

SEMESTER – I

CORE PAPER – I

PAPER CODE – BSW101C

SOCIAL WORK PROFESSION - HISTORY AND INTRODUCTION

CREDITS: 4

TOTAL TEACHING HOURS: 60

OBJECTIVES OF THE COURSE

- To understand social work as a profession – its beliefs, values and principles.
- To develop an understanding of the various methods and fields of Social Work practice.
- To gain an understanding of current trends in Social Work practice.

LEARNING OUTCOME

At the end of the semester the students will be able to

- Understand the basic concept and meaning of professional social work
- Learn and apply the principles, values and ethics of social work profession in the field
- Gain knowledge about the history of social work profession

UNIT I

Social Work Profession

- i. Social Work Profession: Meaning and Definition of Social Work as a Profession.
- ii. Goals and Functions, Principles and Scope of Social Work Profession Beliefs and Values, Code of Ethics (NASW)
- iii. Methods of Social Work
- iv. Origin and Growth of Social Work Profession in India,

UNIT II

Historical Development of Social Work Profession

- i. Historical Development of Social Work in UK and USA.
- ii. Historical Development of Social Work in India
- iii. Social Work Education in India
- iv. Contributions of Religious thought to Social Work and Role of INGOs, NGOs and civil society organizations.

UNIT III

Philosophy, concept relating to Social Work and Theories

- i. Gandhian Philosophy, Jyotirao Phule, Dr. B.R Ambedkar and Marxist to Social Work.
- ii. Charity & Philanthropy, Voluntary Organization in India and Humana Rights, Social Development and Social Security.
- iii. Social Service, Social Change, Social Welfare, Social Action, Social Policy and Social Reforms
- iv. Behaviorism and Social Learning Theory and Ecological Systems Theory.

UNIT IV

Fields of Social Work Practice

- i. Medical and Psychiatric Social Work.
- ii. Community Development and Youths
- iii. Legal, Correctional settings and School Settings.
- iv. Family and Child Welfare and Disability.

Essential readings

- Adams, Robert et al. (2002): Social Work: Themes, Issues and Critical Debates. Second Ed. Sage London.
- Brill, N.I. & Levine, J. (2002). Working with People: The Helping Process. Boston: Allyn& Bacon.
- Chatterjee, Pranab (1996): Approaches to the Welfare State. National Association of Social Workers (NASW). Washington DC.
- Cox. E. Lisa et.al. (2021). Introduction to Social Work: An Advocacy-Based Profession, Third Edition, Thousand Oaks: SAGE Publishing.
- Desai, M. (2005): Ideologies and Social Work: Historical and Contemporary Analysis. Jaipur: Rawat Publication.
- Dubois, B & Miley, K. K. (2002). Social work: An empowering profession. London: Allyn and Bacon.
- Miley, K. K., O'Melia, M., & DuBois, B. L. (1998). Generalist social work practice: An empowering approach. Boston: Allyn& Bacon.
- Neil, T. (2015). Understanding Social Work: Preparing for practice. London: Macmillan.

- Skidmore, A.A., Thackeray, M.G. & Farley O.W. (1997). Introduction to Social Work. Boston: Allyn& Bacon.

Suggested readings

- Cox. E. Lisa et.al. (2019). Macro Social Work Practice: Advocacy in Action, First Edition, Thousand Oaks: SAGE Publishing.
- Payne, M. (2005). Modern social work theory. New York: Palgrave/ MacMillan.
- Dominelli, L. (2004). Social work: theory and practice for a changing profession. Cambridge: Polity Press.
- Sajid S. M., & Jain, R. (2018). Reflections on social work profession. New Delhi: Bloomsbury
- Bhatt, S., & Singh, A. P., (2015). Social work practice: The changing context. The Readers Paradise, New Delhi, ISBN: 978-93-82110-43-9
- Bhatt, S., & Pathare, S. (2014). Social work education and practice engagement. ISBN: 9788175417571(HB), 9788175417953(PB), Shipra Publications, New Delhi.
- Trevithick, P. (2000). Social Work Skills: A Practice Handbook. Philadelphia: Open University Press.
- Farley, W, Larry, L.S. and Scott, B.W. (2003): Introduction to Social Work. Boston, Allyn & Bacon.
- Higham, P. (2004): Social Work: Introducing Professional Practice. London: Sage.
- Morales, A.T., Sheafor, B.W. and Scott, M.E. (2010): Social Work: A Profession of Many Faces. London. Allyn and Bacon.

SEMESTER – I

ORGANIZATIONAL VISITS

CORE PAPER – 2

PAPER CODE – BSW102C

CREDITS: 4

TOTAL HOURS: 64

LAB SESSIONS ORGANIZATIONAL VISITS

These are structured experiences in a skill lab setting, which provide an opportunity of “learning by doing” in a safe environment. Learning about social realities, others and self is

essentially through inputs, group experiences and simulation games. The skill lab sessions equip students with knowledge, attitudes and practice skills in keeping with social work values, beliefs and ethics. The students are exposed to social realities existing in society, a critical analysis of such situations and the need to work towards human development.

The observation visits aim to make the students oriented to various organization in the field of social work, such as non-governmental organizations involved in welfare and development activities, government bodies involved in development work, hospitals and health care organizations, organizations in the care of aged, women and children.

OBJECTIVES

- To develop understanding of situations in the world of reality through experiencing situations in a laboratory setting, using imagination and fantasy.
- To develop the capacity to reflect over one's own behaviour, and its effect on self and others and with the help of the facilitator, develop understanding of the same.
- Students will be able to understand the basic structure, profile, and administration of Non-Governmental Organizations (NGOs) and Voluntary Organizations.
- Students will be able to critically analyse the strategies adopted by NGOs in addressing socio-economic issues.
- To develop the capacity to reflect over one's own behaviour, and its effect on self and others and with the help of the facilitator, develop understanding of the same.
- To acquire skills of observation and develop an understanding of society's response to social problems through various services.
- To develop understanding and appreciation and ability to critically evaluate the efforts of voluntary and government programs.
- To develop an appreciation of the significances of social work intervention in these programs by recording.

Learning Outcomes

At the end of the semester, students will be able to

- To learn the significance of field work in social work education.

- Understand the programmes and projects of governmental and nongovernmental social welfare/developmental agencies/organizations.
- Build the competencies to perform the role of professional social workers.

ACTIVITIES/TASK

The college will organize 10 orientation visits, each spanning 10 days, to facilitate fieldwork sessions for the students. These visits aim to help students gain insights into various activities, research, training programs, and projects conducted by the organizations visited.

The Orientation visit should be on any of the following thematic areas:

- Rehabilitation centre
- Old age home
- NGOs working for vulnerable Women
- Vulnerable Children
- Destitute –Homeless, Refugees, Victims of Disasters
- Juvenile Home
- Community development
- Mental Health
- Correctional Settings
- Institution for the specially-abled
- SHGs

Students will be assessed based on the knowledge they acquire during the Orientation Visits, which will encompass fundamental social work concepts, as well as their fieldwork reports. Each student is required to submit an individual report on their orientation visit within 20 days of its conclusion. In addition, a consolidated report summarizing the overall findings and experiences of the group is to be presented. To ensure the success of these visits, a faculty supervisor must accompany the students.

METHOD OF ASSESSMENT

The students shall be evaluated on the learnings acquired during the Orientation Visits which is based on the basic social work knowledge and on their fieldwork reports (Internal Assessment) and fieldwork viva (External Assessment). The total marks of the assessment shall be 100. The distribution of external and internal marking under NEP 2020 is 60 and 40 respectively. Out of 60 marks, the division shall be 36 based on the basic Social Work Knowledge and on their Organizational visit report, also comprehensive summary of all the Organizational visit reports. Additionally, there is a viva voce of 24 marks respectively.

The Internal Assessment marks i.e. 40 marks shall be moderated by the respective Department Supervisor, based on the students performance in the field work practicum.

