

**DEPARTMENT OF SOCIAL WORK
JAMIA MILLIA ISLAMIA**

**BA (HONS) SOCIAL WORK
Syllabus for Sem I to VI**

(As per the NEP, 2020 and UGC Curriculum and Credit Framework for Undergraduate Programmes, December 2022)

with effect from 2023-24

PROGRAMME OUTCOMES

- ❖ The graduate shall be competent to work towards promoting social change and development, social inclusion and cohesion, and the empowerment and liberation of people keeping the principles of social justice, human rights, collective responsibility and respect for diversities as central to her/his approach and interventions.
- ❖ The graduate shall be able to recognise and critically reflect on the structural barriers that perpetuate inequalities, oppression, discrimination and exploitation, and develop action strategies towards addressing such barriers that are central to emancipatory practice with the goals of empowerment and liberation of people.
- ❖ The graduate shall be competent to utilise a range of skills, techniques, strategies, principles and activities at various system levels, engaging people and structures to address life challenges and enhance wellbeing, including a range of activities like various forms of therapy and counselling, group work, and community work; policy formulation and analysis; and advocacy and political interventions.
- ❖ The graduate shall be competent to develop strategies aimed at increasing people's hope, self-esteem and creative potential to confront and challenge oppressive power dynamics and structural sources of injustices, thus incorporating into a coherent whole the micro-macro, personal-political dimension of intervention.

SEMESTER I

BSW-SI- MJ-01: Nature and Development of Social Work

Max Marks: 75 [19/56] / **Credits:** 3

Course Objectives:

1. To orient students to the discipline of social work including the values, ethics and principles.
2. To develop in students an understanding of the historical development of social work as a profession in India and abroad
3. To familiarize students with the range of perspectives that inform practice

COURSE OUTLINE

Unit 1- Introduction to Social Work

- a. Social Work: Definition, Scope and Roles
- b. Knowledge base of Social Work
- c. Values, Ethics and Principles of Social Work

Unit 2- Historical Evolution of Social Work

- a. Socio-Political development and Emergence of Social Work in the West (The Poor Laws, Settlement Houses, Charity Organization Society and Beveridge Plan)
- b. History and Development of Social Work profession in India and its contemporary status
- c. Social Work as a Profession (Attributes of a profession, Status of Social Work as a Profession)

Unit 3 – Theories for Social Work Practice

- a. Structural -Functional and Interpretative Approaches
- b. Radical, Feminist and Conflict approaches
- c. Theory-Practice Interface (through case studies)

Essential Readings:

1. Friedlander, W. A. (1968). *Introduction to Social Welfare*. Prentice-Hall.
2. Holland, S., & Scourfield, J. (2015). *Social work: A very short introduction*. Oxford University Press.
3. Howe, D. (1987). *An Introduction to Social Work Theory*. Routledge.
4. Pathak, S. (1981). *Social Welfare: An Evolutionary and Developmental Perspective*. Macmillan.

Desirable Readings:

1. Batra, S., & Das, B. M. (2021). *Fundamentals of Social Work*. Concept Publishing Company Pvt. Ltd.
 2. Maclean, S., & Harrison, R. (2015). *Theory and Practice: A Straightforward Guide for Social Work Students*. Kirwin Maclean Associates.
 3. Payne, M. (2006). *What is Professional Social Work?* Oxford University Press.
 4. Skidmore, R. A., & Thackeray, M. G. (1982). *Introduction to Social Work*. Prentice Hall.
 5. Trevithick, P. (2005). *Social Work Skills: A Practise Handbook*. Open University Press.
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BSW-SI- MJ-02: Social Problems in India

Max Marks: 50 [12/38] / **Credits:** 2

Course Objectives:

1. To develop theoretical and critical understanding on Social Problems.
2. To orient students to social problems in India.
3. To understand the scope for social work intervention in addressing social problems.

COURSE OUTLINE

Unit I: Understanding Social Problems

- a. Social Problems: Concepts, Definition, Characteristics
- b. Theoretical Perspectives of analyzing social problems: Social, Psychological, Ecological
- c. Critical understanding of the Societal Implications and Societal Response to social problems.
- d. Scope for social Work intervention: Caring, Curing, Changing

Unit II: Social Problems and Social Work Interventions

- a. Poverty, Unemployment, Homelessness
- b. Addiction (Substance, Technology), Suicide
- c. Atrocities against women, children, SC/ST, Minorities
- d. Racialism and Communalism

Essential Readings:

1. Ahuja, R. (2003). *Violence Against Women*. Rawat Publication.
2. Ahuja, R. (2021). *Social Problems in India* (4th ed.). Rawat Publications.
3. Castellino, J., & Redondo, E. D. (2006). *Minority Rights in Asia: A Comparative Legal Analysis*. Oxford University Press.

4. Jamrozik, A., & Nocella, L. (2006). *The Sociology of Social Problems: Theoretical Perspectives and Methods of Intervention*. Cambridge University Press.
 5. Madan, G. R. (2023). *Indian Social Problems* (7th ed., Vol. 1). Allied Publications.
 6. Narwani, G. S. (2011). *Atrocities Against Scheduled Castes and Scheduled Tribes*. Rawat Publications.
 7. Roy, D. (2020). *Employment, Poverty and Rights in India*. Routledge.
 8. Ruiz, P., & Strain, E. (2011). *Substance Abuse: A Comprehensive Textbook*. Lippincott Williams & Wilkins.
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BSW-SI- MJ-03: Field Work-I

Max. Marks: 150/ Credit: 6

Nature of Field Work: Agency/Observation Visits/ Organisational Interface

Field Work Objectives

- a. To provide exposure to different government and non-government settings of social work.
- b. To familiarize students with issues and problems of different population groups.
- c. To familiarize students with approaches, programmes and interventions of different agencies.
- d. To develop skills in report writing and use of supervision.

Learning Outcomes

- a. Able to get acquainted with different government and non-government agencies of social work
- b. Able to understand the issues and problems of population groups
- c. Able to get acquainted with programmes and intervention of professional approaches of helping.
- d. Able to develop skills in report writing and use of supervision
- e. Able to interact with the experts and learn professional conduct of behavior

Activities:

- a. Observation/Agency visits-8
- b. Interface with NGO professionals-2

Components of Field Work

- a. Observation/ Agency Visits in various settings like Child protection, Health, Elderly, Disability, Gender/Women(**Any other area, which fieldwork unit may deem fit**)
- b. Interface with NGO professionals
- c. Weekly report submission
- d. Group Conferences

BSW-SI- MD-04: Sociology for Social Work

Max Marks: 75 [19/56] / **Credits:** 3

Course Objectives:

1. To provide basic understanding of sociological concepts relevant for social work practice
2. To develop an understanding of Indian society
3. To relate sociological perspectives to social work practice

COURSE OUTLINE

Unit I: Introduction to Sociology

- a. Sociology: Definition, Scope and Relevance for Social Work
- b. Sociological Concepts: Society, Socialization, Social Groups, Role and Status
- c. Sociological Perspectives: Functionalism, Structuralism-Functionalism, Conflict, Symbolic Interactionism

Unit II: Indian Society: Nature and Characteristics

- a. Social Structure: Social Systems, Culture, Diversity and Multiculturalism
- b. Social Stratification: Caste, Class, Gender and Race
- c. Basic Social Institutions: Family, Marriage, Religion and Education

Unit III: Sociological Perspectives for Social Work Concerns

- a. Social Change and Social Mobility: Concept and Theories
- b. Social Deviance and Social Control: Nature, Concept and Types
- c. Social Conflicts: Concept and Types

Essential Readings

1. Dominelli, L. (1997). *Sociology for Social Work*. Red Globe Press.
2. Giddens, A. (2013). *By Anthony Giddens—Sociology (7th Edition)*. Polity Press.
3. Gisbert, P. (2010). *Fundamentals of Sociology*. Orient Blackswan Private Limited.
4. Haralambos, M., & Holborn, M. (2013). *Sociology: Themes and Perspectives*. HarperCollins Publishers Limited.
5. Heraud, B. J. (2016). *Sociology and Social Work: Perspectives and Problems (1st edition)*. Pergamon.
6. Horton, P. B., & Hunt, C. L. (2007). *Sociology*. McGraw-Hill.
7. Inkeles, A. (1987). *What is Sociology: An Introduction to the Discipline and Profession*. Prentice Hall of India.
8. Johnson, H. M. (1998). *Sociology: A Systematic Introduction*. Allied Publishers.
9. Ogburn, W. F., Ogburn, W. F., & Nimkoff, M. F. (1947). *A Handbook of Sociology*. K. Paul, Trench, Trubner & Company, Limited.
10. Scott, J. (2015). A Dictionary of Sociology. In *A Dictionary of Sociology*. Oxford University Press.
11. Smelser, N. J. (2000). *Sociology*. Eastern Economy Edition.
12. Worsley, P. (1987). *Introducing Sociology*. Penguin Books.

