalit and tribal women and development, PCR Act.



## REFERENCES

1. Beteille A. 1996. Concept of tribes with special reference to India. In Society and politics in India: essays in a comparative perspective (pp 57-78). London: Athlone Press.
2. Chaudhuri, B. 1992. Tribal transformation in India: socio-economic and ecological development. New Delhi: Inter-India publication.
3. Choudhury, B. 1982. Tribal Development in India. New Delhi: Inter-India Publication.
4. Elwin, V. 1954. The aboriginal. Bombay: Oxford University Press.
5. Gadgil, M and R. Guha. 1992. This fissured land: an ecological history of India. New Delhi: Oxford.
6. Ghurye, G.S. 1943. The aboriginals: so-called and their future. Poona: Gokhale Institute of Politics and Economics.
7. Govt. of India. 2014. Report of the high-level committee on socioeconomic, health and educational status of tribal communities of India. New Delhi: Ministry of Tribal Affairs Government of India May, 2014
8. Hasnain, Nadeem. 2007. Tribal India. Delhi: New royal book
9. Joshi, Vidyut and Chadrakant Upadhyaya. 2017 Tribal Situation in India. New Delhi: Rawat publications.
10. Pandey, A.K. 1984. Tribal Situation in India. New Delhi: serial publication.
11. Roy Burman, B. K. 2003. Indigenous and tribal peoples in world-system perspective. Studies of tribes and tribals, 1(1): 7-27.
12. Roy Burman, B. K. 1994. Tribe in Perspective. Delhi: Mittal Publications.
13. Singh, A.K. 1999. Tribal Development in India. New Delhi: Classical Publishing Company.
14. Vaid, N.K. 2004. Who Cares for Tribal Development. New Delhi: Mittal publications.
15. Vidarthy, L.P and B.K. Rai. 1977. Tribal Culture in India. New Delhi: Concept Publishing Co.
16. Xaxa V. 1999. Tribe as Indigenous People of India. Economic and Political Weekly, 35 (51): 3589-3595.
17. Xaxa, V. 2003. Tribes in India. In Veena Das (ed) The Oxford India Companion to Sociology and social anthropology Vol. I (pp. 373-408). Delhi: Oxford University

Press.

18. Bob, C. (2007). " Dalit rights are human rights": Caste discrimination, international activism, and the construction of a new human rights issue. *Human Rights Quarterly*, 167-193.
19. Chakraborty, D., Babu, D. S., & Chakravorty, M. (2006). Atrocities on Dalits: What the District Level Data Say on Society-State Complicity. *Economic and Political Weekly*, 2478-2481.
20. Deshpande, S., Karve, I., Srinivas, M. N., Gupta, D., Béteille, A., Kothari, R., & Sarukkai, S. (2014). The problem of caste. *Economic & Political Weekly*, 49(41), 17.
21. Ghosh, J. (2006). Case for caste-based quotas in higher education. *Economic and Political Weekly*, 2428-2432.
22. Ghurye, G. S. (1969). *Caste and race in India*. Popular Prakashan. Giddens, A. 1999. *Sociology*, Cambridge: The Polity Press. Gupta, Dipankar, ed., *Social Stratification*, Delhi: Oxford University Press, 1991.
23. Hanchinamani, B. B. (2001). Human rights abuses of Dalits in India. *Human Rights Brief*, 8(2), 6.
24. Haq, R. (2010). 9 Caste-based quotas: India's reservations policies. *Managing Cultural Diversity in Asia: A Research Companion*, 166.
25. Jodhka, S. (2017). *Caste in contemporary India*. Routledge.
26. Kumar, R., Kumar, S., & Mitra, A. (2009). Social and economic inequalities: contemporary significance of caste in India. *Economic and Political Weekly*, 55-63.
27. Madan, T.N., 'Caste and the ordering of Hindu society', in F. Robinson, ed., *The Cambridge Encyclopedia of India*, 1989.
28. Nair, T. Krishnan (1975) *Social Work Education and Development of Weaker Section*, Madras: Association of Schools of Social Work in India
29. Narula, S. (2008). Equal by law, unequal by caste: The untouchable condition in critical race perspective. *Wis. Int'l LJ*, 26, 255.
30. Oommen, T. K. (1984). Sources of deprivation and styles of protest: The case of the Dalits in India. *Contributions to Indian Sociology*, 18(1), 45-61.
31. Pai, S. (2000). New social and political movements of Dalits: A study of Meerut district. *Contributions to Indian Sociology*, 34(2), 189-220.
32. Risley, H., & Crooke, W. (1999). *The people of India*. Asian Educational Services.
33. Singha, K. (2012). *Caste Based Reservation in India: An Analysis*. Social Work

Chronicle, 1(1), 117.

34. Srinivas, M. N. (1962). Caste in modern India and other essays. Caste in modern India and other essays.
35. Teltumbde, A. (2000). Theorising the Dalit Movement: A Viewpoint. Vikalp Alternatives, 8(1&2), 71-92.
36. Thorat, S., & Neuman, K. S. (2012). Blocked by caste: Economic discrimination in modern India. Oxford University Press.

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b>VI</b>	<b>BSW321</b>	<b>SOCIAL POLICY AND SOCIAL WELFARE ADMINISTRATION</b>	<b>4</b>

### **SOCIAL POLICY AND SOCIAL WELFARE ADMINISTRATION**

#### **COURSE OBJECTIVES:**

- To develop an understanding of Social Policy and Social Welfare Administration.
- To understand how policies are developed and implemented through various welfare schemes and policies.
- To develop the skill of establishing, administering, managing and programme delivery of Human service organizations.
- To know the relevance of Development Administration and Governance at varied levels and scope for Social Work Practice.

#### **LEARNING OUTCOMES:**

On successful completion of the course, the students are expected to have:

- Comprehensive understanding of concepts of Social Welfare policies and Social Welfare Administration.
- Understanding of the relevance of the various government welfare schemes and policies and its effectiveness.
- Possess skills in identifying needs, designs and implementation of programmes and evaluation.
- Knowledge about Human Service Organizations and application of skills for social work practice.

#### **TEACHING METHODOLOGY:**

Classroom lectures, Guest Lectures, Powerpoint presentations, Group Activities, Group Discussions, Case Discussions, Role Plays, Assignments, Seminars, Periodic and Continuous Assessments, Tutorials, Skill Labs, and Audio-visual aids.

## **COURSE CONTENT:**

**UNIT 1:** Introduction to Social Policy; Distinction between Social and Economic Policies, Social Welfare Policy; Indian Constitution: Fundamental rights and duties; Directive Principles of State Policy; Welfare State; History of Social Welfare in India; Models of Social Policy; Relevance of Social Policy to Social Work Practice.

**UNIT 2:** Policies in India: Education, Health, Housing, Environment, Social Security, Food Security, Employment & Labour; Social Welfare Programmes in India: Family, Children, Youth, Orphans and Children in Adoption, Women, Elderly, Marginalised groups, Persons with disabilities and workers in the unorganized sector. Social Work Code of Ethics in Social Policy.

**UNIT 3:** Social Welfare Administration: Nature and Meaning; Social Welfare Administration as a method of Social Work; Concept and Evolution of Development Administration in India. Local Self Government; Urban (Municipal Council/Corporation) and Rural (Panchayati Raj Institutions); 73rd & 74<sup>th</sup> Constitutional Amendments; Central and State Social Welfare Boards.

**UNIT 4:** Human Service Organisations (HSO): Meaning, functions; Types of Welfare Agencies- Non-Government Organisations, Non-Profit organisations and Self-governing. National Policy on Voluntary sector (2007); Registration of Societies Registration Act (1860), Indian Trust Act (1882), The Companies Act (1956).

**UNIT 5:** Administrative Processes: POSDCORB. Mobilization of financial resources; Foreign Contribution Regulation Act- 1976. Exemption from Income tax; Administrative skills: Writing reports, letters and minutes of meetings. Project formulation, implementation, monitoring and evaluation.