Essential readings

- Brown, S.C. & Gloyne, E.R. (1966). *The Field Training of Social Workers: A Survey*. London: George Allen and Unwin Ltd.
- Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). *Contemporary Field Social Work: Integrating Field and Classroom Experience*. Thousand Oaks, CA: Sage publication.
- Garth Warf, E. (2005). *The Social Work Practicum*. Boston: Pearson Education.
- Singh, R. R. (1985). *Field Work in Social Work Education*. New Delhi: Concept Publishing Company.
- Singh, A.P. (2017). *Strengthening Field Work in Social Work Education*. Lucknow, India: Rapid Book Service.
- Subhedar, I.S. (2001). *Field Work Training in Social Work*. New Delhi: Rawat Publications.
- Tsui, Ming-sum. (2005). *Social Work Supervision: Contexts and Concepts*. New Delhi: Sage Publications.

Suggested readings

- Verma, R.B.S. and Singh, A.P. (2011). *Handbook of Field Work Practice Learning in Social Work*. Lucknow, India: New Royal Book Company.

SEMESTER – II

CORE PAPER – 3

PAPER CODE – BSW201C

WORKING WITH INDIVIDUALS

CREDITS: 4

TOTAL TEACHING HOURS: 60

OBJECTIVES OF THE COURSE

- To introduce the various methods of Social Work practice
- To enable and identify the appropriate usages of the various methods in practice
- To equip students with knowledge in various models of Case Work.

LEARNING OUTCOME

At the end of the semester students will be able to

- Develop a practical understanding of using different skills while working with individuals.
- Acquire understanding about self, goal setting, networking, and communication.
- Imbibe the various skills and techniques of Social Case Work.

UNIT I

Basic Concepts

- i. Social Casework: Meaning, Definition, Scope, Nature and Value.
- ii. Principles of Social Casework, Client-Worker Relationships.
- iii. Objectives and Assumptions
- iv. Historical Development of Social Casework practice

UNIT II

Social Casework: Components and process

- i. Scope of Social Casework: Nature of the problems to be addressed.
- ii. Problems Faced by Individuals and Families.
- iii. Components of Social Casework: Person, Problem, Place and Process.
- iv. Phases of Social Casework: Intake, Study, Diagnosis and Treatment.

UNIT III

Helping Techniques and Tools

- i. Psychosocial Assessment
- ii. Intervention Plan and Goal Setting
- iii. Techniques: Interview, Referral, Home Visits
- iv. Recording in Social Casework

UNIT IV

Theories and different setting of Social Casework Practice.

- i. Psycho-social Theory, Psycho-dynamic Theory, Behaviour Modification Theory
- ii. Problem Solving Theory and Role Theory
- iii. Different Settings for Casework Practice: Medical and Psychiatric and Correctional
- iv. Rehabilitation Centre, Agency and Drop-In Centre, Women and Children.

Essential readings

- Aptekar, Herbert (1955) The Dynamics of Casework and Counselling, New York: Houghton Mifflin Co
- Beistek, F.P. (1957). The Casework Relationship. Chicago: Loyola University Press.
- Fisher, J. (1978). Effective Casework Practice: an Eclectic Approach, New York: McGraw Hill
- Hamilton, Gordon (2013) The Theory and Practice of Social Case Work, Rawat Publication, New Delhi
- Mathew, G. (1992): An Introduction to Social Casework. Bombay: Tata Institute of Social Sciences
- Pearlman, H H. (1957). Social Case Work: a Problem-Solving Process. Chicago: University of Chicago.
- Timms, N. (1964): Social Casework: Principles and Practice. London: Routledge and Kegan Paul.
- Upadhayay, R K. (2003). Social Case Work: A therapeutic approach. Jaipur: Rawat Publications
- H.Y.Siddiqui(2008) Group Work: Theories and Practices: Rawat, Publications
- Kanopka, G. (1963): Social Group Work: A Helping Process. Eaglewood Cliffs: Prentice.

- Trecker, H.B. (1972) Social Group Work: Principles and Practice. New York: Association Press.
- Wilson, G. and Ryland, G. (1949) Social Group Work Practice. Cambridge: Houghton. Mifflin Company.
- Cox F (1987), Community Organisation, Michigan, FE Peacock Publishers.
- Ross M.G. (1955), Community Organisation: Theory and Principles, New York, Harper & Brot.
- Siddique, H. Y. (1997). Working with Communities – Introduction to Community Work. New Delhi: Hira Publications

Suggested readings

- Timms, N. (1972): Recording in Social Work. London: Routledge and Kegan Paul
- Sainsbury, Eric. (1970). Social Diagnosis in Casework. London: Routledge & Kegan Paul.
- Richmond, Mary (1970) Social Diagnosis, New York: Free Press.
- Keats, Daphne (2002) Interviewing – A Practical Guide for Students and Professionals, New Delhi: Viva Books Pvt.Ltd
- Douglas, T. (1972) Group Processes in Social Work: A Theoretical Synthesis. Chicester: Johan Wiley and Sons.
- Geoffrey, L.G. and Ephross, P.H. (1997) Group Work with Population at Risk. New York: Oxford University Press.
- Charles D. Gravin, Lorraine M. Gutierrez, Maeda J Galinsky (2004) Handbook of Social Work with Groups, Rawat Publications.
- Brown, Allan (1994). Group Work. Hampshire: Ashgate.
- Gangrade K.D. (1971), Community Organisation in India, Bombay, Popular Prakashan
- Somesh Kumar (2002) Methods for Community Participation: A Complete Guide for Practitioners, New Delhi: Sage Publication
- Marie Weil (ed.) (2005), The Hand Book of Community Practice, New Delhi, Sage Publication.

SEMESTER – II

CORE PAPER – 4

PAPER CODE – BSW202C

CONCURRENT FIELD WORK

CREDITS: 4

TOTAL TEACHING HOURS: 60

INTRODUCTION

The Field Work Practicum is a closely supervised educational internship in a Social Work setting that offers planned opportunities to apply theory taught in classrooms to field situations. This, in turn, enhances classroom learning. This paper will introduce the basic structure, profile, and administration of Non-Governmental Organizations and Voluntary Organizations. The course aims to provide students with the opportunity to integrate their theoretical understanding with practical applications. It will equip students with knowledge, skills, and techniques during their practical experience with individuals, groups, and the community in social work intervention. The course is designed to contribute to the professional development of social work aspirants.

OBJECTIVES OF THE COURSE

- To develop among students, the ability to integrate theoretical learning with practice experience.
- To develop empathetic attitude towards the needs, problems and real-life situations of individuals, families, groups and communities
- To understand fieldwork agency's philosophy, structure, functions, resources, and service delivery system
- To understand the essence of professional relationship and applications of skills to deal with human problems and concerns

LEARNING OUTCOME

At the end of the semester, students will be able to

- Understand the significance of field work in social work education.
- Understand the programmes and projects of governmental and nongovernmental social welfare/developmental agencies/organizations

- Build the competencies to perform the role of professional social workers
- Able to develop skills in field work report writing, record of the observation visits and engage in meaningful discussions during group interactions

TASKS TO BE PERFORMED DURING FIELD WORK

- Students are to observe various individuals, groups and communities during the organizational visits and field work to make their observation notes.
- Students are to prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor.
- Students are to maintain a cumulative record of actual hours spent at the field work and to complete and submit weekly reports of concurrent field work in a prescribed manner.
- Students are to prepare and submit reports of observation visits, orientation programme, field visits, rural camp, skill development workshops etc. separately.
- Students should be in touch with their agency supervisor and must brief them about the subjects, theoretical components and objectives of their engagement during the field work.
- Students should be in touch with their faculty supervisor and attend the weekly field work conference regularly. All field work related discussion, guidance, evaluation and planning etc will be conducted during field work conference. Attendance and participation in field work conference is mandatory and will be graded.
- Students are to complete and submit field work self-assessment form after termination of field work.
- Students should be regular in attending field work activities as per the instructions of the department. Minimum eighty percent (80%) attendance in the concurrent field work is compulsory.