Desirable Readings

1. Bottomore, T. B. (1971). *Sociology: A Guide to Problems and Literature*. George Allen & Unwin.
2. Deshpande, S. (2003). *Contemporary India: A Sociological View*. Penguin Books.
3. Dirks, N. B. (2001). *Castes of Mind: Colonialism and the Making of Modern India*. Princeton University Press.
4. Dumont, L. (1981). *Homo Hierarchicus: The Caste System and Its Implications (2nd ed.)*. University of Chicago Press.
5. Kar, P. B. (1985). *Sociology: The Discipline and its Dimensions*. New Central Book Agency.
6. Mills, C. W. (2000). *The Sociological Imagination*. Oxford University Press.
7. Page, C. H., & MacIver, R. M. (2007). *Society: An Introductory Analysis*. Macmillan.

8. Robertson, I. (1987). *Sociology* (3rd edition). Worth Publishers Inc.
 9. Singh, Y. (2005). *Modernization of Indian Tradition*. Thomson Press.
 10. Srinivas, M. N. (1996). *Caste: Its Twentieth Century Avatar*. Viking Penguin.
 11. Uberoi, P. (Ed.). (1994). *Family, Kinship, and Marriage in India*. Oxford University Press.
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BSW-SI- SEC-06: Life Skills Education

Max Marks: 75 / Credits: 3

Course Objectives:

1. To introduce the relevance of life skills in social work practice
2. To facilitate understanding and working with self
3. To understand the usage of life skills for strengthening social work intervention.

COURSE OUTLINE

Unit 1: Communication Skills

- a. Communication Process - Interpersonal, Group, Mass
- b. Types and Skills of Communication - Non-Verbal, Oral & Written (Documentation); Questioning & Listening
- c. Designing Communication Aids - Manual and Digital

Unit 2: Self-Management and Social Skills

- a. Self Awareness
- b. Coping with Emotions & Stress
- c. Cooperation & Team Skills

Unit 3: Cognitive Skills

- a. Creativity & Critical thinking
- b. Decision Making & Problem Solving
- c. Planning & Networking

Essential Readings:

1. Datar, S., Bawikar, R., Rao, G., Rao, N., & Masdekar, U. (2010). *Skill Training for Social Workers: A Manual*. SAGE Publications India Pvt Ltd.
<https://doi.org/10.4135/9788132107934>

2. Elksnin, L. K. (1996). Promoting Success in the Mainstream: Collaborative Social Skills Instruction. *Reading & Writing Quarterly*, 12(3), 327–332.
<https://doi.org/10.1080/1057356960120307>
 3. Farukuzzaman, M., & Rahman, A. H. M. M. (2019). Communication Pattern in Social Work Practice: A Conceptual Framework. *International Journal of Research in Sociology and Anthropology*, 5(2), 32–43.
 4. Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
 5. Haager, D., & Vaughn, S. (1995). Parent, Teacher, Peer, and Self-Reports of the Social Competence of Students with Learning Disabilities. *Journal of Learning Disabilities*, 28(4), 205–215. <https://doi.org/10.1177/002221949502800403>
 6. Narasimha, V. M., & Rao, M. C. (2011). *Life skills education for young adolescents- Indian experience*. 37(Special Issue), 9–15.
 7. Reith-Hall, E., & Montgomery, P. (2022). The Teaching and Learning of Communication Skills in Social Work Education. *Research on Social Work Practice*, 32(7), 793–813.
<https://doi.org/10.1177/10497315221088285>
 8. Staniforth, B. (2015). Communication Skills in Social Work. In *International Encyclopedia of the Social & Behavioral Sciences* (2nd ed., Vol. 4, pp. 284–290). Elsevier.
 9. Vranda, M. N. (2009). Extent of psychosocial competencies and self-esteem among adolescents from institutionalized and non-institutionalized setting. *Artha Journal of Social Sciences*, 8(2), 11–20.
 10. Vranda, M. N., & Rao, C. M. (2007). Life skills education. In *Handbook of Psychiatric Social Work* (pp. 52–58). NIMHANS.
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BSW-SI- VAC-07: Introduction to the Constitution of India

Max Marks: 50 [12/38] / **Credits:** 2

Course Objectives:

1. To orient the students towards the historical evolution of the constitution of India
2. To develop an understanding of the fundamental structure of the Constitution of India
3. To have knowledge about the essential components of the constitution of India.

COURSE OUTLINE

Unit: I: Fundamentals of the Constitution of India

- a. Evolution of Constitution (Philosophical ideas)
- b. The Making of Indian Constitution
- c. Structure of Indian Constitution
- d. Preamble of the Constitution of India

Unit: II: Components of the Constitution of India and Contemporary Debates

- a. Fundamental Rights
- b. Fundamental Duties
- c. Directive Principles of State Policy
- d. Special Provisions in the Constitution of India: Part-16, Schedules and Annexures

Essentials Readings

1. Ambedkar, B. R. (1990). *Dr. Babasaheb Ambedkar Writings and Speeches* (Vol. 7). Education Department, Govt. of Maharashtra.
2. Bakshi, P. M., & Kashyap, S. C. (2023). *The Constitution of India* (19th ed.). Universal LexisNexis.
3. Basu, D. D. (2022). *Introduction to the Constitution of India*. LexisNexis.
4. Chauhan, K. S. (2021). *Citizenship Rights and Constitutional Limitations*. Mohan Law House.

5. Mohan, V. (1991). *Babasaheb Dr. Ambedkar Writing and Speeches Vol.13 (Draft Constitution)* (Vol. 13). Department of Education, Mumbai: Government of Maharashtra.
 6. *The Constituent Assembly Debates* (Vols. 1–7). (2005). Lok Sabha Secretariat Publication.
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SEMESTER II

BSW-SII- MJ-8 : Introduction to Methods of Social Work

Max Marks: 75 [19/56] / **Credits:** 3

Course Objectives:

1. To develop familiarity with primary and secondary methods of social work practice
2. To understand the application and interrelatedness of different methods of social work practice

COURSE OUTLINE

Unit- I Social Case Work & Social Group Work

- a. Social Case Work – Concept, Principles and Process
- b. Social Group Work -Concept, Principles and Process
- c. Application of Social Case Work and Social Group Work

Unit- II Community Work & Social Action

- a. Community work: Concept, Principles and Process
- b. Social Action: Concept, Process, Strategies
- c. Application of Community Work and Social Action

Unit- III Social Work Research & Social Welfare Management

- a. Social Work Research: Nature, Process and Application
- b. Social Welfare Management: Concept, Elements & Social Welfare Structure in India
- c. Integrated Social Work Practice

Essential Readings:

1. Alston, M. (2020). *Research for Social Workers: An introduction to methods* (4th ed.). Routledge.
2. Bhattacharya, S. (2006). *Social Work Administration and Development*. Rawat Publications.
3. Biestek, F. P. (1957). *The Casework Relationship*. Loyola University Press.
4. Hamilton, G. (2013). *The Theory and Practice of Social Case Work*. Rawat Publications.
5. Kerlinger, F. N. (1966). *Foundations of Behavioral Research*. Surjeet Publications.