## **REFERENCES**

1. Batra, Nitin. (2004). *Administration of social welfare in India*. Jaipur: Raj Publishing House.
2. Bhattachary, Sanjay. (2009). *Social work administration and development*. New Delhi: Rawat Publications.
3. Birkland, Thomas A. (2011). *Policy Process: Theories, Concepts, and Models of Policy Making*. Routledge.

4. Bulmer, M.et.al. (1989): *The Goals of Social Policy*, London: Unwin Hyman.
5. Chandra, S. (2017). *Social welfare administration in India*. Lulu Press, Inc. Morrisville, North Carolina, United States.
6. Descrochers, Jhon. (1997). *Methods of Social Analysis*, Centre for Social Action: Bangalore.
7. Dreze, Jean (ed). (2016). *Social Policy*, Orient Blackswan Pvt. Ltd, Hyderabad.
8. Hill, M. (2003). *Understanding Social Policy* (7th Edition). Oxford: Blackwell Publishing.
9. Huttman, E.D. (1981). *Introduction to Social Policy*, New York: McGraw Hill.
10. Inamdar N. R. (1992), *Development Administration in India*, Rawat Publications, New Delhi.
11. Kulkarni, P. D. (1979). *Social policy and social development in India*. Association of Schools of Social Work in India.
12. Moroney, R.M.& Krysik, J. (1998). *Social Policy and Social Work: Critical Essays on the Welfare State*. New York: Aldine de Gruyter,
13. Pathak, S. H. (2013). *Social policy, social welfare and social development*. Bangalore: Niruta
14. Sachdeva, D.R. (1978). *Social Welfare Administration in India*, Allahabad: Kitab Mahal.
15. Shanmuga velayutham, K. (1998). *Social Legislation and Social Change*, Chennai: Vazhga Valamudan Publishers.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
VI	BSW322	CORPORATE SOCIAL RESPONSIBILITY	4

## **CORPORATE SOCIAL RESPONSIBILITY**

### **COURSE DESCRIPTION:**

This course is designed to familiarize the students with the concepts, definitions, theories, and the historical growth and development of Corporate Social Responsibility. This course strives to enable the students to understand the interlink between corporate social responsibility and professional social work. This course emerges as a foundation for acquiring knowledge of sustainable development and CSR, project management, and global reporting initiatives.

### **COURSE OBJECTIVES:**

- To provide the knowledge of Corporate Social Responsibility
- To enable the students to understand business ethics and Corporate Social Responsibility in the global scenario
- To enable an understanding of sustainable development, SDGs and Corporate Social Responsibility
- To understand global reporting initiatives and standards essential for CSR

### **LEARNING OUTCOMES:**

- On successful completion of this course, students will be able:
- To understand the scope and complexity of corporate social responsibility (CSR) in India
- To gain knowledge on the impact of CSR implementation on corporate culture, particularly as it relates to professional social work
- To acquire skills to frame CSR policies and practices appropriate to the Indian workplace
- To understand the concepts of sustainable development
- To familiarize the concepts of global reporting initiatives, social audit and social accounting

- To acquire project management skills

### **TEACHING METHODOLOGY:**

Lecture classes, Power point presentations on CSR, Group Discussions, Case Discussions, Group activities, Assignments/Seminars, visits to CSR projects, discussions with experts

### **COURSE CONTENT:**

**UNIT 1:** Introduction to CSR: Meaning & Definition of CSR, Chronological evolution of CSR in India, Concept of Charity, Corporate philanthropy, Corporate Citizenship, Models of CSR in India, Environmental aspect of CSR.

**UNIT 2:** CSR Legislation in India: Section 135 of Companies Act 2013, Scope for CSR Activities under Schedule VII, Appointment of Independent Directors on the Board, and Computation of Net Profit's Implementing Process in India; Understanding roles and responsibilities of corporate foundations; Review of successful corporate initiatives; challenges of CSR

**UNIT 3:** Sustainability Concept and seven key factors of Sustainability – Relationship between CSR and SDGs– Global Initiatives on Environmental Sustainability, Role of Civil Society – Social Entrepreneurs and supply Chain

**UNIT 4:** Identifying key stakeholders of CSR & their roles, Analysis, management and impact of evaluation. Role of Nonprofit & Local Self Governance in implementing CSR; Contemporary issues in CSR & SDGs. Global Compact Self-Assessment Tool, National Voluntary Guidelines by Govt. of India.

**UNIT 5:** Review current trends and opportunities in CSR. CSR and Social Work Professionals. National and International compliances of Social Security Agreements (SSA) and Global Reporting Initiative (GRI). CSR as a Strategic Business tool for Sustainable development. Review of successful corporate initiatives & challenges of CSR. Case Studies of Major CSR Initiatives, CSR Awards in India.



## REFERENCES

1. Andres R (2005) The Sustainability Revolution: Portrait of a Paradigm Shift. New Society Publishers: New Delhi
2. Benn & Bolton, (2011). Key concepts in corporate social responsibility. Australia: Sage Publications Ltd.
3. Bradshaw, T. and D. Vogel. (1981). Corporations and their critics: Issues and answers to the problems of corporate social responsibility. New York: McGraw Hill Book Company
4. Brummer, J.J. (1991). Corporate Responsibility and Legitimacy: An interdisciplinary analysis. Westport, CT: Greenwood Press.
5. Cannon, T. (1992). Corporate responsibility (1st ed.) London: Pitman Publishing.
6. Crane, A. et al., (2008). The Oxford handbook of corporate social responsibility. New York: Oxford University Press Inc.
7. Ellington. J. (1998). Cannibals with forks: The triple bottom line of 21st century business. New Society Publishers
8. Grace, D. and S. Cohen (2005). Business ethics: Australian problems and cases. Oxford: Oxford University Press.
9. Reddy, Sumati and Stefan Seuring. (2004). Corporate Social Responsibility: Sustainable Supply Chains. Hyderabad: ICFAI University Press.
10. Werther, W. B. & Chandler, D. (2011). Strategic corporate social responsibility. Thousand Oaks, CA: Sage
11. [http://www.diegdi.de/CMSHomepage/openwebcms3.nsf/%28ynDK\\_contentByKey%29/ENTR-7BMDUB/\\$FILE/Studies%2026.pdf](http://www.diegdi.de/CMSHomepage/openwebcms3.nsf/%28ynDK_contentByKey%29/ENTR-7BMDUB/$FILE/Studies%2026.pdf)
12. Sustainable development in India: Stocktaking in the run up to Rio+20: Report prepared by TERI for MoEF, 2011.
13. Report of the Department for Policy Coordination and Sustainable Development (DPCSD), United Nations Division for Sustainable Development.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
VI	BSW323	WOMEN AND DEVELOPMENT	4

### WOMEN AND DEVELOPMENT

#### COURSE DESCRIPTION:

The course is designed to introduce students to the concept, theories and contemporary debates in the area of 'gender and development'. Gender inequalities and disparities are an important social concern in society and an important area of work for social work practitioners. Analyzing the dynamics of gender relations, particularly in Indian society, this course will encourage students to analyse the feminist movement and debates, structural inequalities in the social, economic, cultural and political domains and develop the skills for advocating for gender equality and empowerment.

#### COURSE OBJECTIVES:

- To understand the concept of gender in the context of development.
- To analyse and evaluate contemporary issues in gender and development.
- To understand the role of social work practice in addressing gender inequalities and development.

#### LEARNING OUTCOMES:

- Understanding the changes and evolution in the understanding of gender and gender identity.
- Critical evaluation of gender and development practices through the lens of feminism.
- Development of gender-sensitive social work practice and skills.

#### TEACHING METHODOLOGY:

Classes will comprise of lectures, audio-visual presentation, group discussions and assignments.

## **COURSE CONTENT:**

**UNIT 1: Concept of Women and Development:** Gender and gender identity: Concept and perspectives; social construction of gender – Development: Concept and definitions; sustainable development; gender-sensitive development planning and practice – Approaches to Gender and Development: Basic concepts; Gender and Development (GAD); Women and Development (WAD); Women in Development (WID).

**UNIT 2: Feminist Theories of Development:** Introduction to feminism: Feminist theory, ideas and contemporary debates; Intersectionality theory – Evolution of the feminist movement in India: History, phases and contemporary developments and issues in Indian feminism – Feminist Approaches to Development: Gender-mainstreaming, gender analysis, gender budgeting; inclusion and representation of women and gender minorities in development planning and politics.