DURATION

This is for the 20 Days (8 hrs/week) in a semester. Students will be placed in various organisational settings allotted by their field work supervisors and will be required to work two days a week in allotted organisations.

METHOD OF ASSESSMENT

Students shall be evaluated on their field performance in terms of their field work reports and field work viva. The total marks for the assessment shall be 100. The distribution of external and internal marking under NEP 2020 is 60 and 40 respectively. Out of 60 marks, the division shall be 36 based on the basic Social Work Knowledge and on their field work report, also comprehensive summary of all the field work reports. Additionally, there is a viva voce of 24 marks respectively.

The Internal Assessment marks i.e. 40 marks shall be moderated by the respective Department Supervisor, based on the students performance in the field work practicum.

Essential readings

- Brown, S.C. & Gloyne, E.R. (1966). *The Field Training of Social Workers: A Survey*. London: George Allen and Unwin Ltd.
- Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). *Contemporary Field Social Work: Integrating Field and Classroom Experience*. Thousand Oaks, CA: Sage publication.
- Garthwarf, E. (2005). *The Social Work Practicum*. Boston: Pearson Education.
- Singh, R. R. (1985). *Field Work in Social Work Education*. New Delhi: Concept Publishing Company.
- Singh, A.P. (2017). *Strengthening Field Work in Social Work Education*. Lucknow, India: Rapid Book Service.
- Subhedar, I.S. (2001). *Field Work Training in Social Work*. New Delhi: Rawat Publications.
- Tsui, Ming-sum. (2005). *Social Work Supervision: Contexts and Concepts*. New Delhi: Sage Publications.

Suggested readings

- Verma, R.B.S. and Singh, A.P. (2011). *Handbook of Field Work Practice Learning in Social Work*. Lucknow, India: New Royal Book Company.

SEMESTER – III

CORE PAPER – 5

PAPER CODE – BSW301C

WORKING WITH GROUPS

CREDITS: 4

TOTAL TEACHING HOURS: 60

OBJECTIVES OF THE COURSE

- To acquire knowledge of the objectives, characteristics values of working with groups.
- To develop an understanding of values, principles and skills required in Social Group Work process
- To sensitize students to the practice of Social Group Work.

LEARNING OUTCOME

At the end of the semester students will be able to

- Able to demonstrate familiarity with Group Work processes, tools and techniques and their application in Professional Social Work Practice
- Able to develop skills of Facilitation, Analytical Thinking, Leadership Building, Programme Planning, Evaluation and using Programme Media in groups.

UNIT I

Basic Concept of Group

- i. Group: Concept, Definition and Types
- ii. Social Group: Characteristics and Significances
- iii. Significances of social groups in the life of the individuals and families.
- iv. Group organization and structure.

UNIT II

Social Group Work

- i. Meaning and Definition, Types, Objectives, Values, characteristics, Functions and Scopes.
- ii. Principles, Role & skills and Techniques in Social Group Work.
- iii. Historical evolution of Social Group Work.

iv. Programme planning in Social Work Group

UNIT III

Group Work Process and Models

- i. Stages of Group Development.
- ii. Group Dynamics and Group Work Process
- iii. Tuckman's Model
- iv. Life Cycle Model

UNIT IV

Social Group Work in different settings

- i. Institution and non-Institutional for (child care setting, Hospital setting and Cynical setting)
- i. Youths, elderly setting and Community Settings
- iii. Rehabilitation Centres (Substance Abuse, Substance abuse, AID/HIV)
- iv. Correctional Settings.

Essential readings

- Bhatt R.M. *Records of Group Work Practice in India*. Baroda University Baroda, 1960.
- Battacharya, Sanjay. *Social Work an Integrated Approach*. New Delhi: Deep & Deep, 2008.
- Doel, Mark & Sawda, Catherine. *The Essentials of Group Worker*. London: Jessica Kingsley, 2003.
- Douglass, Tom. *Group Processes in Social Work – A Theoretical Synthesis*. New Delhi: Thomson, 1979.
- Garvin, Charlesd.D. Gutierrez, Lorraine.M. Galinsky, Maeda. J. *Handbook of Social Work with Groups*. New York: The Guildford, 2006.
- Johnson and Johnson. *Joining Together: Group Theory and Group Skills*. New Delhi: Premier, 1982.
- Konopka Gisela. *Social Group Work – A Helping Process*. London: Prentice Hall, 1963 2nd Edition.
- Mark, Doel. *Using Group Work*. London: Routledge, 2010.

- Milson, Fred. *An Introduction to Group Work Skills*, London: Routledge and Kegan Paul, 1973.
- Misra P.D. and Beena Misra. *Social Work Profession in India*. Lucknow: New Royal, 1979.
- Trecker. Harleigh, B. *Social Group Work- Principles and Practice*. New York: Association Press, 1970.
- Toseland, R.W. Rivas. R.F. *An Introduction to Group Work Practice*. New York: Macmillan, 1984.

Suggested readings

- Konopka, G., *Social Group Work - A Helping Process*, New York: Englewood Cliffs, 1972. Trecker, Harleigh, B., *Social Group Work- Principles and Practice*, New York; Association Press, 1970.
- Garvin, D., Gutierrez, M. and Galinsky, J., *Handbook of Social Work with Groups*. Jaipur: Rawat Publications, 2004.
- Thompson, N., *Understanding Social Work - Preparing and Practice*. New York Palgrave Macmillan, 2002.
- Devi, R. and Prakash, R., *Social Work Methods - Practices and Perspectives*. Jaipur: Mangal Deep Publications, 2004.

SEMESTER – III

CORE PAPER – 6

PAPER CODE – BSW302C

CONCURRENT FIELD WORK

CREDITS: 4

TOTAL TEACHING HOURS: 60

INTRODUCTION

The Field Work Practicum is a closely supervised educational internship in a Social Work setting that offers planned opportunities to apply theory taught in classrooms to field situations. This, in turn, enhances classroom learning. This paper will introduce the basic structure,

profile, and administration of Non-Governmental Organizations and Voluntary Organizations. The course aims to provide students with the opportunity to integrate their theoretical understanding with practical applications. It will equip students with knowledge, skills, and techniques during their practical experience with individuals, groups, and the community in social work intervention. The course is designed to contribute to the professional development of social work aspirants.

OBJECTIVES OF THE COURSE

- To develop among students, the ability to integrate theoretical learning with practice experience.
- To develop empathetic attitude towards the needs, problems and real-life situations of individuals, families, groups and communities
- To understand fieldwork agency's philosophy, structure, functions, resources, and service delivery system
- To understand the essence of professional relationship and applications of skills to deal with human problems and concerns

LEARNING OUTCOME

- Understand the significance of field work in social work education.
- Understand the programmes and projects of governmental and nongovernmental social welfare/developmental agencies/organizations
- Build the competencies to perform the role of professional social workers
- Able to develop skills in field work report writing, record of the observation visits and engage in meaningful discussions during group interactions

TASKS TO BE PERFORMED DURING FIELD WORK

- Students are to observe various individuals, groups and communities during the organizational visits and field work to make their observation notes.
- Students are to prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor.
- Students are to maintain a cumulative record of actual hours spent at the field work and to complete and submit weekly reports of concurrent field work in a prescribed manner.

- Students are to prepare and submit reports of observation visits, orientation programme, field visits, rural camp, skill development workshops etc. separately.
- Students should be in touch with their agency supervisor and must brief them about the subjects, theoretical components and objectives of their engagement during the field work.
- Students should be in touch with their faculty supervisor and attend the weekly field work conference regularly. All field work related discussion, guidance, evaluation and planning etc will be conducted during field work conference. Attendance and participation in field work conference is mandatory and will be graded.
- Students are to complete and submit field work self-assessment form after termination of field work.
- Students should be regular in attending field work activities as per the instructions of the department. Minimum eighty percent (80%) attendance in the concurrent field work is compulsory.

DURATION

This is for the 20 Days (8 hrs/week) in a semester. Students will be placed in various organisational settings allotted by their field work supervisors and will be required to work two days a week in allotted organisations.