6. Kanopka, G. (1963). *Social Group Work a Helping Process*. Prentice-Hall.
 7. Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd ed.). New Age International Publishers.
 8. Patti, R. J. (2000). *The Handbook of Social Welfare Management*. SAGE.
 9. Rao, M. S. A. (1979). Sociology in the 1980s. *Economic and Political Weekly*, 14(44), 1810–1815.
 10. Rao, V. (1987). *Social Welfare Administration*. Tata Institute of Social Sciences.
 11. Ross, M. G., & Lappin, B. W. (1955). *Community Organization: Theory and Principles*. Harper.
 12. Siddiqui, H. Y. (1985). *Social Work and Social Action*. Harnam.
 13. Siddiqui, H. Y. (1997). *Community Organization in India*. Harnam.
 14. Siddiqui, H. Y. (2008). *Group Work: Theories and Practices*. Rawat Publication.
 15. Siddiqui, H.Y. (2021). *Working with Communities: An Introduction to Community Work*. Alternotes Press
 16. Singh, R. (2001). *Social Movements, Old and New: A Post-Modernist Critique*. SAGE Publications.
 17. Trecker, H. B. (1972). *Social Group Work: Principles and Practice*. Association Press.
 18. Upadhayay, R. K. (2003). *Social Case Work: A Therapeutic Approach*. Rawat Publications.
 19. Wilson, G., & Ryland, G. (1949). *Social Group Work Practice*. Mifflin Company.
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BSW-SII- MJ-9: Areas of Social Work Practice

Max Marks: 50 [12/38] / **Credits:** 2

Course Objectives:

1. To understand issues in various Institutional and Community Settings
2. To understand role of social work in Institutional settings
3. To understand role of social work in Community settings

COURSE OUTLINE

UNIT I: Issues in Institutional settings and Role of Social Work

- a. Medical and Psychiatric Settings
- b. School Settings
- c. Work/Occupational Settings
- d. Criminal Justice and Correctional Settings

UNIT II: Role of Social Work in Community Settings

- a. Issues of Children
- b. Issues of Youth
- c. Issues of the Elderly
- d. Issues of Persons with Disability

Essential Readings:

1. Allen-Meares, P. (2007). *Social Work Services in Schools* (5th ed.). Pearson.
2. Bhattacharyya, S. K. (1985). *Social Defence in Indian Perspective*. Manas Publications.
3. Chakrabarti, N. K. (1997). *Administration of Criminal Justice: Institutional corrections*. Deep and Deep Publications.
4. Davies, M. (2012). *Social Work with Children and Families*. Palgrave.

5. Desai, M., & Raju, S. S. (2000). *Gerontological Social Work in India: Some Issues & Perspectives*. B.R. Publishing House.
 6. Dhooper, S. S. (1997). *Social Work in Health Care in the 21st Century*. Sage Publications.
 7. Gandhi, A. (1990). *School Social Work in India*. Commonwealth Publications.
 8. Karna, G. N. (2001). *Disability Studies In India: Retrospects And Prospects*. Gyan Publishing House.
 9. Masoro, E. J., & Austad, S. N. (2006). *Handbook of the Biology of aging*. Elsevier Inc.
 10. Mohapatra, C. S. (2004). *Disability management in India: Challenges and commitments*. New Delhi. Indian Institute of Public Administration.
 11. Monappa, A. (2008). *Industrial Relations*. Tata McGraw Hills.
 12. Moody, H. R. (2006). *Aging: Concepts and Controversies*. Pine Forge Press.
 13. Munson, C. E. (1980). *Social Work with Families: Theory and Practice*. The Free Press.
 14. Srivastav, A. (2004). *Women in India: Problems and Prospects*. Indian Publishers Distributors.
 15. Tapan, N. (2000). *Need for Women Empowerment*. Rawat Publications.
 16. Verma, R. (1991). *Psychiatric Social Work in India*. Sage Publications.
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BSW-SII- MJ-10: Field Work - II

Max. Marks: 150 + 50 (Viva Voce) Total: 200/ Credits: 6+2

Nature of Field Work: Programme Media

Field Work Objectives

- a. To develop introductory skills in the use of programme media
- b. To understand the importance and use of programme media skills in social work interventions
- c. To learn to use Group Games for Rapport formation, Team Building and enhancing participation & cohesiveness
- d. To learn to use theatre for understanding social reality, build communication skills, social awareness, social change and creativity.
- e. To learn to use music for teamwork & communication, expression of feelings and social change
- f. To learn to use Art & Craft for rapport formation, expression of feelings and build creativity

Learning Outcomes

- a. Able to understand the areas and scope of programme media
- b. Able to understand the relevance of programme media skills in social work settings

Activities:

Programme Media Workshops on different components such as Group games, Theatre, Music and Art and Crafts.

Components of Field Work

- a. Sessions on Programme Media
- b. Activity Files
- c. Viva Voce

BSW-SII- MD-11: Psychology for Social Work

Max Marks: 75 [19/56] / **Credits:** 3

Course Objectives:

1. To understand the relevance of psychology for social work
2. To understand the basic psychological concepts and processes
3. To provide an orientation to the life span perspective of human development

COURSE OUTLINE

Unit- I Introduction to Psychology

- a. Psychology - Definition and Its Relationship with Social Work Practice
- b. Emotions
- c. Intelligence

Unit-II Concepts and Processes of Psychology

- a. Personality- Concept, Types and Determinants
- b. Learning- concept and theories (Behavioral, cognitive, social),
- c. Motivation - Concept and theories (Maslow, ERG. Herzberg two-factor theory)

Unit- III Human Growth and Development

- a. Human growth and development: Concept & Principles
- b. Stages of Human Development
- c. Theories of human development (Freud, Erikson. Piaget, Vygotsky)

Essential Readings:

1. Baron, R. A. & Mishra, G. (2000). *Psychology Indian Subcontinent Edition* (5th ed.). Pearson Education.
2. Hilgard, E. R., & Atkinson, R. L. (1975). *Introduction to Psychology*. H.B. & I World Inc.
3. Hurlock, E. B. (2017). *Developmental psychology: A life-span approach* (5th ed.). Tata McGraw-Hill Publishing Company Limited.
4. Kassin, S., Fein, S., & Markus, H. (2020). *Social Psychology* (11th ed.). Cengage Learning.
5. Morgon, C. T., King, R. A., Weise, J. R., & Schopler, J. (2017). *Introduction to Psychology* (7th ed.). McGraw-Hills.

Desirable Readings:

1. Baron, R. A., Branscombe, N. R., & Byrne, D. E. (2016). *Social Psychology* (12th ed.). Pearson.
 2. Boring, E. G. (1960). *Foundations of Psychology*. Asia Publication House.
 3. Hurlock, E. B. (1997). *Child Developmental* (6th ed.). Tata McGraw Hill Publishing Company Limited.
 4. Santrock, J. W. (2008). *A Topical Approach to Lifespan Development* (3rd ed.). Tata McGraw Hill Publishing Company Limited.
 5. Skinner, B. F. (1953). *Science And Human Behavior*. Macmillan & co.
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BSW-SII- SEC-13: Participatory Techniques

Max Marks: 75 / Credits: 3

Course Objectives:

1. To understand the concept and process of participation
2. To become familiar with the applications of participatory techniques in social work

COURSE OUTLINE

Unit I: Participation

- a. Participation: Concept, importance and application
- b. Participation: typology, barriers and classification of techniques
- c. Attitude and Skills for participatory work

Unit II: Application of Participatory Techniques -I

- a. Understanding the Community: Social mapping, Transect walk, Resource mapping, Wealth Ranking
- b. Understanding the Community from a Livelihoods and Gender Perspective: Trend Analysis, Seasonality diagram, livelihood analysis Daily activity schedule.
- c. Problem Identification Techniques: Problem Tree, Cause and Effect, Pair-wise Ranking, Venn diagram

Unit III: Application of Participatory Techniques-II

- a. Problem Solving Techniques: SWOT
- b. Gender analysis and planning: Harvard analytical framework etc.
- c. Participatory Monitoring and Evaluation

Essential Readings

1. Chambers, R. (1981). Rapid Rural Appraisal: Rationale and Repertoire. *Public Administration and Development*, 1(2), 95–106. <https://doi.org/10.1002/pad.4230010202>
 2. Kumar, S. (2002). *Methods for Community Participation*. Vistaar Publication.
 3. Meenai, Z. (2008). *Participatory Community Work*. Concept Publication.
 4. Narayanasamy, N. (2009). *Participatory Rural Appraisal: Principles, Methods and Application*. Sage Publications.
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BSW-SII- VAC-14- Community Health and Nutrition

Max Marks: 50 [12/38] / **Credits:** 2

Course Objectives:

1. To understand the structure of health care delivery system in community
2. To develop an understanding about social determinants of Health
3. To develop an understanding about nutritional status, problems and related policy and programmes in India

COURSE OUTLINE

Unit 1: Introduction to Community Health

- a. Community Health: Concept and Indicators
- b. Structure of Health Care Service Delivery System at grassroots
- c. Social Determinants of Health
- d. Health Concerns: Sanitation, Immunization, Tuberculosis

Unit 2: Introduction to Public Health Nutrition

- a. Nutrition, Malnutrition and Health
- b. Principles and scope of nutrition and health education
- c. Nutritional Problems in India.
- d. Nutrition Policy and Programmes

Essential Readings

1. Bagchi, K. (1990). *Guidelines for the Management of Nutrition Programmes: A Manual for Nutrition Officers*. World Health Organization, Regional Office for the Eastern Mediterranean.
2. Bamji, M. S., Krishnaswamy, K., & Brahman, G. N. V. (1996). *Textbook Of Human Nutrition*. Oxford and IBH Publishing.
3. Das, S. (2016). *Textbook of Community Nutrition*. Academic Publishers

SEMESTER III

BSW- SIII-MJ-16: Social Group Work
Max Marks: 75 [19/56] / Credits: 3

Course Objectives

1. To develop understanding of groups.
2. To develop understanding of group work as a method of Social Work.
3. To understand the application of group work.