**UNIT 3: Women and Work:** Work: Concept; productive and re-productive labour; paid and unpaid work; feminization of labour and feminization of poverty – Gender and the Workplace: Women in organized and unorganized sectors; work-life balance; sexual harassment in the workplace; occupational health and safety; labour rights for women, women in leadership – Gender and Economic Empowerment: Concept of empowerment; livelihoods, self-help groups (SHGs) and micro-credit – contemporary challenges and issues; social entrepreneurship.

**UNIT 4: Women, Health, and Education:** Gender and Health: Socio-economic and cultural determinants of gender and health, reproductive health rights of women; gender-based violence, sex-ratio, female foeticide and infanticide – Gender and Education: Status and gender disparities in literacy rates and enrollment rates; women and gender minorities in higher education; gender and the New Education Policy 2020 – Gender and Development Indicators: Gender Development Index, Gender Inequality Index, U.N. Sustainable Development Goals for Gender Equality.

**UNIT 5: Women and Sustainable Development:** Sustainable development: Concept and goals; participatory and intersectional strategies and approaches for sustainable development – Women's participation in socio-environmental movements; gender and climate-change,

contemporary challenges to women's rights in India – Social work and gender-sensitive development practice.

## REFERENCES

1. Amy S. Wharton. (2005). The Sociology of Gender: An Introduction to Theory and Research. Blackwell Publishing, UK.
2. Mala Khullar, (Ed). (2005). Writing the Women's Movement: A Reader. Zubaan, Kali for Women, New Delhi.
3. Mies, Maria. (1980). Indian Women and Patriarchy. Concept Publishing Company, New Delhi.
4. Rege, Sharmila (Ed.). (2003). Sociology of Gender: The Challenge of Feminist Sociological Knowledge. Sage, New Delhi.
5. Delamont, Sara. (2003). Feminist Sociology. Sage, New Delhi.
6. Dominelli Lena. (2002). Feminist Social Work Theory and Practice. Palgrave, New York.
7. Tong, R. (2013). Feminist Thought: A Comprehensive Introduction. Taylor & Francis, UK.
8. Razavi, Shahrashoub & Carol Miller. (1995). From WID to GAD: Conceptual Shifts in the Women and Development Discourse. Geneva: United Nations Research Institute for Social Development
9. Seth, Mira. (2001). Women and Development. New Delhi, Sage Publications.
10. Kaila, H. L. (2005). Women, Work and the Family. Rawat Publications, Jaipur.
11. Kumar, Anil. (2007). Women Entrepreneurship in India. Regal Publications, New Delhi.
12. Petchesky, Rosalind Pollack. (2003). Gendering Health and Human Rights. Jed Book, London.
13. K. Ajit Dalal & Ray, Subha. (2005). Social Dimensions of Health. Rawat Publications, Jaipur.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
VI	BSW324	FIELDWORK - IV	4

### FIELDWORK – IV

In this semester, students will be placed in agencies/institutions related to various fields/ areas of social work practice for their concurrent fieldwork.

#### OBJECTIVES:

1. Understanding how institutions work, their administrative structure, legal framework, goals, programmes, and stakeholders
2. To work with groups in an institutional setting to practise social work.
3. To gain a thorough understanding of the use of social work methods in dealing with groups.
4. To understand the legal system directly relating to the target group

#### TASK TO BE CARRIED OUT:

- A thorough examination of the organisation and the submission of an organisational study report
- Plan at least one programme (cultural/informative/skill-building) for the institution's target audience.
- Determine the details of government schemes applicable to the target group and the legal system in place.

#### LEARNING OUTCOMES:

- The learner will identify issues in human relationships and develop skills in relationship maintenance.
- By experimenting with one of the primary methods of social work, the learner will gain knowledge, skills, and attitude of working with a Social Group
- Learners will gain coordination, organisation, networking, and leadership abilities.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
VI	BSW325	REHABILITATION SOCIAL WORK	4

## REHABILITATION SOCIAL WORK

### COURSE DESCRIPTION:

This course introduces the students to the field of rehabilitation social work; and discusses the need for professional social work in rehabilitation, counselling, and intervention areas. It aims at highlighting the crucial roles of rehabilitation social workers in various medical and social situations. It provides the students an understanding of the processes and strategies of rehabilitation and intervention, resettlement and development activities and the emerging fields in rehabilitation.

### COURSE OBJECTIVES:

- To make students understand the principles and values of rehabilitation social work.
- To help students gain knowledge on the professional aspects of rehabilitation social work, and enable them to recognize the role of a rehabilitation social worker.
- To help students understand the basics of medico-psychological and social rehabilitation, and help them to engage with agencies to conceptualize rehabilitation programmes.
- To enable students to learn the types and causes of displacement and help them to understand the concepts and theories of rehabilitation and resettlement.
- To help students in recognising the emerging fields of rehabilitation social work.

### LEARNING OUTCOMES:

After completion of this course, students will:

- Understand and explain the role of social workers in rehabilitation.
- Gain awareness on the professional aspects of rehabilitation social work, and develop skills in rehabilitation and counselling interventions.
- Be sensitive to the issues in medico-psychological and social context, and be able to formulate rehabilitation programmes.

- Gain insights into the causes and instances of displacement, and learn about the importance of social work intervention in rehabilitation and resettlement.
- Develop skills to participate in emerging fields of rehabilitation.

### **TEACHING METHODOLOGY:**

Lectures, Digitized Presentations, Group Discussions, Case Discussions, Group Activities, Assignments, Seminars, Periodic and Continuous Assessment.

### **COURSE CONTENT:**

**Unit 1: Introduction to Rehabilitation Social Work:** Rehabilitation Social Work – Concept, definition and Objectives; Principles and Fields of Rehabilitation Social Work, Theories, Models and Methods in Rehabilitation Social Work: Social casework and social group work, Community organisation, Social action.

**Unit 2: Rehabilitation Social Work as a Profession:** Rehabilitation Social Work as a Profession – Meaning, functions and characteristics; Tools and Techniques of Rehabilitation, Importance of fieldwork and teamwork in Rehabilitation Social Work. Role of Government Agencies and NGOs in Rehabilitation, Role of Social Worker.

**Unit 3: Medico-psychological and Social Rehabilitation:** Rehabilitation in the medico-psychological context: principles, types and levels. Related Acts and Policies. Rehabilitation and Counselling Interventions. Role of Social Worker. Drug and substance abuse – nature, causes, prevalence and consequences; Preventive and Promotive measures. Role of government agencies and voluntary organizations.

**Unit 4: Rehabilitation Social Work in Displacement and Resettlement Situations:** Displacement and Resettlement – Basic concepts, types, causes and instances of displacements. Government policies for displacement; Irrigation projects, Mining projects, Industrial projects, etc. Impact of displacement. Case studies of displacement projects. Rehabilitation and Resettlement – Theories and Models, Resettlement Issues, Role of Government agencies, Acts and Policies. Role of NGOs and Social workers. Social work practice in proper Rehabilitation, Resettlement and Community Development activities.

**Unit 5: Emerging Fields of Rehabilitation:** Social work practice in the emerging fields of rehabilitation – Concepts, areas and Opportunities. Psychiatric rehabilitation; Occupational rehabilitation, Vocational rehabilitation; Rehabilitation engineering. Role of government agencies and voluntary organisations, Mobilization of resources and counselling, Management of Rehabilitation Programmes, Role of social workers.