METHOD OF ASSESSMENT

Students shall be evaluated on their field performance in terms of their field work reports and field work viva. The total marks for the assessment shall be 100 The distribution of external and internal marking under NEP 2020 is 60 and 40 respectively. Out of 60 marks, the division shall be 36 based on the basic Social Work Knowledge and on their field work report, also comprehensive summary of all the field work reports. Additionally, there is a viva voce of 24 marks respectively.

The Internal Assessment marks i.e. 40 marks shall be moderated by the respective Department Supervisor, based on the students performance in the field work practicum.

Essential readings

- Brown, S.C. & Gloyne, E.R. (1966). *The Field Training of Social Workers: A Survey*. London: George Allen and Unwin Ltd.
- Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). *Contemporary Field Social Work: Integrating Field and Classroom Experience*. Thousand Oaks, CA: Sage publication.
- Garth Warf, E. (2005). *The Social Work Practicum*. Boston: Pearson Education.
- Singh, R. R. (1985). *Field Work in Social Work Education*. New Delhi: Concept Publishing Company.
- Singh, A.P. (2017). *Strengthening Field Work in Social Work Education*. Lucknow, India: Rapid Book Service.
- Subhedar, I.S. (2001). *Field Work Training in Social Work*. New Delhi: Rawat Publications.
- Tsui, Ming-sum. (2005). *Social Work Supervision: Contexts and Concepts*. New Delhi: Sage Publications.

Suggested readings

- Verma, R.B.S. and Singh, A.P. (2011). *Handbook of Field Work Practice Learning in Social Work*. Lucknow, India: New Royal Book Company.

SEMESTER – IV

CORE PAPER – 7

PAPER CODE – BSW401C

SOCIAL WORK PRACTICE WITH COMMUNITIES AND SOCIAL ACTION

CREDITS: 4

TOTAL TEACHING HOURS: 60

OBJECTIVES OF THE COURSE

- To Understand the community as a method, its specific approaches and models
- To develop ability to utilize appropriate approaches and skills to work with communities
- To develop sensitivity and commitment towards issues of marginalized and oppressed groups.

LEARNING OUTCOME

At the end of the semester students will be able to

- Able to demonstrate familiarity with community organization and social action as methods of social work profession
- Able to develop skills of collecting and collating information to understand community, its structure and components.
- Able to gain the experience and exposure to practice community organization and social action at micro and macro levels

UNIT I

Basic Concept

- i. Community: Definition, Elements, Characteristics and Function.
- ii. Types of communities: Rural, Urban and Tribal community
- iii. Community as a Social System and Community Power Structure: Formal and Informal.
- iv. Community Organisation and Community Development.

UNIT II

Community Organisation

- i. Community Organisation: Definition, Objectives and Nature of Community Organisation.

- ii. Historical Development of Community Organisation.
- iii. Principles of Community Organization
- iv. Role and skills of Community Organiser

UNIT III

Process, Techniques and Model

- i. Process: Study, analysis, intervention, discussion, implementation, evaluation, modification and follow-up.
- ii. Participatory Techniques: Social Mapping, Resource Mapping, Seasonal Calendar and Venn Diagram.
- iii. J. Rothman's model: Locality development, social planning model, social action model.
- iv. Difference between Community Organisation and Community Development.

UNIT IV

Social Action

- i. Meaning, Definition, Objectives, Principles, Strategies and History
- ii. Social Action Models – Paulo Freire and Saul Alinsky
- iii. Social Action in: Health Settings, Family, Gender Justice and Child Development.
- iv. Women, Marginalized Groups like STs and STs.

Essential readings

- Rao, M., S., A., *Social Movements in India*. New Delhi: Manohar, 2004.
- Ross, Murray, G., *Community Organisation: Theory, Principles and Practice*. New York: Harper and Row, 1955.
- Srinivas, M., N., *Social Change in Modern India*. New Delhi: Orient Longman, 2003.
- Thompson, N., *Understanding Social Work - Preparing and Practice*. New York: Palgrave Macmillan, 2002.
- Friedlander, Walter A.(ed) (1958), *Concepts and Methods of Social Work*. New Jersey: Prentice- Hall
- Siddique, H.Y. (1984). *Social work and Social Action*, New Delhi: Harnam Publications.
- Siddique, H.Y. (1997). *Working with Communities- Introduction to Community Work*, New Delhi: Hira Publications

- Gangrade, K.D., Community Organization in India. Bombay: Popular Prakashan

Suggested readings

- Cox F (1987), Community Organization, Michigan, FE Peacock Publishers
- Hardcastle, David A., Stanley Wenocur, & Patricia Powers (1996). Community Practice: Theories and Skills for Social Workers. New York: Oxford University Press
- Ledwith, M. (2005). Community Development a Critical Approach. New Delhi: Rawat Publications
- Shah, Ghanshyam (2004), Social Movements in India: A Review of the Literature, New Delhi, Sage
- Siddiqui, H.Y. (1985), Social Work and Social Action, New Delhi, Harnam

SEMESTER – IV

CORE PAPER – 8

PAPER CODE – BSW402C

CONCURRENT FIELD WORK

CREDITS: 4

TOTAL TEACHING HOURS: 60

INTRODUCTION

The Field Work Practicum is a closely supervised educational internship in a Social Work setting that offers planned opportunities to apply theory taught in classrooms to field situations. This, in turn, enhances classroom learning. This paper will introduce the basic structure, profile, and administration of Non-Governmental Organizations and Voluntary Organizations. The course aims to provide students with the opportunity to integrate their theoretical understanding with practical applications. It will equip students with knowledge, skills, and techniques during their practical experience with individuals, groups, and the community in social work intervention. The course is designed to contribute to the professional development of social work aspirants.

OBJECTIVES OF THE COURSE

- To develop among students, the ability to integrate theoretical learning with practice experience.
- To enable students to develop core skills of Social Work practice.
- To facilitate the development of thinking feelings and attitudes relevant to professional practice.

LEARNING OUTCOME

- Understand the significance of field work in social work education.
- Understand the programmes and projects of governmental and nongovernmental social welfare/developmental agencies/organizations
- Build the competencies to perform the role of professional social workers
- Able to develop skills in field work report writing, record of the observation visits and engage in meaningful discussions during group interactions

TASKS TO BE PERFORMED DURING FIELD WORK

- Students are to observe various individuals, groups and communities during the organizational visits and field work to make their observation notes.
- Students are to prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor.
- Students are to maintain a cumulative record of actual hours spent at the field work and to complete and submit weekly reports of concurrent field work in a prescribed manner.
- Students are to prepare and submit reports of observation visits, orientation programme, field visits, rural camp, skill development workshops etc. separately.
- Students should be in touch with their agency supervisor and must brief them about the subjects, theoretical components and objectives of their engagement during the field work.
- Students should be in touch with their faculty supervisor and attend the weekly field work conference regularly. All field work related discussion, guidance, evaluation and planning etc will be conducted during field work conference. Attendance and participation in field work conference is mandatory and will be graded.
- Students are to complete and submit field work self-assessment form after termination of field work.

- Students should be regular in attending field work activities as per the instructions of the department. Minimum eighty percent (80%) attendance in the concurrent field work is compulsory.

DURATION

This is for the 20 Days (8 hrs/week) in a semester. Students will be placed in various organisational settings allotted by their field work supervisors and will be required to work two days a week in allotted organisations.

METHOD OF ASSESSMENT

Students shall be evaluated on their field performance in terms of their field work reports and field work viva. The total marks for the assessment shall be 100. The distribution of external and internal marking under NEP 2020 is 60 and 40 respectively. Out of 60 marks, the division shall be 36 based on the basic Social Work Knowledge and on their field work report, also comprehensive summary of all the field work reports. Additionally, there is a viva voce of 24 marks respectively.

The Internal Assessment marks i.e. 40 marks shall be moderated by the respective Department Supervisor, based on the students performance in the field work practicum.