Unit I Understanding Groups

- a. Social Groups: Concept, Characteristics, Significance, Types
- b. Group Behaviour and Social Attitudes
- c. Group Dynamics and Sociometry

Unit II Understanding Group Work

- a. Social Group Work: Concept, Assumptions, Objectives
- b. Principles of Group work
- c. Stages of Group Development & Role of Group Worker

Unit III Application of group work

- a. Program planning & Recording
- b. Group Work with Children, Youth, Women and Elderly
- c. Group Work with Vulnerable Population: Persons with disability, Children in Conflict with Law, Substance Users

Essential Readings

1. Balgopal, P. R., & Vassil, T. V. (1983). *Groups in Social Work: An Ecological Perspective* (Vol. 361). Macmillan Publishing Co., Inc. & Collier Macmillan Publishers. <https://archive.org/details/groupsinsocialwo0361balg/page/n6/mode/1up>
2. Benson, J. F. (1987). *Working More Creatively with Groups*. Routledge.
3. Brown, A. (1994). *Groupwork*. Routledge.
4. Capuzzi, D., Gross, D. R., & Stauffer, M. D. (2010). *Introduction to Group Work*. Rawat Publications.

5. Corsini, R. (2004). *Current Psycho Therapies with Case Studies*. Wadsworth Publications.
6. Garvin, C. D., Gutiérrez, L. M., & Galinsky, M. J. (2004). *Handbook of Social Work with Groups*. The Guilford Press.
7. Konopka, G. (1983). *Social Group Work: A Helping Process* (3rd ed.). Prentice Hall International.
8. Siddiqui, H. Y. (2008). *Group Work: Theories and Practices*. Rawat Publications.
9. Toseland, R. W., & Rivas, R. F. (1955). *An Introduction to Group Work Practice*. Allyn and Bacon.
10. Trecker, H. B. (1972). *Social group work, principles and practices*. Association Press.
11. Wilson, G., & Rylands, G. (1989). *Social Group Practices*. Houghton Mifflin.

BSW-SIII- MJ-16 Community Work

Max Marks: 75 [19/56] / Credits: 3

Course Objectives

1. To understand the conceptual framework of community work and models of community work
2. To understand the process of community work, tools for planning interventions and implementing program cycle
3. To understand the functioning of community-based organizations in terms of structure, human resource management and financial management.

Unit I: Basic Concepts

- a. Community: Definition, Typology and Characteristics
- b. Community Work: Objectives, Assumptions and Principles
- c. Models of Community Work

Unit II: Process of Community Work

- a. Community Work: Process, Phases and Dynamics
- b. Planning Interventions: Community Profile and Need Assessment
- c. Program Management: Planning, Monitoring and Evaluation

Unit III: Community Based Organizations

- a. Building Organizations: Process and Structures (Formal-Informal)
- b. Human Resource Management: Procurement, Training, Maintenance
- c. Financial Management: Budgeting, Fund Raising, Accounting

Essential Readings

1. Brager, G., & Specht, H. (1973). *Community Organizing*. Columbia University Press.
2. Dunham, A. (1958). *Community welfare organization: Principles and practice*. Thomson Crowell.
3. Meenai, Z. (2007). *Participatory community work*. Concept Publishing Company.
4. Ross, M. G., & Lappin, B. W. (1967). *Community Organization; Theory, Principles, and Practice*. Harper & Row.
5. Siddiqui, H. Y. (1997). *Working with communities: An Introduction to Community Work*. Hira Publication.

BSW- SIII- VAC-22 Environment and Disaster Management

Max Marks: 50 [12/38] / Credits: 2

Course Objectives

1. Understanding concepts related to Environment and Disaster
2. Understanding impact of environmental degradation and disasters on the lives of the people, particularly the marginalized section.
3. Understanding theoretical perspectives on environmental sustainability and disaster management.

Unit I People and Environment

- a. Eco-system and Sustainable Development
- b. Environmental Degradation: Impact on People's Lives and Biodiversity
- c. Principles of Environmental Law
- d. Social Work Interventions and Environmental Movements

Unit II Disaster Management

- a. Disaster: Concept, Typology and Impact
- b. Disaster Management: Concept & Phases
- c. Disaster Management Act, 2005 and Its Implementing Machinery
- d. Social Work Interventions

Essential Readings:

1. Bharucha, E. (2005). *Textbook of environmental studies for undergraduate courses*. Universities Press.
2. Gupta, K. R. (2005). *Environment: Problems and Policies, Vol I & II*. Atlantic Publications
3. Gupta, M. C., Sharma, V. K., Gupta, L. C., & Tamini, B. K. (2001). *Manual on natural Disaster Management in India*. National Centre for Disaster Management.
4. Sinha, P. C. (1998). *Encyclopaedia of Disaster Management*. Anmol Publications.

BSW-S III-SEC-21 Social Behavioural Change Communication

Max Marks: 75 / Credits: 3

Course Objectives

1. To provide an overview of Behaviour Change through Communication
2. To develop an understanding of theories behind behavioural change at individual, interpersonal and community level
3. To learn the process of developing and implementing an SBCC campaign

Unit I Basics of SBCC

- a. Need of SBCC in social development
- b. Process and Level of analysis
- c. Planning, Level of Analysis and Key Strategies (Advocacy, Social Mobilisation and BCC)

Unit II Theoretical base of SBCC

- a. Individual Level: Health Belief, Planned Action, Reasoned Action & Fear Management, Transtheoretical Model
- b. Inter-personal Level: Social Learning
- c. Community Level: Integrated Theory, Socio-Ecological, Diffusion of Innovation, Gender & Power

Unit III Process of SBCC

- a. Analysis, Audience, Determining Behaviours, Behaviour Change Objectives
- b. Message Brief, Channels and Tools
- c. Management and Evaluation, Budgeting

Essential Readings

1. Fertman, C. I., & Allensworth, D. D. (2016). *Health Promotion Programs: From Theory to Practice*. John Wiley & Sons.
2. Hornik, R. (2002). *Public health communication: Evidence for behaviour change*. Routledge.
3. Obregon, R., & Waisbord, S. (2012). *The handbook of global health communication*. John Wiley & Sons.
4. Wilkins, K. G., Tufte, T., & Obregon, R. (2014). *The handbook of development communication and social change*. John Wiley & Sons.

5. Breakthrough. (n.d.-a). *SBC Learning Central, Putting Learning into Action*. Breakthrough, Action+Research for Social and Behaviour Change. <https://learning.breakthroughactionandresearch.org/>
6. Breakthrough. (n.d.-b). *Social and Behaviour Change Communication*. Breakthrough, Action+Research for Social and Behaviour Change. <https://breakthroughactionandresearch.org/our-approaches/sbcc/>
7. Compass. (n.d.). *Advanced Audience Segmentation for Social and Behaviour Change*. Compass-Helping You Implement Effective Social and Behaviour Change Projects. thecompassforsbc.org/how-to-guide/advanced-audience-segmentation-social-and-behavior-change
8. *How to do an Audience Analysis*. (n.d.). Compass-Helping You Implement Effective Social and Behaviour Change Projects. <https://thecompassforsbc.org/how-to-guide/how-do-audience-analysis>

Field Work BSW –III Semester

Institutional based Placement

Field Work Objectives

1. To develop capacity for observation and analyzing social realities
2. To develop understanding of need, problems and programmes for different target group
3. To develop Understanding of the role of social worker in different settings
4. To develop skills in report writing and use of supervision

Specific Tasks

1. Agency Profile:

Familiarization with –

- The Agency
 - The client groups
 - What problems are being focused
 - What services are being provided
 - Organisation's network with other agencies
2. A situational assessment of the problems in focus or client group in focus
 3. Assisting in day to day functioning of the agency

Components of Field Work

- Concurrent Field Work
- Individual Conference
- Report Writing

BSW- SIII- MD 19 Economic and Political Institutions

Max Marks: 75 [19/56] / Credits: 3

Course Objectives

1. To provide understanding of economic concepts and its relevance to social work
2. To provide understanding of political concepts and its relevance to social work
3. To provide a basic understanding of the working of economic and political institutions at various levels