## REFERENCES

1. Anthony, W. A., & Farkas, M. D. (2011). *The essential guide to psychiatric rehabilitation practice*. MA: Center for Psychiatric Rehabilitation, Boston University.
2. Barrett, N. M., Gill, K. J., Pratt, C. W., & Roberts, M. M. (2013). *Psychiatric rehabilitation*. MA: Academic Press.
3. Fernandes, W., & Raj, S. A. (1992). *Development, displacement and rehabilitation in the tribal areas of Orissa*. New Delhi: Indian Social Institute.
4. Friedlander, W. A. (Ed.). (2016). *Concepts and methods of social work*. IL: Prentice-Hall.
5. Goldenson, R. M. (1978). *Disability and rehabilitation handbook*. NY: McGraw-Hill.
6. Goodman, A. (2013). *Social work with drug, alcohol and substance misusers*. London: Sage.
7. Healy, K. (2014). *Social work theories in context: Creating frameworks for practice*. Basingstoke: Palgrave Macmillan.
8. Kapur, R. (2015). *Psychiatric rehabilitation: A psychoanalytic approach to recovery*. New Delhi: Routledge.
9. King, P. M. (Ed.). (2013). *Sourcebook of Occupational Rehabilitation*. New Delhi: Springer.
10. King, R., Lloyd, C., & Meehan, T. (2013). *Handbook of Psychosocial Rehabilitation*. Germany: Wiley.
11. Misra, P. D. (1994). *Social work: Philosophy and methods*. New Delhi: Inter-India Publishers.
12. Murickan, J., et. al. (2003). *Development-induced displacement: Case of Kerala*. Jaipur: Rawat Publishers.



13. Onalu, C., Obi-keguna, C., & Eya, O. (2017). Rehabilitation in social work practice. In U. Okoye, N. Chukwu, & P. Agwu (Eds.), *Social work in Nigeria: Book of readings* (pp 124–134). Nsukka: University of Nigeria Press.
14. Robertson, S. E., & Brown, R. I. (1992). *Rehabilitation counselling: Approaches in the field of disability*. London: Chapman & Hall.
15. Roth, P. L. (2018). *Vocational & rehabilitation counseling in action: The essential guide for those providing services to individuals with disabilities*. SC: CreateSpace Independent Publishing Platform.
16. Rubin, S. E., Roessler, R. T., & Rumrill, P. D. (2016). *Foundations of the vocational rehabilitation process*. TX:PRO-ED.
17. Shover, J., & Kurren, O. (1959). Social work in rehabilitation. *Journal of the American Medical Association*, 171(12), 1694–1696.  
<https://doi.org/10.1001/jama.1959.73010300015017>
18. Teater, B. (2019). *An introduction to applying social work theories and methods*. NY: Open University Press.
19. Vaughn, M. G., & Perron, B. E. (Eds.). (2013). *Social work practice in the addictions*. NY: Springer. <https://doi.org/10.1007/978-1-4614-5357-4>
20. Wells, E. A., Kristman-Valent, A. N., Peavy, K. M., & Jackson, T. R. (2013). Social workers and delivery of evidence-based psychosocial treatments for substance use disorders. *Social Work in Public Health*, 28(3–4), 279–301.  
<http://doi.org/10.1080/19371918.2013.759033>

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
VII	BSWH411	<b>SOCIAL WORK PRACTICE WITH CHILDREN AND FAMILIES</b>	<b>4</b>

### **SOCIAL WORK PRACTICE WITH CHILDREN AND FAMILIES**

#### **COURSE OBJECTIVES:**

- To learn the basic concepts of Social work Practice with families and children
- To understand factors affecting functioning of families
- To develop skills for working with family systems and children
- To understand the various social work settings working with families and children

#### **LEARNING OUTCOMES:**

On successful completion of the course, the students are expected to know:

- Strengthen the professional competence of Social work Practice with families and children
- Understanding of different types of crisis affecting families and children
- Ability to develop intervention programmes for children and familiesl
- Familiarize with social work settings working with families and children

#### **TEACHING METHODOLOGY:**

Classroom lectures, Guest Lectures, PowerPoint presentations, Group Activities, Group Discussions, Case Discussions, Role Plays, Assignments, Seminars, Article reviews, Periodic and Continuous Assessments, Tutorials, Skill Labs, and Audio-visual aids.

#### **COURSE CONTENT:**

**UNIT 1:** Family: Definition, Characteristics, functions, developmental stages and family patterns, types of family and tasks and problems of each stage in the family life cycle. Family Dynamics: Concept, Characteristics and significant models for understanding family dynamics: The Mc Master Model of Family functioning, Structural Approach, The Beavers Model, Triaxial Scheme, The Circumplex Model, and Family Conflict theory. Family system in India

**UNIT 2:** Crisis affecting families: family conflicts, economic distress, child abuse, inter-parental violence, elderly abuse, the crisis of death and grief. Factors contributing to family problems: Divorce, social and demographic factors, recent trends in changes in family structure. Family as a social system: Theoretical frame work.

**UNIT 3:** Family Social Work: Meaning, Definition, Assumptions, Significance and Historical development of family Social Work. Family assessment tools: Genogram, Ecomap, Psycho-social assessment; Skills and techniques for working with families. Family Therapy; Family Social Work practice in various settings -Family Counselling Centers, Family Courts, Premarital Counseling centers and Adoption and Foster Care Agencies, ICTC

**UNIT 4:** Child development: concept, needs and problems at different stages of developmental, Child development theories- Bowlby's Attachment theory, Freud's Psycho-sexual theory, Erikson's Psychosocial theory and Ecological Theory, Family Systems Theory. Role of family in child development-Parenting styles, cultural stereotypes associated with gender roles. Child mental health: concept and relevance. Inter-generational adjustment.

**UNIT 5:** Social work with Children: School social work, Children in need of care and protection, Children at risks - children from marginalized communities, children with disabilities, trafficking of children, child destitute, child delinquencies, children of migrant families, children and families with HIV/AIDS, victims of Sexual assault, victims of disasters, Child labour – consequences and social work interventions; Role of the Social Worker working with children and families.

## **REFERENCE**

1. Brandon,M, Schofield,G, Nigel, T, (1998). Social Work with Children. London:Macmillan Press.
2. Carr, A, (2009).What Works with Children, Adolescents, and Adults? A Review of Research on the Effectiveness of Psychotherapy. New York: Routledge.
3. Carter, Betty (2004). Expanded Family Life Cycle: Individual, Family and Social Perspectives.Newyork: Pearson Education
4. Collins, D.Jordan,Cathleen, Coleman, Heather (1999). An Introduction to Family Social Work. Illinois: F.E.Peacock Publishers

5. Corcoran, J. (2000). Evidence-based Social Work Practice with Families: a Lifespan Approach. New York: Springer
6. Gil, E, (2010). Working with Children to Heal Interpersonal Trauma. New York London: Guilford Press.
7. Matha P.D., (1986). Family Courts, New Delhi: Indian Social Institute.
8. Neven, R. (2010). Core Principles of Assessment and Therapeutic Communication with Children, Parents and Families: Towards the Promotion of Child and Family Wellbeing. London New York: Routledge.
9. Nichols, M. & Davis, S. (2017). Family Therapy: Concepts and Methods. Boston: Pearson.
10. Openshaw, L, (2008). Social Work in Schools: Principles and Practice. New York London: Guilford Press
11. Petr, C, (2003). Social Work with Children and their Families: Pragmatic foundations (2ed). New York: Oxford University Press.
12. Taylor, J, Daniel, and B, (2005). Child Neglect: Practice Issues for Health and Social Care. London: Jessica Kingsley Publishers.
13. Vostanis, P, (2007). Mental Health Interventions and Services for Vulnerable Children and Young People. London and Philadelphia: Jessica Kingsley Publishers.
14. Webb, N B, (2003). *Social Work Practice with Children*. New York London: Guilford Press.
15. WHO (1997). Life Skills Education for Children and Adolescents in Schools. Geneva: WHO

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
VII	BSWH412	SOCIAL WORK WITH ELDERLY	4

### SOCIAL WORK WITH ELDERLY

#### COURSE OBJECTIVES:

- To develop an understanding pertaining to the concept of aging.
- To cultivate a critical perspective towards various challenges related to aging, healthy aging and problems of the elderly in difficult situations.
- To train in various aspects of elderly care.
- To gain an insight in to National Policy for elderly and the role of INGO and NGOs in improving the quality of life of the elderly

#### COURSE OUTCOMES:

- The learners will be able to develop a critical understanding in relation to ageing and associated issues and concerns.
- The learners will be able to develop elderly-friendly behaviour and attitudes.
- The learners will be able to train the caregivers in various aspects of care and support to the elderly.
- The learners will be able to evaluate the National Policy for the Elderly critically.