Essential readings

- Brown, S.C. & Gloyne, E.R. (1966). *The Field Training of Social Workers: A Survey*. London: George Allen and Unwin Ltd.
- Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). *Contemporary Field Social Work: Integrating Field and Classroom Experience*. Thousand Oaks, CA: Sage publication.
- Garth Warf, E. (2005). *The Social Work Practicum*. Boston: Pearson Education.
- Singh, R. R. (1985). *Field Work in Social Work Education*. New Delhi: Concept Publishing Company.
- Singh, A.P. (2017). *Strengthening Field Work in Social Work Education*. Lucknow, India: Rapid Book Service.
- Subhedar, I.S. (2001). *Field Work Training in Social Work*. New Delhi: Rawat Publications.

- Tsui, Ming-sum. (2005). Social Work Supervision: Contexts and Concepts. New Delhi: Sage Publications.

Suggested readings

- Verma, R.B.S. and Singh, A.P. (2011). Handbook of Field Work Practice Learning in Social Work. Lucknow, India: New Royal Book Company.

SEMESTER – V

CORE PAPER – 9

PAPER CODE – BSW501C

SOCIAL WELFARE ADMINISTRATION

CREDITS: 4

TOTAL TEACHING HOURS: 60

OBJECTIVES OF THE COURSE

- Develop an understanding of the administration process in the agency in the total frame of social work practice.
- Develop ability to apply the basic principles of social work to administration of social welfare and development agencies.
- To acquire knowledge and skills of the basic components of the administrative and organization process.

LEARNING OUTCOME

At the end of the semester students will be able to

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

UNIT I

Basic Concepts

- i. Concept of Administration, social welfare services and social services.
- ii. Social Welfare Administration: Definition, Objectives, Scope, Task and Essentials.
- iii. Principles of Social Welfare Administration.
- iv. Evolution of Social Welfare administration

UNIT II

Administrative Process

- i. Elements of social welfare administration and Theories of Administration.
- ii. Project Formulation and Implementation.
- iii. Project Proposal
- iv. Monitoring and Evaluation

UNIT III

Administration at various levels

- i. Central and State Welfare board: Structure, Functions and Programmes.
- ii. Society's Registration Act 1860
- iii. Non-government organizations: Types, Registration process and rules.
- iv. Major Social Policies (Indian Contexts).

UNIT IV

Role of Social Worker in Welfare Administration among Vulnerable people

- i. Role of Social Worker in working with Children
- ii. Women, Senior citizens
- iii. Person with Disability
- iv. Minority Groups and other disadvantage group.

Essential readings

- Bhattacharya, Sanjay. *Social Work Administration and Development*. Jaipur: Rawat, 2006.
- Chowdhry, Paul. D. *Social Welfare Administration*. New Delhi: Atma Ram, 1970.

- Dharmarajan, Shivan. *NGO Development Initiative and Public Policy*. New Delhi: Kanishka, 1998.
- Kirs. Ashman. Karen. K. *Introduction to Social Work and Social Welfare, Critical Thinking Perspectives*, U.S.A: Thomson, 2003.
- Parmar, P. M. *Social Work and Social Welfare in India*. New Delhi: Sublime, 2002.
- Pawar, S. N. Ambedkar, J. B. and Shrikant, D. *NGOs and Development: The Indian Scenario*. New Delhi: Rawat, 2004.
- Skidmore, Rex, A. *Social Work Administration Dynamic Management and Human Relationships*. New Jersey: Prentice Hall, 1990.
- Wormer, Van, Katherin. *Introduction to Social Welfare and Social Work*, London: Thomson, 2006.

Suggested readings

- Balsara Jal F., (1984). *Perspectives on Social Welfare in India*. New Delhi: S. Chand Co. Ltd.
- Goel, S.L. & Jain, R.K., (1988). *Social Welfare Administration: Theory and Practice*, (Vol. I & II).
- Patti, R.J., (2000). *The Handbook of Social Welfare Management*. New Delhi: Sage Publications.
- Rao Vidya, (1987). *Social Welfare Administration*. Mumbai: Tata Institute of Social Sciences.
- Sachdeva, D. R., (1998). *Social Welfare Administration in India*. Allahabad, Kitab Mahal.
- UNDP (2001). *The Monitoring and Evaluation Framework*, UNDP, Toronto: University of Toronto Press.
- Friedlander, W. A. (1976). *Concepts and Methods of Social Work*. New Jersey: Prentice- Hall
- Kuppuswamy, B. (2010). *Social Change in India*. New Delhi: Vikas Publishing House (P) Ltd.
- Somesh, Kumar (2002) *Methods for Community Participation: A Complete Guide for Practitioners*, New Delhi: Sage Publication.

SEMESTER – V

CORE PAPER – 10

PAPER CODE – BSW502C

HUMAN GROWTH AND DEVELOPMENT

CREDITS: 4

TOTAL TEACHING HOURS: 60

OBJECTIVES OF THE COURSE

- To understand the principles of human development process
- To develop an understanding of the developmental task
- To learn to apply human growth and development principles for better social work interventions

LEARNING OUTCOME

At the end of the semester students will be able to

- To understand the importance of understanding human psychology for social workers
- To be aware of the factors that determines the behaviour of individuals and his adaptation pattern and mechanisms.
- To be acquainted with the various theories relating to human behaviour.

UNIT I

Basic Concepts

- i. Concept of growth, maturation and development.
- ii. Difference between growth and development; Principles of growth and development
- iii. Nature and Scope of Psychology.
- iv. Relevance to Social Work Profession.

UNIT II

Stages of Development (Hurlock)

- i. Prenatal Period.
- ii. Infancy
- iii. Childhood: Early Childhood and Late Children
- iv. Adolescence: Early Adolescence and Late Adolescence

v. Adulthood, Middle age and Old Age

UNIT III

Theories of Human Behaviour and Human Development

- i. Freud's Psychoanalytical theory
- ii. Erickson Theory
- ii. Maslow's Theory of Needs
- iv. Cognitive development: perspectives of Piaget and Vygotsky

UNIT IV

Developmental Psychology

- i. Personality-Meaning and Types
- ii. Concept of Adjustment and Maladjustment,
- iii. Defence Mechanisms- Meaning and Types
- iv. Socio-Cultural Contexts for Human Development

Essential readings

- Hurlock, Elizabeth. Developmental Psychology a Life-Span Approach. New Delhi: Tata McGraw-Hill, 2007.
- Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
- Mitchell, P. and Ziegler, F. (2007). Fundamentals of development: The Psychology of Childhood. New York: Psychology Press
- Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi: McGraw Hill
- Santrock, J.W. (2012). Life Span Development (13th ed.) New Delhi: McGraw Hill
- Saraswathi, T.S. (2003). Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications
- Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi.
- Morgan Clifford T., King, Richard A. (et.al). Introduction to Psychology. New Delhi: McGraw Hill Education (India) Private Limited, 2016.

Suggested readings

- Ciccarelli Sandra K., and Meyer Glenn E. Psychology. New Delhi: Dorling Kindersley Pvt. Ltd, 2012
- Hall Calvin, Lindzey Gardner. Introduction to Personality Theory. New York: John Wiley and Sons, 2000
- Schwebel, Andrew, I. Harvey, A. Barocas. Personal Adjustment and Growth. U.S. A: Wm.C.Brown Publishers, 2000.
- Newman and Newman. Development through Life. U.S.A: Thomson Wadsworth, 2003.

SEMESTER – V

CORE PAPER – 11

PAPER CODE – BSW503C

CONTEMPORARY INDIAN SOCIAL PROBLEMS

CREDITS: 4

TOTAL TEACHING HOURS: 60

OBJECTIVES OF THE COURSE

- To understand the genesis and manifestation of social problems.
- To know preventive and remedial measures for contemporary social problems.
- To understand role of social work in addressing social problems.

LEARNING OUTCOME

At the end of the semester students will be able to

- The students will understand the foundation of generalist ideologies
- The students will be able to understand the change process with various assessment into the social issues
- The students will be sensitised on the different issues that can hamper the normal functioning in the society.