Unit I Economic Concepts

- a. Economy: Concepts & Relevance
- b. Economic Systems: Capitalism, Socialism & Mixed Economy
- c. Economic Development: Status and Indicators

Unit II Political Concepts

- a. State: Concept, Origin and function
- b. Citizenship: Types and Relationship with State
- c. Democratic Decentralisation

Unit III Polity and Governance

- a. Governance: Principles and Indicators
- b. Instrumentalities of Governance: Legislature, Executive, Judiciary, Media, Civil Society
- c. National and International Institutions (RBI, NITI Aayog, UN, IMF, World Bank) and their role in governance

Essential Readings:

1. Bakshi, P. M. (2013). *Constitution Of India, 10/e*. Universal Law Publishing Co.
2. Drèze, J., & Sen, A. (1989). *Hunger and Public Action*. Oxford University Press.
3. Gupta, A. S. (2008). *Report on Conditions of Work and Promotion of Livelihoods in the Unorganised Sector*. Academic Foundation.
4. Harper, M. (2003). *Microfinance: Evolution, Achievements and Challenges (Key Writings on Microfinance)*. ITDG.
5. Johari, R. C. (2011). *Modern Political Theory*. Wisdom Press.
6. Kaviraj, S., & Khilnani, S. (2001). *Civil Society: History and Possibilities*. Cambridge University Press.
7. Mishra, D. R. (1999). *Globalization and the Welfare State*. Macmillan Press.
8. Oommen, T. K. (2003). *Nation, Civil Society and Social Movements: Essays in Political Sociology*. Sage Publications.

9. Pranab, B. (1984). *Political Economy of Development in India*. Oxford University Press.
10. Radhakrishna, R., & Ray, S. (2005). *Handbook of Poverty in India: Perspectives, Policies, and Programmes*. Oxford University Press.

SEMESTER IV

BSW- SIV- MJ-23: Social Welfare Management

Max Marks:75 [19/56] / Credits: 3

Course Objectives

1. To provide an overview of Social Welfare Management
2. To understand the various functions of social welfare management
3. To understand the various processes in organizations

Unit I: Fundamentals of Social Welfare Management

- a. Characteristics of not-for-profit organisations.
- b. Legal Framework for incorporation of non-profit organisations (Society, Trust, Company)
- c. Theories of social welfare management: Administrative Management (Henry Fayol) and Human Relations (Elton Mayo)

Unit II: Managerial Functions in Social Welfare Organisations

- a. Administration and Project Management
- b. Statutory compliances - wages, taxes, social security and funds (CSR, FCRA)
- c. Managerial decision making- process and determinants

Unit III: Managerial Processes in Social Welfare Organisations

- a. Organisational Structures and Culture
- b. Employee motivation, morale and satisfaction
- c. Leadership and Organisational effectiveness

Essential Readings:

1. Abraham, A. (2011). *Formation and Management of NGOs: Non-governmental Organisations* (Third Edition). Universal Law Publishing
2. John, E. (2003). *Handbook on Management of Non-Profit Organizations*. Macmillan
3. Jones, T. M., Donaldson, T., Freeman, R. E., Harrison, J. S., Leana, C. R., Mahoney, J. T., & Pearce, J. L. (2016). Management theory and social welfare: Contributions and challenges. *Academy of Management Review*, 41, 216–228.
4. Mikkelsen, B. (2005). *Methods for Development Work and Research: A New Guide for Practitioners* (Second). SAGE.

5. Patti, R. J. (2000). *The handbook of social welfare management*. SAGE.
6. Robbins, S. P., Judge, T. A., & Niharika, V. (2015). *Organizational Behaviour*. Pearson.
7. Bare Acts

BSW-SIV-MJ-024: Rural and Urban Community Development

Max Marks: 50 [12/38] / Credits:2

Course Objectives:

At the end of the course, the student shall be able to:

1. Understand the Concept and Process of Rural and Urban Community Development
2. Critically understand the characteristics, issues and concerns of Rural and Urban Community Development
3. Understand the policies and programs for Rural and Urban Community Development
4. Visualize the scope and relevance of Social Work intervention in the Urban and Rural Community Development

Unit -1: Rural Community Development

- a. Concept of Rural and Rurality
- b. Issues and Concerns of Rural Areas
- c. Rural Community Development: Institutions, Programmes and Policies
- d. Scope of Social Work in Rural Development

Unit -2: Urban Community Development

- a. Concept of Urban and Urbanism
- b. Issues and Concerns of Urban Areas
- c. Urban Community Development: Institutions, Programmes and Policies
- d. Scope of Social Work in Urban Development

Essential Readings:

1. Bhattacharya, B. (2006). *Urban Development in India: Since Pre-Historic Time*. Concept Publishing Company.
2. Cox, F. M. (1987). *Strategies of Community Organization: Macro Practice*. F.E. Peacock Publishers.
3. Gangrade, K. D. (2001). *Working With Community at The Grassroot Level*. Sri Satguru Publications.

4. Green, G. P., & Haines, A. (2007). *Asset Building and Community Development*. Sage Publications.
5. Madan, G. R. (1990). *India's Developing Villages*. Allied Publishers.
6. Nagpaul, H. (1996). *Social Work in Urban India*. Rawat Publications.
7. Patil, A. R. (2012). *Community Organization and Development: An Indian Perspective*. PHI Learning Pvt. Ltd.
8. Ramachandran, R. (1992). *Urbanization and Urban Systems in India*. Oxford University Press.
9. Ross, M. G. (1967). *Community Organization; Theory, Principles, and Practice*. Harper & Row.
10. Sandhu, R. S. (2003). *Urbanization in India: Sociological Contributions*. Sage Publications.
11. Siddiqui, H. Y. (1997). *Community Organisation in India*. Hira.
12. Singh, K. (2009). *Rural Development: Principles, Policies and Management*. SAGE Publications Ltd.

BSW- SIV- MJ-25 Social Case Work
Max Marks: 75 [19/56] / Credits: 3

Course Objectives

1. To develop an understanding of case work as a method of social work.
2. To understand its components and process.
3. To demonstrate the application of various tools and techniques of casework practice.

Unit I Introduction to Social Case Work

- a. Person-in-Environment
- b. Assumptions and Scope of Social Case Work
- c. Components and Principles of Case Work Practice

Unit II Case Work Process

- a. Client Worker Relationship and Process of Case Work Practice
- b. Tools for Case Work Practice- Home Visit, Interviewing, Observation, Recording
- c. Techniques of Case Work Practice-Supportive Techniques, Techniques for Enhancing Resources and Reflective Techniques

Unit III Therapeutic Approaches to Case Work

- a. Person Centred Therapy
- b. Rational Emotive Behaviour Therapy
- c. Behaviour Modification

Essential Readings:

1. Banerjee, G. R. (1973). *Papers on Social Work: An Indian Perspective*. Tata Institute of Social Sciences.
2. Biestek, F. P. (1957). *The Casework Relationship*. Loyola University Press.
3. George, R. L., & Cristiani, T. S. (1990). *Counseling: Theory and Practice*. Prentice-Hall.
4. Hamilton, G. (2013). *Theory and Practice of Social Case Work*. Rawat Publications.
5. Mathew, G. (1992). *An Introduction to Social Casework*. Tata Institute of Social Sciences.

6. Perlman, H. H. (1957). *Social Casework: A Problem-Solving Process*. University of Chicago Press.
7. Roberts, R. W., & Nee, R. H. (1970). *Theories of Social Casework*. University of Chicago Press.

BSW –IV Semester: Field Work

Institutional based Placement

Field Work Objectives

1. To develop capacity for observation and analyzing social realities
2. To develop understanding of need, problems and programmes for different target group
3. To Develop Understanding of the role of social worker in different settings
4. To develop skills in observation, interviewing, recording, group discussion and leadership
5. To develop skills in report writing and use of supervision

Specific Tasks

1. Group formulation and preparing group profile
2. Observe group dynamics
3. Working with groups using programmes media
4. Develop Practice skills in Group Discussion, programme planning and action
5. Description of each activity
6. Development of Individual Case Studies
7. Assisting in day to day functioning of the agency

Components of Field Work

- Concurrent Field Work
- Individual Conference
- Report Writing
- Viva-Voce

BSW- SIV- MD-27: Social Psychology

Max Marks:50 [12/38]/ Credits: 2

Course Objectives

1. To develop an understanding about the social psychological approach to human behaviour.
2. To recognize the psychological basis of social conflicts.
3. To understand strategies of promoting social cohesion.