#### TEACHING METHODOLOGY:

Case study, Group Discussion, Presentation, Lecture, Role Play.

#### COURSE CONTENT:

**UNIT 1: Concept of Gerontology:** Gerontology – Definition and scope. Understanding the elderly – demographic, developmental, psychological, socio-cultural, economic, and health perspectives.

**UNIT 2: Issues pertaining to geriatric population:** The issues about elderly- psycho-social, health, occupation, income, retirement planning, family support, property Rights

**UNIT 3: Psycho-social support to elderly:** Issues in health care, changes in family structure, issues of the ageing process, physiological, economic, safety, status in the family and other issues, Healthy ageing, quality of life, coping with demise of the life partner, bereavement, resolving one's death.

**UNIT 4: Care settings for elderly:** Care settings for the elderly: General hospitals, geriatric wards/ hospitals, home-based care, homes for the aged, nursing homes, day-care centres, hobby centres, facilities for the homeless elderly, elder helplines, and senior citizen forums. Tools for assessment of the problems of the elderly, intervention and follow-up services and evaluation.

**UNIT 5: Social policy and programmes:** Social work intervention measures for senior citizens through methods of social work: Caring for careers

## REFERENCES

1. Desai, Murli and Raju (2000), Gerontological Social Work in India – Some Siva (Ed.) issues and Perspectives. Delhi, BR Publishing House.
2. Hurlock, Elizabeth. (1981) Developmental Psychology. 5th Edition. New Delhi, Tata McGraw Hill Publications.
3. Irudaya Rajan S, Carla Risseuw, Myrtle Perera (2008). Institutional Provisions and Care for the Aged, Anthem South ASIAN Studies.
4. James Humber M & Robert Falmeder (2003) Care for the Aged, Human Press, Totowa, New Jersey.
5. John Blando (2011) Counseling Older Adults, Routledge
6. Lynn McDonald & Sharma KL (2011). Ageism & Elder Abuse, Rawat Publications.
7. Manisha Anant Rao Manjramkar (2016). Family & Child Welfare, R.P. Book distributors.
8. Robbyn R Wacker & Karen A Roberto (2014) Community Resources for Older Adults Programmes & Services in an Era of Change, SAGE Publications.
9. Rory Lymmmnech (2014). Social Work Practice with Older People, SAGE Publications.
10. Sharon Duca Palmer (2011). Social Work a Geriatric Services.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
VII	BSWH413	FIELDWORK - V	4

### FIELDWORK - V

In this semester, students will be placed in agencies/institutions related to various fields/ areas of social work practice for their concurrent fieldwork .

#### OBJECTIVES:

1. To enable the student in comprehending the various components of an urban community
2. To develop an understanding of the need and importance of urban community development
3. To provide access to understand the emerging trends in the urban community development
4. To enhance technical skills for identifying and assessing urban and coastal needs, problems, and service delivery.
5. to strengthen the ability to recognise the link between urban community development
6. and field practices in the context of policy and programmes
7. Explore the significance of networking with urban institutions in collaboration with the Agency in order to address the requirements of the community in which the trainee works.

#### TASK TO BE CARRIEDOUT:

- Observation visits to the poor urban communities, urban slums and coastal area
- Analysis of their socio-economic condition.
- Application of the principles of Urban community development

- **Identify/ study/ explore the urban problems covering the following aspects:**
  1. The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, occupation, housing, available social services etc.
  2. The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem
  3. The problem as perceived by the i) urban community/slum/client system ii) urban local body iii) fieldwork agency and iv) professional social work trainee.

### **LEARNING OUTCOMES:**

- The learner will gain responsiveness in working with urban slums and engaging in urban community problems.
- Understand how to collaborate with people from different social, economic, and cultural backgrounds in the urban community.
- Developing skills in identifying and developing grass root urban leadership, skills in organizing and mobilizing urban community/ slums in participatory mechanisms/ structures.
- Improving abilities in the formulation, management, appraisal, and evaluation of urban community projects.



SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
VII	BSWH414	YOUTH DEVELOPMENT	4

## YOUTH DEVELOPMENT

### COURSE DESCRIPTION:

This course enables learners to comprehend the concept of youth and their role in society. The main goal of the course is to understand the significance of youth welfare and development in the progress of nation-building. This course will assist students to understand the various platforms available for youth development.

### COURSE OBJECTIVES:

- To give insight to the students about the issues and problems of youth
- To discuss the ways of dealing with youth issues.
- Understand the policies, techniques and models of youth work
- To understand social work intervention with youth

### LEARNING OUTCOMES:

On successful completion of the course, the students should enrich their knowledge about

- Basic concepts and characteristics of youth
- Understand the policies, techniques and models of youth work
- Understanding the various roles and strategies of youth development
- Acquire the skills of working with youth

### TEACHING METHODOLOGY:

Lecture classes, PowerPoint presentations, Group Activities, Group Discussions, Case Discussions, Role Plays, Assignments, Seminars, Periodic and Continuous Assessments, Tutorials, Skill Labs, Guest Lectures, Audio-visual clippings

## **COURSE CONTENT:**

**UNIT 1:** Youth: Concept - Youth as age Category, as a transitional stage, as a social Construct. Demographic Profile of Indian Youth. The period of youth in the life cycle – Emotional problems of the Youth- Parent youth conflicts. Youth power: youth as social capital - youth as change agents - socio-political movements.

**UNIT 2:** Youth welfare- need and importance. Youth in the context of Globalization. Education and Skill development of youth. Influence of social media on youth. Problems of urban and rural youth. Alcoholism and drug dependency among youth –youth and crime – Exploitation of youth for communalism and terrorism – Youth and mass media

**UNIT 3:** Youth Development: Concept- Youth Development Index based on Human Development Index dimensions - Education, Income and Health. Sustainable Development Goals of the United Nations Organization. Strategies for Youth Development - Promoting Healthy Life Style, Capacity Building, Livelihood, Entrepreneurship

**UNIT 4:** Positive Youth Development: Conceptual Understanding of Positive Youth Development (Competence, Character, Confidence, Connection and Caring). Community engagement framework for youth development (Heart Wood's Framework for Community Youth Development) - Factors promoting and hindering youth engagement in the Community. Involvement of youth in National Youth Programmes: NCC, NSS, NYKS

**UNIT 5:** Youth Policy &Programmes: Policy- Policy development framework- Essential features of National Youth Policy of India (2014). National Programme for Youth & Adolescent Development (NPYAD) of Government of India. Organizations involved in Youth Development. Social work interventions with youth. Role of Social Worker in Youth Welfare

## **REFERENCES**

1. Gore, M.S.(1977) : Indian Youth: Process of Socialisation, VishwaYuva Kendra, Delhi
2. Kehily Jane Mary (Ed.) (2007), Understanding Youth: Perspectives, Identities and Practices, Sage Publication, London
3. Verma.M.L. (2010) Youth and Revolutionary Upsurge, Sarup Book Publishers Pvt. Ltd., New Delhi

4. Peter Ronald D'Souza ( 2009), Indian Youth in a transforming world, SAGE Publication, New Delhi
5. Monica Barry (2005), Youth Policy and Social Inclusion, Routledge, London.
6. Chowdhry D.P.1988. Youth Participation and Development. New Delhi.Atma Ram and Sons Publications
7. Stephen Hamilton (2004), The Youth Development Handbook, SAGE Publication, New Delhi
8. Rainer K, Silberesin (2007), Approaches to positive youth development, SAGE Publication, London
9. G PalaniThurai and M A Thirunavukarasu (2010), Youth as Catalysts and Change Makers, Concept Publishing Company, New Delhi

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
VII	BSWH415	ADDICTION AND SUBSTANCE ABUSE	4

### ADDICTION AND SUBSTANCE ABUSE

#### COURSE DESCRIPTION:

The course on addiction and substance abuse will enable the learners to build professional knowledge, attitude and skills to manage addiction and substance abuse through proper treatment and intervention among the individuals, groups and communities.