UNIT I

Understanding Social Problems

- i. Social Problems: Concept, Definitions, Characteristics, Nature and Causative Factors
- ii. Poverty, Population and Employment: Cause, Factors, Consequences, Measures, Impact on Society.
- iii. Theories of Social Problem: Social, Psychological and Economic
- iv. Social Problems and Social Disorganisation.

UNIT II

Understanding Trafficking, Terrorism and Migration

- i. Trafficking of Women and Children: Definitions, Causes, Types, Impact and Prevention
- ii. Terrorism: Definitions, Causes, Types, Impact and Prevention
- iii. Displacement: Definitions, Causes, Types, Impact and Prevention.
- iv. Migration: Definitions, Causes, Types, Impact and Prevention

UNIT III

Problems related to Children and Women

- i. Define Child and Needs and problems of children in India
- ii. Issues relating to child: child labour, Juvenile Delinquency, child sexual abuse and exploitation including child pornography, violence against children, children affected by HIV/AIDS, children with disability.
- iii. Exploitation of women and gender-based violence, Types of violence and its impact.
- iv. Strategies of Social Work intervention dealing with Children and Women in critical conditions.

UNIT IV

Problems related to Youths & Elderly

- i., Youths and Elderly: Definition, Types and factors
- ii. Problems related to Youths: Substances Abuse, Problems related to Socialisation, Recreation and Education.
- iii. Problems related to Elderly: Physical and Mental Health, Social and Emotional Change.
- iv. Services and Schemes for Youth and Elderly & Response strategies for Social Worker

Essential readings

- Ahuja, Ram. (2014): Social Problems in India, Jaipur: Rawat publication
- Mann, J. 1992 AIDS in the world: A Global Report, TISS, Mumbai.

- Singh, R. 1988 Collective Violence: Genesis and Response, IIPA, New Delhi.
- Rao, C.N. (2020). Indian social problems: A sociological perspective. New Delhi: S Chand and Company Ltd.
- Anna Leon- Guerrero. (2009). Contemporary Reading in Social Problems: Pine Forge Press.
- Benjamin, Lahey, Causes of Conduct Disorder and Juvenile Delinquency, Guilford Press, 2003.
- Bajpai, A. (2010). The Legislative and Institutional Framework for Protection of Children in India. IHD-UNICEF Working Paper Series. Children of India: Rights and Opportunities Working Paper No. 5. Published by UNICEF and Institute for Human Development, New Delhi
- H.S, Becker. (1966). Social Problems-A Modern Approach. New York: John Wiley and Sons.
- Amal Datta, *Human Migration. A Social Phenomenon*. India: Mittal, 2003.
- Madan, G.R. 2002 (revised edition) Indian Social Problems, Mumbai: Allied Publishers Pvt. Ltd
- Gore, M.S. Indian Youth: Process of Socialization, Vishwa Yura Kendra, New Delhi, 1977.
- Malcolm Spector (2017): Constructing Social Problems. London: Routledge.

Suggested readings

- Deb, S. (2006). Contemporary Social Problems in India. New Delhi: Anmol Publication Pvt. Ltd.
- Devandar, Kiran. *Status and Positions of Women in India*. New Delhi: Shakti Books, 1985.
- Neera Desai and Maitreyi Krishnaraj. *Women and Society in India*. New Delhi: Ajanta, 1987.
- Devandar, Kiran. *Status and Positions of Women in India*. New Delhi: Shakti Books, 1985.
- Singh, Dolly (2008). Child Rights and Social Wrongs: An Analysis of Contemporary Realities, Vol. I, II, & III, New Delhi, Tanishka Publishers and distributors

- Donileen R. Loseke (2011): Thinking about Social Problems: Transaction Publishers
- Joel Best (2001): How Claims Spread: Cross-national Diffusion of Social Problems: Aldine Transaction.
- Zastrow, C (1999): Social Problems, Issues and Solution. Canada: Wadsworth Thomson Learning Publication.
- David.J.Siddle. *Migration, Mobility and Modernisation*. Liverpool: Routledge, 2012
- Mukherjee, Dhurjati: Youth Change and Challenge, Firma KLM Pvt.Ltd Calcutta, 1977.
- Singhvi, D.M. (ed) Youth Unrest-Conflict of Generations National, Delhi, 1972.

SEMESTER – V

CORE PAPER – 12

PAPER CODE – BSW504C

CONCURRENT FIELD WORK

CREDITS: 4

TOTAL TEACHING HOURS: 60

INTRODUCTION

The Field Work Practicum is a closely supervised educational internship in a Social Work setting that offers planned opportunities to apply theory taught in classrooms to field situations. This, in turn, enhances classroom learning. This paper will introduce the basic structure, profile, and administration of Non-Governmental Organizations and Voluntary Organizations. The course aims to provide students with the opportunity to integrate their theoretical understanding with practical applications. It will equip students with knowledge, skills, and techniques during their practical experience with individuals, groups, and the community in social work intervention. The course is designed to contribute to the professional development of social work aspirants.

OBJECTIVES OF THE COURSE

- To develop among students, the ability to integrate theoretical learning with practice experience.
- To enable students to develop core skills of Social Work practice.

- To facilitate the development of thinking feelings and attitudes relevant to professional practice.

LEARNING OUTCOME

- Understand the significance of field work in social work education.
- Understand the programmes and projects of governmental and nongovernmental social welfare/developmental agencies/organizations
- Build the competencies to perform the role of professional social workers
- Able to develop skills in field work report writing, record of the observation visits and engage in meaningful discussions during group interactions

TASKS TO BE PERFORMED DURING FIELD WORK

- Students are to observe various individuals, groups and communities during the organizational visits and field work to make their observation notes.
- Students are to prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor.
- Students are to maintain a cumulative record of actual hours spent at the field work and to complete and submit weekly reports of concurrent field work in a prescribed manner.
- Students are to prepare and submit reports of observation visits, orientation programme, field visits, rural camp, skill development workshops etc. separately.
- Students should be in touch with their agency supervisor and must brief them about the subjects, theoretical components and objectives of their engagement during the field work.
- Students should be in touch with their faculty supervisor and attend the weekly field work conference regularly. All field work related discussion, guidance, evaluation and planning etc will be conducted during field work conference. Attendance and participation in field work conference is mandatory and will be graded.
- Students are to complete and submit field work self-assessment form after termination of field work.
- Students should be regular in attending field work activities as per the instructions of the department. Minimum eighty percent (80%) attendance in the concurrent field work is compulsory.

DURATION

This is for the 20 Days (8 hrs/week) in a semester. Students will be placed in various organisational settings allotted by their field work supervisors and will be required to work two days a week in allotted organisations.

METHOD OF ASSESSMENT

Students shall be evaluated on their field performance in terms of their field work reports and field work viva. The total marks for the assessment shall be 100. The distribution of external and internal marking under NEP 2020 is 60 and 40 respectively. Out of 60 marks, the division shall be 36 based on the basic Social Work Knowledge and on their field work report, also comprehensive summary of all the field work reports. Additionally, there is a viva voce of 24 marks respectively.

The Internal Assessment marks i.e. 40 marks shall be moderated by the respective Department Supervisor, based on the students performance in the field work practicum.

Essential readings

- Brown, S.C. & Gloyne, E.R. (1966). The Field Training of Social Workers: A Survey. London: George Allen and Unwin Ltd.
- Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). Contemporary Field Social Work: Integrating Field and Classroom Experience. Thousand Oaks, CA: Sage publication.
- Garth Warf, E. (2005). The Social Work Practicum. Boston: Pearson Education.
- Singh, R. R. (1985). Field Work in Social Work Education. New Delhi: Concept Publishing Company.
- Singh, A.P. (2017). Strengthening Field Work in Social Work Education. Lucknow, India: Rapid Book Service.
- Subhedar, I.S. (2001). Field Work Training in Social Work. New Delhi: Rawat Publications.
- Tsui, Ming-sum. (2005). Social Work Supervision: Contexts and Concepts. New Delhi: Sage Publications.