Unit 1 Attitudes and Prejudice

- a. Social Identity
- b. Attitude Formation
- c. Prejudice and Stereotypes
- d. Techniques of reducing prejudice

Unit 2 Behaviour in groups

- a. Social influence –conformity, compliance and obedience (Rumours, Propaganda and Public Opinion)
- b. Collective Behaviour –Crowd, mass, mob, theories of collective behaviour
- c. Intra and Inter Group Relations (eg. linguistic, religious, regional, ethnic)
- d. Emerging Challenges of Online Behaviour

Essential Readings

1. Baron, R. A., Byrne, D. E., & Branscombe, N. R. (2006). *Social Psychology*. Pearson/Allyn & Bacon.
2. Brewer, M. B., & Miller, N. (1996). *Intergroup Relations*. Open University Press.
3. Feldman, R. S. (2001). *Social Psychology*. Prentice Hall.
4. Lord, C. G. (1997). *Social Psychology*. Harcourt Brace College Publishers.
5. Myers, D. G. (2010). *Social Psychology*. McGraw-Hill Higher Education.
6. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social Psychology* (12th ed.). Pearson/Prentice Hall.

SEMESTER V

BSW-SV-MJ-29
Gender and Social Work

Max Marks: 50 [12/38] / Credits: 2

Course Objectives:

1. To develop an understanding of gender concepts
2. To explore application of gender in social work practise

Course Outline:

Unit 1 – Gender in Social Work: A Conceptual Understanding

- a. Concepts of Gender, Sex, Power, Patriarchy
- b. Intersectionality (Intersections of Gender with Caste, Class, Age, Ability, Ethnicity)
- c. Development of Feminism and Multiple Theoretical Perspectives
- d. Sexuality, Masculinities and Gender Identities

Unit 2 – Gender in Social Work Practice

- a. Understanding Gender Relations in Families and Communities (Gender Analysis matrix, Daily activity profile, Resource Mapping)
- b. Gender Mainstreaming
- c. Empowerment through Women Groups
- d. Gender and Development.

Essential Readings:

1. Bhasin, K. (1993). What is Patriarchy? New Delhi: Kali for Women
 2. Dominelli, L. (2002). Feminist Social Work Theory and Practice. New York: Palgrave Macmillan.
 3. Lorber, J. (2010). Gender Inequality: Feminist Theories and Politics (4th ed.). New York: Oxford University Press.
 4. Menon, N. (2012). Seeing Like a Feminist. Delhi: Penguin India.
 5. Osella, C., & Osella, F. (2006). Men and Masculinities in South India. London: Anthem Press.
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BSW-SV-MJ-30
Child Centred Social Work

Max Marks: 50 [12/38] / **Credits:** 2

Course Objectives:

4. To understand the international and national policy framework regarding children
5. To develop perspective and skills for promoting child well-being

Course Outline:

Unit 1 – Policy and Legislative Framework

- e. International Framework for Child Rights
- f. Constitutional Safeguards for Children
- g. Legislative Framework for Child Rights (Child Labour, Child Marriage, Prevention of Child Sexual Abuse, Juvenile Justice)
- h. Programming for Children (Supportive, Supplementary, Substitute)

Unit 2 – Perspective and Skills of Child Centred Social Work

- e. Understanding Childhood Adversities/Vulnerabilities
- f. Childhood Disorders (Developmental Disorders, Behavioral Disorders, Emotional Disorders)
- g. Process of Child Centred Interventions
- h. Parenting at Different Stages of Child Development

Essential Readings:

1. Bajpai, A. (2018). Child Rights in India: Law, Policy, and Practice. Oxford University Press.
 2. Barnes, V. (2018). Child-centred Social Work: Theory and Practice. Bloomsbury Publishing.
 3. Chopra, G. (2015). Child Rights in India: Challenges and Social Action. Springer.
 4. Desai, M., & Mehta, N. (Eds.). (2022). Child-centred Social Work in India: Journeys and the Way Forward. Taylor & Francis.
 5. Halder, D. (2018). Child Sexual Abuse and Protection laws in India. SAGE Publishing India.
 6. Jiloha, R. C., & Bhatia, M. S. (2009). Psychiatry for General Practitioners. New Age International Publishers.
 7. Kadushin, A. & Martin, J.A. (1988). Child Welfare Services (4rd. Edition). Macmillan
 8. Race, T., & O'Keefe, R. (2017). Child-centred Practice: A Handbook for Social Work. Bloomsbury Publishing.
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BSW-SV-MJ-31
Human Rights, Law and Social Justice

Max Marks: 75 [19/56] / **Credits:** 3

Course Objectives:

1. To understand the basic concepts of human rights and social justice.
2. To understand the contemporary significance and measures for protecting and promoting human rights
3. To understand the role of social legislation in ensuring social justice

Course Outline:

Unit 1 – Human Rights

- a. Human Rights: Concepts and Perspectives
- b. Human Rights: UNDHR and Typology of HR
- c. Human Rights and Social Work Practice

Unit 2 – Social Justice

- a. Social Justice: Concepts, Scope and Dimensions (Redistribution, Recognition and Representation)
- b. Instruments of Social Justice: State and Civil Society
- c. Social Justice in Practice: Marginalised Sections, Health and Environment

Unit 3 – Social Legislation

- a. Social Legislation as an Instrument of Social Change
- b. Legal and Public Advocacy, Public Interest Litigation, Legal Literacy, Free Legal Aid and RTI
- c. Human Rights Violations and Social Work Response

Essential Readings:

1. Freeman, M. (2002) Human Rights: An Interdisciplinary Approach. Cambridge Polity Press (Indian Reprint, 2003).
2. Kohli, A.S. (Ed). (2004) Human Rights and Social Work: Issues, Challenges and response. New Delhi, Kanishka Publishers.
3. Naseema, C. (2002) Human Rights Education: Conceptual and Pedagogical aspects. New Delhi, Kanishka Publishing House.
4. Centre for Development of Human Rights (2004) The Right to Development: A Primer, Centre for Development of Human Rights. New Delhi, Sage Publications.
5. Reichert, E. (2003) Social Work and Human Rights: A Foundation for Policy and Practice. New York, Columbia University Press.
6. Nirmal, C. J. (1999) Human Rights in India-Historical, Social and Political Perspectives, Oxford University Press
7. Rawls, John (1971) A Theory of Justice, London, Cambridge University Press.
8. Saxena, K. P. (Ed.) (1990) Human Rights Perspectives and Challenges, New Delhi, Lancers Books.
9. Runciman, W. G. (1980) Relative Deprivation and Social Justice, Harmands Worth, Penguin.

10. Fakuda-Parr S. and Kumar AK. S. (eds) (2000), Readings in Human Development: Concepts, Measures and Policies for a Development Paradigm. New Delhi, Oxford University Press, India.
-

BSW-SV-MJ-32
Health and Social Work

Max Marks: 50 [12/38] / **Credits:** 2

Course Objectives:

1. To understand the concept of health and disease
2. To develop an understanding of indicators and determinants of health
3. To understand and build a context on the correlation and relevance of health and social work
4. To develop an understanding about health policy and programmes.

Course Outline:

Unit 1 – Health: Determinants, Theories and Indicators

- a. Concept and Theories of Health and Disease (Epidemiological, Germ Theory, Supernatural)
- b. Determinants of Health (Social, Environmental, Behavioral, Biological)
- c. Indicators of Health (Mortality, Morbidity, Nutrition and Quality of Life)
- d. Public Health and social work practice

Unit 2 – Social Work and Health Care System

- a. Structure of Healthcare System in India: Primary, Secondary and Tertiary
- b. National Health Policy and National Health Mission (NRHM & NUHM)
- c. Endemic Diseases – Malaria, Cancer, Leprosy
- d. Role of Social Worker in Healthcare System

Essential Readings:

1. Bartlett, H. M. (1934). *Medical Social Work: A Study of Current Aims and Methods in Medical Social Case Work*. Chicago, IL: American Association of Medical Social Workers.
2. Bloom, M. (2008). Primary Prevention: Revolution in the Helping Professions? *Social Work in Health Care*, 6(2), 1981.
3. Cowles, L. F. (2003). *Social Work in the Health Field: A Care Perspective* (2nd ed.). Binghamton, NY: The Haworth Press, Inc.
4. Das, K. V., Jones-Harrell, C., Fan, Y., Ramaswami, A., Orlove, B., & Botchwey, N. (2020). Understanding Subjective Well-being: Perspectives from Psychology and Public Health. *Public Health Reviews*, 41.
5. Larson, C., & Mercer, A. (2004). Global Health Indicators: An Overview. *CMAJ: Canadian Medical Association journal = journal de l'Association medicale canadienne*, 171(10), 1199-1200.
6. Lee, K., Freudenberg, N., Zenone, M., Smith, J., Mialon, M., Marten, R., . . . Buse, K. (2022). Measuring the Commercial Determinants of Health and Disease: A Proposed Framework. *International Journal of Health Services: Planning, Administration, Evaluation*, 52(1), 115-128.
7. National Research Council. (2004). *Science, Medicine, and Animals*. Washington D. C.: National Academies Press.
8. Rice, J. (2003). Environmental Health Indicators. *Ocean & Coastal Management*, 46(3-4), 235-259.