#### COURSE OBJECTIVES:

- To help participants understand the nuances of addiction and substance abuse.
- To orient the participants to know about the various social problems due to addiction and substance abuse and policy measures to address it.
- To train and motivate the participants on how to address the problem of substance abuse and handle addiction and treatment procedure.
- To enable them understand their roles and methodology of organizing the community against substance abuse.

#### LEARNING OUTCOMES:

- Develop attitude towards different dimensions of addiction and substance abuse.
- Identify oneself as professional trainer against addiction and substance abuse
- Apply the knowledge and skills of this workshop in the fields of Community against addiction and substance abuse
- Identify proper treatment procedure for addiction and substance abuse
- Develop an attitude and positive frame of mind set to work with the people living with addiction and substance abuse in the community

#### TEACHING METHODOLOGY:

- Lecture method used to teach the basic concepts related to Addiction, Substance abuse and its types.

- Group Discussion methods help to measure the level of understanding about substance abuse in different stakeholders
- Case discussion methods to give practical evidence and understand the seriousness of the substance abuses
- Games and Role play methods to create interest and improve the participation level of the participants

### **COURSE CONTENT:**

**UNIT 1:** Basic Concept and Overview of Addiction and Substance Abuse: Indian Scenario on Alcoholism and Substance Abuse. Use and Abuse, Meaning – Dependence, Addiction and Overdose.

**UNIT 2:** Drug Abuse and Symptoms: Narcotic Drugs – Opium, morphine, heroin, Stimulants – Amphetamines, Cocaine, Nicotine, Depressants – Alcohol, Barbiturates- Nembutal, Benzodiazepines – Diazepam, Alprazolam, Flunitrazepam. Hallucinogens – Cannabis and Derivatives (marijuana, hashish, hash oil), Steroids and Inhalants. Short-Term, Long-term effects and Withdrawal symptoms.

**UNIT 3:** Causes of Drug Abuse: Physiological, Psychological and Sociological. Consequences of Drug Abuse – For Individual, Families, Society and Nation. Interconnection with Crime and Deviance. Vulnerable groups.

**UNIT 4:** Management of Drug Abuse: Remedial Measure to address the Issue: De-addiction or Rehabilitations Centre, Proper Treatment, Reintegration with family and friends. Role of Support Group, Role of Alcoholic Anonymous, Role of NGOs, Community-based peer group intervention

**UNIT 5:** Prevention of Drug Abuse: Alcohol and Drug Demand Reduction and Preventive Policies – Ministry of Social Justice and Empowerment (MoSJE), National Institute of Social Defence (NISD), Nasha Mukta Bharat Abhiyan (NMBA), National Mental Health Mission, Narcotic Drugs and Psychotropic Substances Act, 1985. Narcotic Drugs and Psychotropic Substances (Amendment) Act, 2014.

## REFERENCES

1. Geetanjali (2011). *Drug Abuse in India*. Centrum Press. ISBN 978-9380921686
2. B. S Nagi (1996). *Menace of drug addiction in the North-eastern states of India*. Uppal Pub. House. ISBN 978-8185565712
3. Gary L. Fisher, Nancy A. Roget. (2008). *Encyclopedia of Substance Abuse Prevention, Treatment, and Recovery*. SAGE Publications, Inc
4. Henry R. Kranzler, Pamela Korsmeyer (2008). *Encyclopedia of Drugs, Alcohol & Addictive Behavior*. MacMillan Reference Library. ISBN 978-0028660677
5. Virginia Berridge (2013). *Demons: Our changing attitudes to alcohol, tobacco, and drugs*. Oxford University Press; 1st edition ISBN 978-0199604982
6. Jeffrey Raines (2014). *Substance Abuse: Prevalence, Genetic & Environmental Risk Factors & Prevention (Substance Abuse Assessment, Interventions and Treatment)*. Nova Science Publishers Inc; UK ed. edition ISBN 978-1633219496
7. William R. Miller, Kathleen M. Carroll (Eds.). (2010). *Rethinking Substance Abuse: What the Science Shows, and What We Should Do about It*. The Guilford Press; 1st edition. ISBN 978-1606236987
8. Marion Woodman (1988). *Addiction to Perfection*. Inner City Books; 1st Ed. (Canada) edition. ISBN 978-0919123113

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
VIII	BSWH421	SOCIAL WORK RESEARCH	4

## SOCIAL WORK RESEARCH

### COURSE DESCRIPTION:

This course introduces research as a social work method; familiarizes with various methodological aspects of research and elementary statistics its application to Social Work Research.

### COURSE OBJECTIVES:

- To comprehend the importance of research as a social work method
- To be familiar with various research designs, methods, statistical tools and techniques relevant to social work research.
- To cultivate research abilities through appropriate application

### LEARNING OUTCOMES:

- The types of social work research and its ethics
- Research designs and Sampling
- Levels of measurement and basic Statistics and its application to Social Work Research
- Methods of and tools for data collection
- Data analysis and Report writing

### TEACHING METHODOLOGY:

Lectures, digitalized presentation, Group Discussions, Group activities, assignments/ Seminars, on the spot tests, quiz

## **COURSE CONTENT:**

**UNIT 1:** Importance of research in social work – Types of social work research: need assessment studies, situational analysis, monitoring and evaluation, impact assessment, policy research – Ethical Issues in social work research,

**UNIT 2:** Research Designs: Meaning – Scientific Social Surveys – Experimental study design, Descriptive, Explanatory, Exploratory, Participatory Action Research - Quantitative and Qualitative Research and basic distinction, case study, ethnography; Hypothesis – meaning, types, formulation and uses

**UNIT 3:** Purpose of sampling – Concepts related to sampling – population, universe, sampling frame and sampling unit – Meaning and types of probability and non-probability sampling – techniques and procedures in sample selection – Data - Meaning, Types, Sources - Primary, Secondary, Quantitative, Qualitative; Tools of Data - Meaning, Importance, Formulation, Types, Pre-testing, Collection of Data - Process, Types, Methods – Focus groups-Content analysis

**UNIT 4:** Levels of measurements – nominal, ordinal, interval and ratio, Scaling – Likert, Thurstone – Problems and tests of Reliability and Validity — Coding, Master sheet, tabulation plan – Univariate, bivariate, trivariate and multivariate analyses of data – Measures of central tendency (mean, median, mode) and dispersion - Inferential Analyses: correlation – tests of significance (chi square, t-test) analysis of variance (ANOVA), use of SPSS

**UNIT 5:** Writing a research report - Social work research report content and formats - Literature Review and Literature Survey - Problem Identification - Specification of Research Questions - Rationale and Study Objectives – operational definitions. Interpretation of results and discussion

## **REFERENCES**

1. Alston, M. Bocoles, W. (Indian Edition 2003). Research for social workers: An introduction to methods. Jaipur: Rawat Publications
2. Andrews, Richard. (South Asia edition 2005). Research questions. London: Continuum



3. Babbie, E. (ed) (2004). The practice of social research, Thomson Wadsworth, Belmont (USA).
4. Bailey, Kenneth D. (1978) Methods of social research. New York: Mcneil Pub.
5. Baker, Therese L. (1994) Doing social research. Singapore: McGraw Hill
6. Black, James A & Champion, Dean J. (1976) Methods and issues in Social research. Bombay
7. Claire, S, et al (3rd ed), 1976, Research Methods in Social Relations. Holt, Rich and Winston, New York.
8. Clarke, A., 2003, Evaluation research sage Publications, New Delhi
9. Costello, Patrick (S. Asia Edition 2005) Action research. London: Continuum
10. Denzin, N.K., Lincoln, Y.S. (ed), 1994, Handbook of qualitative research. Sage Publications, NewDelhi.
11. Gillham, Bill (2000) Case study research methods. London: Continuum
12. Goode, W.J., Hatt, P.K. (1981) Methods in Social Research, Singapore: McGraw Hill

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
VIII	BSWH422	FIELDWORK - VI	4

### FIELDWORK – VI

In this semester, students will be placed in agencies/institutions related to various fields/ areas of social work practice for their concurrent fieldwork.