Suggested readings

- Verma, R.B.S. and Singh, A.P. (2011). Handbook of Field Work Practice Learning in Social Work. Lucknow, India: New Royal Book Company.

SEMESTER – VI

CORE PAPER – 13

PAPER CODE – BSW601C

WOMEN DEVELOPMENT-ISSUES AND CONCERNS

CREDITS: 4

TOTAL TEACHING HOURS: 60

OBJECTIVES OF THE COURSE

- To gain an understanding of Gender positions in society.
- To enable students, comprehend the various domains of development and its impact on men and women.
- To understand the various approaches to development processes specifically for women.

LEARNING OUTCOME

At the end of the semester students will be able to

- Able to understand Social Work Concerns for women.
- To empower students with skills in social work practice for women's development.
- To encourage student to involve themselves in relation to gender equality in the society or in the field.

UNIT I

Introduction – Gender and Development

- i. Gender – Definition and meaning.
- ii. Related concepts: Sex and Gender, Gender Stereotypes, Gender discrimination, Gender Division of Labour, Concept of Patriarchy, gender equality and equity.
- iii. Women in the Development Process: Gender training Women Empowerment, Gender and Development (GAD), Women in Development (WID)

iv. Significance of Women's Development: Positive and Negative Indices of Women Development.

UNIT II

Issues and Concerns related to Women

- i. Socialization of the Girl Child, Dowry, Widowhood, Foeticide, Rape, Sexual Abuse, Domestic Violence.
- ii. Feminization of Poverty, women and health, maternal health, Reproductive health, Women in Media, Rights of the Girl Child.
- iii. Problems of Women at Work- Women's Triple Role, Invisibility of Women's Work
- iv. Women and Self- Employment, Self- Help Groups Micro-Enterprises, Women Entrepreneurship and Women's Development.

UNIT III

Legislations Related to Women

- i. Legal Rights of Women with Reference to Inheritance, Adoption, Education, Employment, Health, Marriage, Divorce and Maintenance.
- ii. CEDAW – Convention on Elimination of All Forms of Discrimination Against Women and Girls and National Policy for Empowerment of Women 2001.
- iii. Constitutional Provisions for Women and Role of women's organisations for ensuring women's rights
- iv. Role of social work in working with women.

UNIT IV

Women's development in various fields

- i. Education
- ii. Employment
- iii. Health
- iv. Law
- v. Politics

Essential readings

- Anne Cranny Francis, Vendy Waring, Pan Stavropoulos, Gender Studies, Palgrave Mcmilan 2. Andal N, Women and Indian Society: Options and Constraints, Rawat,2002.
- Maya Majundar, Social Status of Women in India, Wisdom Press,2012
- Mary E John ed. Women's Studies in India, A Reader, Penguin Books,2008.
- Devandar, Kiran. *Status and Positions of Women in India*. New Delhi: Shakti Books, 1985.
- Kanhere U.S. *Women and Socialisation*. New Delhi: Mittal, 1980.
- Kaushik, Susheela. *Women's Oppression – Patterns and Perspectives*. New Delhi: Shakti Books, 1985.

Suggested readings

- Bharati Ray, (ed). 1995, 1997. *From the Seams of History: Essays on Indian Women*. Delhi: Oxford University Press.
- Bharati Ray, and Aparna Basu (ed). 1999. *From Independence Towards Freedom: Indian Women Since 1947*. New Delhi: Oxford University Press.

SEMESTER – VI

CORE PAPER – 14

PAPER CODE – BSW602C

SOCIAL DEVELOPMENT, POLICIES AND LEGISLATIONS

CREDITS: 4

TOTAL TEACHING HOURS: 60

OBJECTIVES OF THE COURSE

- To understand the concept of development and development issues in India.
- To learn about formulation and implementation of Social Policies in India.
- To understand the role of legislations in relation to development.

LEARNING OUTCOME

At the end of the semester students will be able to

- To understand provisions of various social legislations in India
- Able to promote knowledge in understanding the cause and effect of discrimination and oppression.
- Able to build an insight to social policy and social planning
- Able to develop understanding of concept, determinants, principles and values of social policy

UNIT I

Social Development Concepts

- i. Meaning, Definition, Concept of development and Social Development.
- ii. Human Development Index (HDI), Social Progressive Index (SPI), Gross National Product.
- iii. Quality of Life Index (QOL), Below Poverty Line (BPL).
- iv. Social work & Social Development Social policy.

UNIT II

Developmental Issues in India and programmes

- i. Social Development Problems in India: Poverty, Population Explosion, Education, Unemployment, Housing, Health and Environment
- ii. Scope for Social Work in Development Issues and Sustainable Development Goal (SDG).
- iii. Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)
- iv. Rural Development programmes.

UNIT III

Social policies

- i. Social Policy: Concept, Meaning, Definition, Characteristics and Objectives
- ii. Social Policy and Related Concepts: Public Policy and Economic Policy.
- iii. Social Policy Relating to Basic Needs: Nutrition, Drinking Water, Housing and Habitat

iv. Social Policy Relating to Development Issues: Education and Health Social Policy, Minorities and Backward Classes, Labour and Migrant Workers.

UNIT IV

Understanding Indian Legislation

- i. Legislation and Social Legislation: Concept, Meaning, Definitions and Importance
- ii. Dowry Prohibition Act, 1961: Objective, Salient Features and Provision
- iii. Juvenile Justice Act, 2015: Objective, Salient Features and Provision
- iv. Domestic Violence Act, 2005: Objective, Salient Features and Provision
- v. Sexual Harassment Act 2013: Objective, Salient Features and Provision

Essential readings

- Gore, M.S. Social Development – Challenges faced in an Unequal and Plural Society
Siddiqui, H.Y., Social Development in an Indian sub-Continent.
- Shah, Ghanashyam, 2004 Social Movement in India – A Review of Literature, Sage Publications
- Adams, Robert (2002), Social Policy for Social Work, Palgraved Mac-Millan, Basing stock
- Bhartiya, A. K. (2010). Introduction to Social Policy. Lucknow: NRBC
- Hill, M. (2003). Understanding Social Policy. Oxford. Blackwell Publishing.
- Midglet James O. (2008) The Handbook of Social Policy, University of California.
- Sharma P. N. (1993), Social Planning: Concepts and techniques, Lucknow: Print House.
- Mahajan, G. (Ed.). (1998). Democracy, Difference and Social Justice. New Delhi: Cambridge University Press
- Mohapatra, A.R. (2001), Public Interest Litigation and Human Rights in India. Radha Publications, New Delhi
- Singh, Sujana (2010) Legal Aid-Human Rights to Equality, Delhi: Deep and Deep Publication.
- Vyas, R. N. (1998), The Soul of Indian Constitution: A Critical Evaluation, Jaipur: Rawat Publication.

Suggested readings

- Ahmad Shamshad and Nafees Ansari (2005), “Planning Commission: Fift- Five Years of Planned Development and Social Sector”, Indian Journal of Public Administration, Vol LL 03, July-Sept 2005
- Antony, M. J., (2000): Social Action through Courts: Landmark Judgments in Public interest Litigation, New Delhi: Indian Social Institute.
- Kabra Kamal Nayan. (2004) Development Planning in India: Exploring an Alternative Approach Indian Institute of Public Administration, New Delhi.
- Kulkarni, P. D. 1979 Social Policy and Social Development in India, Madras: Association of Schools of Social Working India
- Rastogi P. N. (1992) Policy Analysis and Problem-solving for Social Systems, Sage Publications, New Delhi.
- Naik G.P. (1992), Social Legislation in India, Bangalore: Lambani Publisher.
- Sankaran, K. and Singh, U.K. (2008) (eds). Towards Legal Literacy: An Introduction to Laws in India, London: Oxford University Press.
- Oommen, T. K Nation, Civil Society and Social Movements- Essays on Political Sociology.
- Midgley, J., 2014 Social development: Theory and practice, Thousand Oaks, CA, Sage Publications.
- Oommen, T. K. 2010 Social Movements I: Issues of Identity, Oxford University Press

SEMESTER – VI

CORE PAPER – 15

PAPER CODE – BSW603C

DISASTER MANAGEMENT AND RISK EDUCATION

CREDITS: 4

TOTAL TEACHING HOURS: 60

OBJECTIVES OF THE COURSE

- To understand key concepts and typologies of disasters

- To understand Processes of disaster mitigation and disaster management
- To develop Skills and promote intervention strategies to assess the vulnerability and prepare modules for the future eventualities
- To analyse the role of social worker in disaster management

LEARNING OUTCOME

- Able to apply social work knowledge and skills for rebuilding of communities and societies devastated by disasters.
- Able to organize and participate in community pre-disaster planning and management.
- Able to learn to plan and develop interventions focused on vulnerable groups.
- Develop acquire skills in identifying and responding to wide range of emotional and psychological problems in post-disaster situations.