9. Rudrappa, S., Agarkhed, D., & Vaidya, S. S. (2019). Healthcare Systems: India: Healthcare Systems, Quality Reporting, and Risk Adjustment. In J. Ratliff, T. J. Albert, J. Cheng, & J. Knightly, *Quality Spine Care* (pp. 211-224). Switzerland AG: Springer Nature.
 10. Ruggeri, K., Garcia-Garzon, E., Maguire, A., Matz, S., & Huppert, F. A. (2020). Well-being is more than Happiness and Life Satisfaction: A Multidimensional Analysis of 21 Countries. *Health and Quality of Life Outcomes*, 18(192).
 11. Rural Health Information Hub. (2025, July 3). Health Promotion and Disease Prevention Theories and Models. Retrieved from RHIhub: <https://www.ruralhealthinfo.org/toolkits/health-promotion/2/theories-and-models>
 12. Selvaraj, S., Karan, A. K., Srivastava, S., Bhan, N., & Mukhopadhyay, I. (2022). *India: Health System Review*. (A. Mahal, Ed.) New Delhi: World Health Organization Regional Office for South-East Asia.
 13. Thisted, R. (2003). Are There Social Determinants of Health and Disease? *Perspectives in Biology and Medicine*, 46(3), 65-73.
 14. Ved, R. R., Gupta, G., & Singh, S. (2019). India's health and wellness centres: realizing universal health coverage through comprehensive primary health care. *WHO South-East Asia Journal of Public Health*, 8(1), 18-20.
 15. Vellakkal, S., Gupta, A., Khan, Z., Stuckler, D., Reeves, A., Ebrahim, S., . . . Doyle, P. (2016). Has India's National Rural Health Mission Reduced Inequities in Maternal Health Services? A Pre-post Repeated Cross-sectional Study. *Health Policy Plan*, 32(1), 79-90.
 16. World Health Organization. (2006). *Reproductive Health Indicators: Guidelines for their Generation, Interpretation and Analysis for Global Monitoring*. Geneva: WHO Press.
 17. World Health Organization. (2018). *Think piece: Why is 2018 a Strategically Important Year for NCDs?* Geneva: WHO Press.
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BSW-SV-MJ-33
SCHOOL SOCIAL WORK

Max Marks: 75 [19/56] / **Credits:** 3

Course Objectives:

1. To understand the schooling system and issues/challenges in school setting.
2. To understand various policies, schemes and programmes related to education in India.
3. To understand the significance of social work practice in school setting.

Course Outline:

Unit 1 – Schooling System and Social Work

- a. School as a Social Institution: Concept, Functions & Types (Urban, Rural, Tribal, Special, Inclusive, Indigenous, Formal, Alternative, Informal)
- b. Structure of School Education System in India
- c. Concept, Relevance and Evolution of School Social Work in India

Unit 2 – School Social Work Practice

- a. Methods Used in School Social Work and Ethical Issues
- b. Scope of School Social Work (Students, Parents, Teachers, Administration, Community) and Current Trends
- c. Working in Interdisciplinary Team

Unit 3 – Legal and Alternative Frameworks for School Social Work

- a. Relevance of School Social Work in Right to Education Act, 2009
- b. Scope of School Social Workers in New Education Policy, 2020
- c. Samagra Shiksha Abhiyan, Lok Jumbish, Eklavya

Essential Readings:

1. Anand, M. (2010). Practising Social Work in Schools: Reflections from Delhi. *Practice: Social Work in Action*, 22(4), 233-244.
2. Anand, M. (2021). Strengthening Social Work Practice in Schools in India: Reflections from Theory. *Educere – BCM journal of Social Work*, 16(2), 102-121.
3. Bye, L., & Alvarez, M. E. (2006). *School Social Work: Theory to Practice*. Belmont, CA: Wadsworth Publishing Co Inc.
4. Clark, J. P., & Alvarez, M. (2010). *Response to Intervention: A Guide for School Social Workers*. New York: Oxford University Press.
5. Dupper, D. R. (2002). *School Social Work: Skills and Interventions for Effective Practice*. New York: John Wiley & Sons Inc.
6. Gandhi, A. (1990). *School Social Work: The Emerging Models of Practice in India*. New Delhi: Commonwealth Publishers.
7. Malka, Y., & Amirisetty, S. K. (2024). *Education - Policy and Law (2nd ed.)*. New Delhi: Asia Law House.
8. Massat, C. R., Kelly, M. S., & Constable, R. (2016). *School Social Work: Practice, Policy, and Research (8th ed.)*. New York: Oxford University Press.
9. National Education Policy (2020), Ministry of Education, Government of India, New Delhi.
10. Right to Education, Act (2009), Ministry of Education, Government of India, New Delhi.
11. Openshaw, L. (2008). *Social Work in Schools: Principles and Practice*. New York: Guilford Press.

BSW-SV-MJ-34
Field Work – V

Max Marks: 150 Credits: 6

Community Based Placement

Field Work Objectives

- To develop an understanding of the Community
- To develop an understanding of an agency set up
- To develop an understanding of causes of problems and effect on individuals and family group functioning
- To develop professional skills of working in the community setting
- To develop skills in report writing and use of supervision

Specific Tasks

1. Agency Profile
2. Community Profile
3. Community needs assessments
4. Group formation with community members, women, children and youth
5. Organizing activities in group of women, children and youth
6. Programme Planning
7. Description of activity outcomes of each activity
8. Assisting in day-to-day functioning of the agency

Components of Field Work

1. Concurrent Field Work
 2. Individual Conference
 3. Report Writing
 4. Rural Camp/Block Placement/ Summer Placement
-

BSW-SV-SEC-35
Project Management

Max Marks: 50 / Credits: 2

Course Objectives:

1. To understand the steps of Project Management
2. To develop skills in the use of various tools of planning, evaluation and monitoring of Projects.

Course Outline:

Unit – 1

- a. Analysis of problems through problem tree
- b. Solution & Strategy Analysis
- c. Stakeholders Analysis
- d. Situational Analysis and Organizational Assessment

Unit – 2

- a. Logic Model: Need & Importance
- b. Logical Framework Analysis
- c. Indicators and Monitoring of Projects
- d. Activity Scheduling, Resource Scheduling and Budgeting

Essential Reading:

1. Mikkelsen, B. (2005). Methods for Development Work and Research: A New Guide for Practitioners (2nd ed.). New Delhi: SAGE Publications India Pvt Ltd.

SEMESTER VI

BSW-SVI-MJ-36
Social Action and Social Movements

Max Marks: 75 [19+56] / **Credits:** 3

Course Objectives:

1. Understand the concept, process, principles, strategies and models of social action
2. Understand the concepts, types and features of social movements.
3. Contextualize certain social issues corresponding Social Actions and Social Movements.

Course Outline:

Unit 1 – Social Action: Conceptual Foundation

- a. Social Action: Concept and Process
- b. Principles and Strategies of Social Action
- c. Approaches and Models of Social Action

Unit 2 – Social Movements: Conceptual Foundation

- a. Social Movements: Concep & Perspectives
- b. Phases of Social Movements
- c. Typology of Social Movements

Unit 3 – Social Movements in India

- a. Women and Child Rights Movements: Satya Shodhak Samaj (1873), All India Women's Conference (1927), Self Employed Women's Association (1972)
- b. Peasant-Labour Movements: Indigo Revolt (1860), Naxalbari (1967), Indian Labour Unions (1950-2025)
- c. Movements of Marginalized: Momin Conference (1920), All India Scheduled Caste Federation (1942), NAAZ Foundation (1994)

Internal Assessment

Assignment: 19 marks

Essential Readings:

1. Alinsky, S. D. (1971). Rules for Radicals: A Practical Primer for Realistic Radicals. New York: Vintage Books.
2. Freire, P. (1970). Pedagogy of the Oppressed. New York: The Continuum International Publishing Group Inc.
3. Gurr, T. R. (1970). Why Men Rebel. Princeton, NJ: Princeton University Press.
4. Oommen, T. K. (2004). Nation, Civil Society and Social Movements: Essays in Political Sociology. New Delhi: SAGE Publications India Pvt Ltd.
5. Rothman, J., Elrich, J. L., & Tropman, J. E. (2006). Strategies of Community Intervention (6th ed.). Itasca, IL: F E Peacock Publishers, Inc.
6. Shah, G. (2001). Social Movements and the State. New Delhi: SAGE Publications Pvt. Ltd.