#### OBJECTIVES:

- To understand the agency, its philosophy and goals.
- To analyze the agency's structure, functioning and its networking strategies at the international and national level.
- To identify the agency's geographical areas of intervention.
- To draw up a community profile
- To analyse the problems of communities through —Need Based Assessment Strategies
- To study the families and their problems.
- To study the groups in existence and initiate steps to identify and form one or two groups.
- To understand and apply different models of working with individuals in different settings and develop an eclectic approach to working with individuals.
- To integrate theory into practice.
- To understand the significance of the group on individuals and the integration of Group Work with other methods of Social Work
- To gain knowledge and understand of the scope of this method in various settings.

#### TASKS TO BE CARRIED OUT:

- To prepare a complete document on the agency, covering specific details on: The agency profiles, its objectives, area of work, administrative hierarchy, staffing pattern, funding pattern, activities implementation strategy, monitoring/evaluation pattern.
- To develop a community profile with specific details on: Socio-Demographic characteristics, Power structures, Community Resources, Leadership Patterns, Groups

in Existence (Women's Group, Children's Group etc), Health Status, Problems of Communities etc, Family study report needs to be submitted.

- Visiting ten families and identifying at least two families for detailed family analysis
- To form at least one group (Youth Group, Women Group, Children Group, Men Group etc.)
- To handle Social Work Practice with at least five clients.
- To work with two Treatment and Task groups using adequate Group Intervention strategies.
- Identifying a community problem /problems
- Identifying resources and methods to solve the problems.
- Consciously implementing professional approaches and skills in community problem solving.

#### **LEARNING OUTCOMES:**

- Develop skills in creating and utilising term plans, agency profile, and community profile tools.
- The learner will identify issues in human relationships and develop skills in relationship maintenance.
- By experimenting with the primary methods of social work, the learner will gain knowledge, skills, and attitude of working with a community
- Learners will gain coordination, organisation, networking, and leadership abilities.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
VIII	MSW 423	BLOCK PLACEMENT	4

### **BLOCK PLACEMENT**

Block fieldwork is arranged at the end of the seventh semester. This is of twenty-five days duration, including travelling. The block placement gives an opportunity for the students to develop professional preparedness for job situations. It is also an opportunity for them to build their career. Professional behaviour and skills are developed during the block placement. Industries, hospitals, agencies and movement settings have to be given priority in block placement. The purpose of the block placement is to give the students professional internship cum pre-employment experience. The students shall commence and complete their block fieldwork period in the month of December-January. This is to enable students find employment opportunities and flexibility in commencing their careers. The viva voce examination will be held in the month of May along with the semester examinations.

#### **OBJECTIVES:**

1. To understand the role of the agency in addressing current social realities.
2. To gain an experience of working as a trained social worker in an agency for a continuous period of time.
3. To acquire and consolidate skills relevant to the profession
4. To consolidate the learnings over the semesters through the process of continuous engagement in the field of specialization.
5. To foster an appropriate attitude and professional development at work.

#### **PROCESS:**

- Students shall give a preference of agencies for block fieldwork and seek help from the Fieldwork Coordinator to approach such agencies in order to obtain permission by the end of the Third semester
- Students will be placed in a setting (local / outstation) continuously for a period of one month.

- The agency for the placement has to be finalized appropriately (jointly by the student and the department) before the end of the III semester.
- The agency may be the one where the student has already been selected for a job placement through campus recruitment or where the student finds chances for absorption after completion of the Block placement.
- The settings are also to be communicated well in advance and written permission obtained.
- After the completion of the Block placement the student has to submit a consolidated report of the activities undertaken and the experiences gained during the training period. The student should also furnish Block Fieldwork completion certificate from the organisation.
- Students will be allotted faculty members for their contact and submission of the reports
- This component of block placement may be completed as a part of their employment in case any student gets campus placement and reports to the organization at an earlier date. However, this is subject to the condition that they complete their semester examinations as and when it is scheduled by the Department.
- On joining the placement agency, the students are expected to work out details of assignments in consultation with the agency supervisor and should forward the same to the Department within seven days of reporting to the agency.
- During the block placement, the students are required to submit fortnightly reports date- wise and also in detail of the work done. The first fortnightly report should be sent to the faculty supervisor and second fortnightly report should be brought by the students at the time of joining date, and submit it on the same date to the college. The reports should be signed by the student and countersigned by the agency supervisor.
- A student has to join the block placement agency on the specified date and time decided by the Department. The date of joining shall be intimated through written communication in the prescribed format which should be countersigned by the agency supervisor within seven days of joining, failing which he/she shall repeat the block fieldwork.
- Students are required to provide her/his contact details (including residential address) to the Agency and the Department to facilitate ease of communication

- All rules of fieldwork with regard attendance, code of conduct etc shall be applicable to block fieldwork as it is part of the curriculum
- All the expenses in connection with block placement shall be entirely borne by the student.
- On the conclusion of the block placement, the agency supervisor will send an evaluation report about the learning and performance of the student to the Department in the prescribed form which is sent to the agency by the Department.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
VIII	BSWH424	COUNSELLING SKILLS	4

## COUNSELLING SKILLS

### COURSE OBJECTIVES:

- Understand the fundamental concepts of counselling
- Build effective communication skills for assessment and implementation
- Acquire knowledge of various approaches, their theoretical under-pinning for goals, values, process and techniques
- Acquire skills and techniques for practice of counselling in different settings.

### LEARNING OUTCOME:

On successful completion of the course, the students are expected to have:

- Comprehensive understanding of concepts of Counselling
- Ability to assess the person and situation
- Integration of social work, psychology approaches in counselling
- Application of counselling skills in diversified settings

### TEACHING METHODOLOGY:

Classroom lectures, Guest Lectures, Powerpoint presentations, Group Activities, Group Discussions, Case Discussions, Role Plays, Assignments, Seminars, Periodic and Continuous Assessments, Tutorials, Skill Labs, and Audio-visual aids.

### COURSE CONTENT:

**UNIT 1:** Counselling: Meaning and Definition, Characteristics, Goals, Elements, Principles Scope of counselling; Counselling situations – Preventive, Crisis, Facilitative and Developmental; Difference between Counselling, Psychotherapy and guidance.

**UNIT 2:** Counselling Relationship: Regard, Respect, Authenticity, Empathy and Genuineness; Stages of counselling: Getting started, Introductory talk, Identifying the issues, Facilitating expression of feelings, Practical plan of action, Implementing the plan, Evaluation and termination, Transference and counter transference Do's and don'ts in counselling.

**UNIT 3:** Methods of Counselling: Directive, Non-Directive and Eclectic counselling, Individual and Group Counselling; Intervention Techniques: Solution Focused, Behavioral, Cognitive Behavioral, Relaxation Techniques, and Mindfulness. Psychological Approaches and its use: Psychoanalytic, Client-centred, Transactional analysis, Cognitive behaviour therapy, REBT, Gestalt Therapy.

**UNIT 4:** Community and Mental Health Counselling, Crisis Counselling: theory, methods and Techniques of crisis intervention. Marriage and Family Counselling, Correctional and Rehabilitation Counselling, Industrial Counselling, School Counselling and Guidance, Career Counselling with Adolescents, Alcoholic and De-Addiction Counselling, Supportive Counselling with PLHIV, TB Patients, PWDs, Counselling against suicidal thoughts; Spirituality and Social Work.