UNIT I

Introduction to Disaster

- i. Disaster: Concept, Meaning, Definitions and Types.
- ii. History of Major Disaster Events in India
- iii. Natural Disaster: Famine, Drought, Flood, Cyclone, Tsunami, Earthquake and Land Sliding
- iv. Man Made Disaster: Riots, Blasts, Industrial and Militancy.

UNIT II

Disaster Mitigation and Management

- i. Pre-disaster: Prevention, Mitigation, Preparedness, Disaster Management Toolkit.
- ii. During Disaster: Response, Post-disaster: Relief, Recovery and Rehabilitation Mitigation through Capacity Building.
- iii. Disaster Related Infrastructure Development, Mitigation measures, risk management, risk – reducing measures.
- iv. Physical, Economic, Social, Psycho-socio Aspects, Environmental Impacts.

UNIT III

Disaster Analysis, Technology and Role of Various Organisations for Disaster Management

- i. Disaster Mapping, Vulnerability analysis and SWOT Analysis,
- ii. Technology for Disaster management Warning Systems, Recent Trends in Disaster Information Provider and Remote Sensing & GIS Technology.
- iii. Role of State, Armed Forces / NGOs, INGOs.
- iv. Role of Social Work

UNIT IV

Legislations for Disasters

- i. Disaster Management Framework in India
- ii. Disaster Management Act – 2005
- iii. Recommendation of the 18th World Conference on Disaster Management (Toronto)
- iv. Disaster Management Authority.

Essential readings

- Bryant Edwards (2005): Natural Hazards, UK: Cambridge University Press.
- Carter, W. Nick, (1991). Disaster Management, Manila: Asian Development Bank.
- Salpekar Aradhna, Rudra Tanmay, (2010), Capacity Building for Disaster Management, New Delhi: Jnanada Prakashan.
- Sharma, R.K. & Sharma, G. (2005) (ed) Natural Disaster, New Delhi: APH Publishing Corporation.
- Talwar Arun Kumar, Juneja Satish, (2009), Flood Disaster Management, New Delhi: Common Wealth Publishers.
- Talwar Arun Kumar, Juneja Satish, (2009), Natural Disaster Management, New Delhi: Common Wealth Publishers.
- Talwar Arun Kumar, Juneja Satish, (2009), Tsunami Disaster Management, New Delhi: Common Wealth Publishers.
- Trivedi Priya Ranjan, Rai Rahul, (2010), Disaster and Human Extinction, New Delhi: Janada Prakashan.

Suggested readings

- Ahmad Aijazuddin, (2009), Geography of South Asian Subcontinent, New Delhi: Concept Publication Company.
- Coppola D P, (2007). Introduction to International Disaster Management, London: Elsevier Science.
- Goyal, S. L. (2006) Encyclopedia of Disaster Management, Vol I, II and III Disaster Management Policy and Administration, New Delhi: Deep & Deep.
- Kapur, Anu & Others, (2005). Disasters in India Studies of Grim Reality, Jaipur: Rawat Publishers.
- Singh Satendra (2003): Disaster Management in the Hills, New Delhi: Concept Publishing Company.
- Taori, K (2005) Disaster Management through Panchayati Raj, New Delhi: Concept Publishing Company.
- World Disasters Report, (2009). International Federation of Red Cross and Red Crescent, Switzerland.

SEMESTER – VI

CORE PAPER – 16

PAPER CODE – BSW604C

CONCURRENT FIELD WORK

CREDITS: 4

TOTAL TEACHING HOURS: 60

INTRODUCTION

The Field Work Practicum is a closely supervised educational internship in a Social Work setting that offers planned opportunities to apply theory taught in classrooms to field situations. This, in turn, enhances classroom learning. This paper will introduce the basic structure, profile, and administration of Non-Governmental Organizations and Voluntary Organizations. The course aims to provide students with the opportunity to integrate their theoretical understanding with practical applications. It will equip students with knowledge, skills, and techniques during their practical experience with individuals, groups, and the community in

social work intervention. The course is designed to contribute to the professional development of social work aspirants.

OBJECTIVES OF THE COURSE

- To develop among students, the ability to integrate theoretical learning with practice experience.
- To enable students to develop core skills of Social Work practice.
- To facilitate the development of thinking feelings and attitudes relevant to professional practice.

LEARNING OUTCOME

- Understand the significance of field work in social work education.
- Understand the programmes and projects of governmental and nongovernmental social welfare/developmental agencies/organizations
- Build the competencies to perform the role of professional social workers
- Able to develop skills in field work report writing, record of the observation visits and engage in meaningful discussions during group interactions

TASKS TO BE PERFORMED DURING FIELD WORK

- Students are to observe various individuals, groups and communities during the organizational visits and field work to make their observation notes.
- Students are to prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor.
- Students are to maintain a cumulative record of actual hours spent at the field work and to complete and submit weekly reports of concurrent field work in a prescribed manner.
- Students are to prepare and submit reports of observation visits, orientation programme, field visits, rural camp, skill development workshops etc. separately.
- Students should be in touch with their agency supervisor and must brief them about the subjects, theoretical components and objectives of their engagement during the field work.
- Students should be in touch with their faculty supervisor and attend the weekly field work conference regularly. All field work related discussion, guidance, evaluation and

planning etc will be conducted during field work conference. Attendance and participation in field work conference is mandatory and will be graded.

- Students are to complete and submit field work self-assessment form after termination of field work.
- Students should be regular in attending field work activities as per the instructions of the department. Minimum eighty percent (80%) attendance in the concurrent field work is compulsory.

DURATION

This is for the 20 Days (8 hrs/week) in a semester. Students will be placed in various organisational settings allotted by their field work supervisors and will be required to work two days a week in allotted organisations.

METHOD OF ASSESSMENT

Students shall be evaluated on their field performance in terms of their field work reports and field work viva. The total marks for the assessment shall be 100. The distribution of external and internal marking under NEP 2020 is 60 and 40 respectively. Out of 60 marks, the division shall be 36 based on the basic Social Work Knowledge and on their field work report, also comprehensive summary of all the field work reports. Additionally, there is a viva voce of 24 marks respectively.

The Internal Assessment marks i.e. 40 marks shall be moderated by the respective Department Supervisor, based on the students performance in the field work practicum.

Essential readings

- Brown, S.C. & Gloyne, E.R. (1966). The Field Training of Social Workers: A Survey. London: George Allen and Unwin Ltd.
- Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). Contemporary Field Social Work: Integrating Field and Classroom Experience. Thousand Oaks, CA: Sage publication.
- Garth Warf, E. (2005). The Social Work Practicum. Boston: Pearson Education.
- Singh, R. R. (1985). Field Work in Social Work Education. New Delhi: Concept Publishing Company.

- Singh, A.P. (2017). Strengthening Field Work in Social Work Education. Lucknow, India: Rapid Book Service.
- Subhedar, I.S. (2001). Field Work Training in Social Work. New Delhi: Rawat Publications.
- Tsui, Ming-sum. (2005). Social Work Supervision: Contexts and Concepts. New Delhi: Sage Publications.

Suggested readings

- Verma, R.B.S. and Singh, A.P. (2011). Handbook of Field Work Practice Learning in Social Work. Lucknow, India: New Royal Book Company.