7. Siddiqui, H. Y. (1984). *Social Work and Social Action: A Developmental Perspective*. New Delhi: Harnam Publications.
 8. Smelser, N. J. (1963). *Theory of Collective Behavior*. New York: The Free Press of Glencoe.
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BSW-SVI- MJ-37
Social Work Research – I

Max Marks:75 [19/56] / **Credits:** 3

Course Objectives:

1. To understand the foundations of Social Science Research.
2. To understand research design in Social Science Research.
3. To develop skills in data collection methods, analysis, and interpretation.
4. To apply research methods to social work practice.

Course Outline:

Unit 1 – Introduction to Social Work Research

- a. Social Work Research: Nature, Scope, Relevance and Ethics
- b. Types of Social Research: Quantitative, Qualitative and Mixed Method
- c. Steps in Social Research

Unit 2 – Sampling Techniques & Data Collection

- a. Research Design: Exploratory, Descriptive, Experimental, Ex-Post Facto, Action Research, Participatory, Evaluation
- b. Sampling: Probability and Non-Probability
- c. Data Collection: Methods and Tools

Unit 3 – Analysis & Interpretation of Data

- a. Data Collation, Tabulation and Analysis
- b. Graphical Representation of Data
- c. Report Writing

Essential Readings:

1. Kumar, R. (2011). *Research Methodology: A Step-by-Step Guide for Beginners* (3rd ed.). New Delhi: SAGE Publications India Pvt. Ltd.
2. Young, P. V. (1971). *Scientific Social Surveys and Research* (4th ed.). Delhi: Prentice Hall India Learning Private Limited.
3. Kothari, C. R. (2013). *Quantitative Techniques* (3rd ed.). Noida: Vikas Publishing House Pvt Ltd.
4. Kalyanaraman, K., Ramanathan, H. M., & Harikumar, P. N. (2016). *Statistical Methods for Research: A Step-by-Step Approach Using IBM SPSS*. New Delhi: Atlantic Publishers & Distributors Pvt Ltd.
5. Grinnell, Jr., R. M., & Unrau, Y. A. (2018). *Social Work Research and Evaluation: Foundations of Evidence-Based Practice*. New York: Oxford University Press.
6. Rubin, A., & Babbie, E. R. (2016). *Essential Research Methods for Social Work* (4th ed.). Boston, MA: Cengage Learning.
7. Rubin, A., & Babbie, E. R. (2017). *Research Methods for Social Work* (9th ed.). Belmont, CA: Brooks/Cole Cengage Learning.
8. Thyer, B. A. (2009). *The Handbook of Social Work Research Methods* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.

9. McLaughlin, H. (2012). *Understanding Social Work Research* (2nd ed.). London: Sage Publications Ltd.

BSW-SVI- MJ-38
Working with Marginalized Groups

Max Marks: 50 [12/38] / **Credits:** 2

Course Objectives:

1. Develop theoretical understanding and logical concern for the issues of marginalized communities.
2. Understand the relevance and scope of constitutional & legislative safeguards for marginalized sections in India.

Course Outline:

Unit I: Understanding Marginalization and Marginalized Groups in India

- a. Marginalization: Discrimination, Social Exclusion & Inclusion
- b. Scheduled Castes (SCs): Concept, Issues and Concerns
- c. Scheduled Tribes (STs) & Other Backward Classes (OBCs): Concept, Issues and Concerns
- d. Minorities: Issues and Concerns-(Religious, Linguistic, Ethnic, Ability and Sexual)

Unit II: Constitutional and Institutional Responses

- a. Scheduled Castes (SCs): Constitutional and Legislative Safeguards
- b. Scheduled Tribes (STs): Constitutional and Legislative Safeguards
- c. Other Backward Classes (OBCs): Constitutional and Legislative Safeguards
- d. Minorities: Constitutional and Legislative Safeguards

Essential Readings:

1. Ambedkar, B. R. (2017). State and Minorities: What are their Rights and how to Secure them in the Constitution of Free India. New Delhi: Kalpaz Publications.
 2. Beteille, A. (1981). The Backward Classes and New Social Order. New Delhi: Oxford University Press.
 3. Eleanor, Z. (2005). From Untouchable to Dalit Essays on the Ambedkar Movement. New Delhi: Manohar Publisher.
 4. Galantar, M. (1984). Competing Equalities: Law and the Backward Classes in India. New Delhi: Oxford University Press.
 5. Ghurey, G.S. (2000). Caste and Race in India. Bombay: Popular Prakashan.
 6. Hasan, Z., & Menon, R. (Eds.). (2005). In a minority: Essays on Muslim women in India. New Delhi: Oxford University Press.
 7. Joshi, V. (Ed.). (1998). Tribal Situation in India: Issues in Development: with Special References to Western India. Jaipur: Rawat Publications.
 8. Radhakrishna, M. (2016). First Citizens: Studies on Adivasis, Tribals, and Indigenous Peoples in India. New Delhi: Oxford University Press.
 9. Sundar, N. (2016). The Scheduled Tribes and Their India: Politics, Identities, Policies, and Work. New Delhi: Oxford University Press.
 10. Xaxa, V. (2014). State, Society, and Tribes: Issues in Post-Colonial India. New Delhi: Pearson Publication.
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BSW-SVI-MJ-39

Field Work-VI

Field Work VI Marks: 150 / Credits: 6

Viva Voce Marks: 50 / Credits: 2

Community-based Placement

Field Work Objectives

- To develop an understanding of the Community
- To develop an understanding of an agency set up
- To develop an understanding of causes of problems and effect on individuals and family group functioning
- To develop professional skills of working in the community setting
- To develop skills in report writing and use of supervision

Specific Tasks

1. Community needs assessment
2. Group formation with women, children and youth
3. Organizing activities in group of women, children and youth
4. Group discussion with stakeholders for programme planning
5. Description of activity outcomes of each activity
6. Assisting in day-to-day functioning of the agency

Components of Field Work

1. Concurrent Field Work
2. Individual Conference
3. Report Writing
4. Viva-Voce

BSW-SVI-MJ-40
Social Policy and Programmes

Max Marks: 75 [19/56] / **Credits:** 3

Course Objectives:

1. To introduce the concept of Social Policy
2. Understanding the history and current structures of social policies and services.
3. Understand the role of policy in service delivery, and the role of practice in policy development.

Course Outline:

Unit 1 – Introduction to Social Policy

- a. Concept, Need & Relevance
- b. Evolution of social policy in India
- c. Constitutional and Legal provisions for Social Policy

Unit 2 – Rights-based Approach and Social Work Practice

- a. Rights based Approach to Social Policy: Concept & Implication for Social Work
- b. Right to Information, Rights of Displaced Persons
- c. Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)

Unit 3 – Entitlement Based Approach and Social Work Practice

- a. Entitlements based Approach to Social Policy
- b. Food Security & ICDS
- c. Emerging Trends of Social Policy

Essential Readings:

1. Cummins, L. K., Byers, K. V., & Pedrick, L. (2011). Policy Practice for Social Workers: New Strategies for a New Era. Boston, MA: Pearson Education Inc.
 2. Cunningham, J., & Cunningham, S. (2017). Social Policy and Social Work: An Introduction (2nd ed.). Thousand Oaks, CA: SAGE Publications, Inc.
 3. Drèze, J. (2016). Social Policy: Readings on the Economy, Polity and Society. Hyderabad: Orient Blackswan Private Limited.
 4. Drèze, J., & Sen, A. (2002). India: Development and Participation (2nd ed.). New York: Oxford University Press, Inc.
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BSW-SVI-MJ-41
Rural Camp

Max Marks: 100 / Credits: 4

The rural camp is an important component of field work of B.A (Hons.) Social Work. It is organized by the department for a period of seven days in a rural area for the students of B.A (Hons.) Social Work – VI Semester.

The camp is organized keeping the following objectives in view:

1. To develop in students the experience of group living and effective team work.
2. To help students develop capacities and attitudes suitable for a group living.
3. To help students experience the social realities in diverse setting.
4. To help students understand the ground reality through situational analysis through people engagement.
5. To develop in the students an ability to engage in participatory need identification.
6. To help students practice the skills in programme planning and execution.
7. To undertake any other assignment as decided by the Camp Director.