**UNIT 5:** Skills and Techniques of Counselling: Ventilation, empathy, listening, explanation, re-assurance Externalization of interest, recreation and relaxation Improving problem solving skill, change of attitude/life style; Encouraging healthy defence mechanisms - sublimation, altruism and humour, Reinforcement, social support ; Qualities of an effective counsellor, Self-awareness and its place in counselling: Beliefs, attitudes, and value orientations. Ethical Issues: code of ethics for counselors

## REFERENCES

1. Asch. M., (2000). *Principles of Guidance and counselling*. New Delhi: Sarup & Sons
2. Corey, G. (2005). *Theory and practice of counselling and psychotherapy*. California: Brooks/ Cole
3. Culley, S., Bond, T. (2004). *Integrative Counselling Skills in Action*, Sage Counselling in Action Series, New Delhi: Sage Publications
4. Ivey, A . E., e t a l. (1987). *Counselling and psychotherapy: Integrating skills, theory and practice*, 2nd ed. New Jersey: Prentice Hall.
5. Jones, R . N. (2011). *Theory and practice of counselling and therapy*, (5<sup>th</sup> Edition). Sage Publications



6. Neilson, P. et al. (ed.) (2016). Creative arts in counselling and mental health. Sage Publications
7. Nelson-Jones, R. (2008). Basic Counselling Skills - A Helper's Manual, Sage South Asia Edition, New Delhi: Sage Publications
8. Patterson, C. H. (1986). Theories of counselling and psychotherapy. New York: Harper & Row
9. Pepinsky, H. B. et al. (1954). Counselling theory and practice. New York: Ronald Press Company.
10. Rao, Narayana, (2003). *Counselling and Guidance*, Tata McGraw Hill, New Delhi. India
11. Rao, S. N., & Sahajpal, P. (2013). Counselling and guidance. New Delhi: Tata McGraw Hill.
12. Seligman, L., & Reichenberg, L. W. (2011). *Theories of Counselling and Psychotherapy: Systems, Strategies and Skills*. New Delhi: PHI Learning Private Limited.
13. Sriram, S. (2016). *Counselling in India*. Springer.
14. Turner, F. J. (1996). Social work treatment: Interlocking theoretical approaches, (4th ed.) New York: The Free Press
15. Young, M. E. (1992). Counselling methods and techniques: An eclectic approach. New York: Macmillan.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
VIII	BSWH425	PROJECT MANAGEMENT	4

## PROJECT MANAGEMENT

### COURSE DESCRIPTION:

Project management courses assist students in developing strong leadership characteristics, setting objectives and targets, and taking step-by-step action to reach those goals. These courses are well-known across the world, and career chances are not limited to a single industry or profession.

### COURSE OBJECTIVES:

- To examine project management foundations, justify and choose projects, and comprehend stakeholder influence.
- To Understand the basics and need of project management in the field of social work
- This course teaches students how to plan, develop, and execute projects in order to efficiently manage many projects in a commercial setting.

### LEARNING OUTCOMES:

- Assess and choose the most desirable projects.
- Establish a new project and create a project timeline using acceptable methodologies.
- Determine the major hazards that a new initiative will face.

### TEACHING METHODOLOGY:

Lecture classes, Power Point Presentation on Rural Community Development, Group Discussions, Case Discussions, Group activities, Assignments\ Seminars, visits to community, discussions with experts.

## **COURSE CONTENT:**

**UNIT 1:** Project management - an introduction, concept, definition and Objectives - Importance of Project Management- Approaches: Logical Framework Approach & Results Based Framework- Situational Analysis, Concept and purpose Programme Evaluation and Review Technique (PERT) and Critical Path Method (CPM) Logical Framework.

**UNIT 2:** Project formulation and Appraisal - concept, Components-Feasibility- Investments (Time, money, and personnel) - Project Estimates and Techno-Economic Feasibility Report- Detailed Project Report- Project costing and budget- preparation of grant proposal.

**UNIT 3:** Project Monitoring and Control: Setting a baseline- Project management Information System - Indices to monitor progress. Importance of Contracts in projects- Teamwork in Project Management - Formation of effective teams - stages of team formation. Project Closure and Project evaluation- Project Auditing: Phases of Project Audit, social audit- cost-effective, policy analysis - Project closure reports Guidelines for closeout reports.

**UNIT 4:** Resource Mobilization and Donor management - Management process- the importance of fundraising characteristics of a successful fundraiser- preparing the organization for fundraising- Donor management- concept, the reason for giving- types of donors- methods of fundraising and donor management- Ethics and politics in fund raising- Effective fund strategies for NGOs. Social Return on Investment (SRoI) and Cost Benefit Analysis.

**UNIT 5:** Project Risk Management: Identifying potential risks in a project, categorizing of project risks, and defining the strategies for managing project risks, Environmental Impact assessment. Case studies in Project management.

## **REFERENCES**

1. Atkinson, R. (1999). Project management: cost, time and quality, two best guesses and a phenomenon, its time to accept other success criteria. International journal of project management, 17(6), 337-342.
2. Berkun, Scott (2005), The Art of Project Management, O'Reilly Media: Cambridge, MA.

3. Berkun, Scott (2008), Making Things Happen: Mastering Project Management, O'Reilly Media: Cambridge, MA.
4. Campbell, Clark A. (2006), The One-Page Project Manager: Communicate and Manage Any Project with a Single Sheet of Paper, Wiley: New York.
5. Chandra, P. (1995). Projects: Planning, Analysis, Selection, Implementation, and Review, Tata McGraw Hill Pub. Co. Ltd.
6. Choudhury, S (1988), Project management. New Delhi: Tata McGraw Hill
7. CIDA, SIDA, DANIDA Project databases
8. Cook, Curtis R. (2004), Just Enough Project Management, McGraw-Hill: Boston, MA. Crowe, Andy (2006), Alpha Project Managers: What the Top 2% Know that Everyone Else Does Not, Velociteach: Kennesaw, GA.
9. Cunningham, Michael C. (2006), Finish what you Start: 10 Surefire Ways to Deliver your Projects On Time and On Budget, Kaplan Business: New York.
10. Dvir, Dov & Aaron J. Shenhar (2007), Reinventing Project Management: The Diamond Approach to Successful Growth and Innovation, Harvard Business: Cambridge, MA.
11. Ghosh, A.S. Project Management. Anmol Publishers. New Delhi, 1990
12. Karsh, Ellen & Arlen Sue Fox (2006), The Only Grant-Writing Book You'll Ever Need, Basic Books: New York.
13. Kendrick, Tom (2006), Results without Authority: Controlling a Project When the Team Doesn't Report to You, AMACOM Books: Boston, MA.
14. Khanna, R. B. (2011), Project Management, PHI Learning Private Limited, New Delhi. Kendrick, Tom (2004), The Project Management Toolkit: 100 Tips and Techniques for Getting the Job Done Right, AMACOM Books: Boston, MA.
15. Kloppenborg, T. (2014). Contemporary project management. Nelson Education.
16. Leach, Lawrence P. (2005), Lean Project Management: Eight Principles for Success, Advanced-Projects: Boise, Idaho.
17. Lewis, James (1998), Team-Based Project Management, Beard Books. Luecke, R. (2004).
18. Lock, Dennis (1997), Handbook of Project Management. Delhi: Jaico Publishing House

19. Managing projects large and small: the fundamental skills for delivering on budget and on time. Harvard Business Press.
20. Martin, Paula & Karen Tate (1997), The Project Management Memory Jogger: A Pocket Guide for Project Teams, Goal/QPC: Salem, NH.
21. McNamara, Carter (2006), Field Guide to Nonprofit Program Design, Marketing and Evaluation, 4th ed., Authenticity Consulting, LLC: Toronto.
22. Mohsin, M (1997), Project Planning and Control. Vikas Publishing House Pvt. Ltd.,
23. Moorthy, R. V (2002). Project Management. Masters Publication
24. Pacelli, Lonnie (2004), The Project Management Advisor: 18 Major Project Screw-Ups, and how to Cut them off at the Pass, Prentice Hall: New York.
25. Patil R. K (1976), Appraisal of Rural Development Projects through Systems Analysis. National Institute of Bank Management
26. Puttaswamaiah, K (1978). Aspects of Evaluation and Project Appraisal. Bombay : Popular, Parkashan
27. Rose, Kenneth H. (2005), Project Quality Management: Why, What and How, J. Ross Publishing: Ft. Lauderdale, FL.
28. Roy, Sam, M (2002), Project Planning and Management, Focussing on Proposal writing. The Catholic Health Association of India
29. Russell, Lou (2007), 10 Steps to Successful Project Management, ASTD Press: Alexandria, VA.
30. Snead, G. Lynne (2002), The Project Management Scorecard: Measuring the Success of Project Management Solutions, Butterworth-Heinemann: Oxford.
31. Tate, Karen (2001), Getting Started in Project Management, Wiley: New York.
32. Vasant, Desai (1977), Project Management: Preparations, Appraisal, Finance and Policy. Delhi: Himalaya Pub. House,