

Curriculum and Credit Framework for Undergraduate Programme (Single Major) as per NEP-2020

Bachelor of Social Work (BSW) *(Four-Year Undergraduate Programme)*

3rd & 4th Semesters
For Batch w.e.f. Session: 2022-23



University School for Graduate Studies
Chaudhary Devi Lal University
Sirsa-125055, Haryana
2023

1.1 Exit options and Credit requirements (as per UGC/Government of Haryana)

SINGLE-MAJOR

Exit with	Credit requirement
Certificate in Social Work: After successful completion of First year (Two semesters) of the Four-Year Undergraduate Degree Programme.	48 (Including Internship of 4 Credits)
Diploma in Social Work: After successful completion of Two years (Four semesters) of the Four-Year Undergraduate Degree Programme.	94 (Including Internship of 4 Credits)
Bachelor of Social Work: After successful completion of Three years (Six semesters) of the Four-Year Undergraduate Degree Programme.	136
Bachelor of Social Work (Honours/Honours with Research) After successful completion of Four Years (Eight semesters) of the Undergraduate Degree Programme.	184

**Table: Courses and Credit Scheme of Single Major
3-Year Undergraduate Bachelor of Social Work and
4-Year Undergraduate Bachelor of Social Work – Honours/Honours with Research**

3rd and 4th Semesters

Course Category	Course Code	Course Title	Level	Credits			Marks		
				L	P	Total	Int	Ext	Total
<u>SEMESTER-III</u>									
1. DSC	BSW/SM/3/DSC/201	Social Welfare Administration	200	4	-	4	30	70	100
	BSW/SM/3/DSC/202	Field work Practicum-III	200	-	4	4	-	100	100
2. MIC	BSW/SM/3/MIC/201	Social Legislation and Social Work Practice	200	4	-	4	30	70	100
3. MDC	BSW/SM/3/MDC/201	Social Skills for Professional Development	200	3	-	3	25	50	75
4. AEC	HINDI/AEC/101	Hindi-I	200	2	-	2	15	35	50
5. SEC	BSW/SM/3/SEC/101	Soft Skills at Work Place	200	3	-	3	25	50	75
	BSW/SM/2/SEC/102	Social Entrepreneurship	200	3	-	3	25	50	75
6. VAC	CDLU/VAC/107	Yogic Practice	200	-	2	2	-	50	50
TOTAL						25			625
<u>SEMESTER-IV</u>									
1. DSC	BSW/SM/4/DSC/203	Social Deviance and Current Problems	200	4	-	4	30	70	100
	BSW/SM/4/DSC/204	Social Action and Social Movements	200	4	-	4	30	70	100
	BSW/SM/4/DSC/205	Field work Practicum-IV	200	-	4	4	-	100	100
2. MIC	BSW/SM/4/MIC/202	Social Policy and Human Development	200	4	-	4	30	70	100
3. MDC	xx	xx	xx	x	x	0	x	X	0
4. AEC	HINDI/AEC/102	Hindi-II	200	2	-	2	15	35	50
5. SEC	BSW/SM/4/SEC/103	Public Speaking for Social Work Practice	200	3	-	3	25	50	75
6. VAC	CDLU/VAC/104	Universal Human Values	200	2	-	2	15	35	50
TOTAL						23			575

SEMESTER-3

BSW/SM/4/DSC/201

Social Welfare Administration

Credits:4 (Theory)

Lectures:60

Duration of Exam.:3 Hrs.

Max. Marks:100

End Term Exam.:70

Internal Assessment:30

Course Objectives:

1. To understand concept, principles and objectives of social welfare administration.
2. To understand structure and components of social welfare administration
3. To develop understanding of social welfare administration as a method of social work profession.

Course Outcomes:

CO1: The students will understand the concept of social welfare and social welfare administration and historical development of social welfare administration.

CO2: The students will understand the structure and components of social welfare administration.

CO3: The students will be able to use the understanding of social welfare administration in social change through social work practice.

***Note for the Paper Setter:** The question paper will consist of **nine** questions in all. The first question will be compulsory and will consist of **seven** short questions of **2** marks each covering the whole syllabus. In addition, **eight** more questions of **14 marks each** will be set unit-wise comprising of **two** questions from each of the **four** units. The candidates are required to attempt **one compulsory question** and **four more questions** selecting at least one question from each unit.*

Unit I: Social Welfare Administration an Introduction

Social Welfare: Concept, Definitions, Nature and Scope

Social Welfare Administration: Concept, Nature, Principles and Objectives

History of Social Welfare Administration

Social Welfare Administration, Public Administration and Social Security Administration

Unit II: Structures and Processes

Social Welfare Agencies: Concept, Forms and Functions

Central and State Social Welfare Boards, Ministry of Women and Child Development, Social Welfare Directorate

Establishment of Human Service Organization

Group Processes in Welfare Administration

Unit III: Components of Social Welfare Administration

Organization: Concept, Definitions, Types and Objectives

Manpower Planning, Recruitment and Selection

Training and Directing

Decision Making, Role of Communication in Administration

Unit IV: Emerging Trends in Welfare Administration

Fund Raising, Resource Mobilization, Grant-in-aid

Practice of Social Welfare Administration in different settings
Social Welfare Administration as an Instrument of Social Change

Suggested Readings:

1. Balsara Jal F., (1984). Perspectives on Social Welfare in India. New Delhi: S. Chand Co. Ltd.
2. Bhattacharya, S. (2006). Social Work Administration and Development. Jaipur: Rawat Publications
3. Chowdhary, D.P. (1992) Social Welfare Administration in India, Deep and Deep Publication, New Delhi
4. Friedlander, W. A. (1976). Concepts and Methods of Social Work. New Jersey: Prentice-Hall
5. Goel & Kumar (2004) Administration and Management of NGOs, Deep and Deep publication, New Delhi.
6. Goel, S.L. and Jain, R.K (1988) Social Welfare Administration, Vol. I and II, Deep Publication, New Delhi.
7. Kaushik, A (2012) Welfare and Development Administration in India, Global Vision Publishing House, New Delhi.
8. Kuppaswamy, B. (2010). Social Change in India. New Delhi: Vikas Publishing House (P) Ltd.
9. Naidu, S.P. (1996) Public Administration Concept and Theories, New Age International Publishers, New Delhi.
10. Patti, R.J., (2000). The Handbook of Social Welfare Management. New Delhi: Sage Publications.
11. Rao Vidya, (1987). Social Welfare Administration. Mumbai: Tata Institute of Social Sciences.
12. S.L. & Jain, R.K., (1988). Social Welfare Administration: Theory and Practice, (Vol. I & II). New Delhi: Deep and Deep Publications.
13. Sachdeva, D. R., (1998). Social Welfare Administration in India. Allahabad, Kitab Mahal.
14. Siddiqui, H.Y (1990) Social Welfare in India, Harnam Publications, New Delhi.
15. Somesh, Kumar (2002) Methods for Community Participation: A Complete Guide for Practitioners, New Delhi: Sage Publication.
16. UNDP (2001). The Monitoring and Evaluation Framework, UNDP, Toronto: University of Toronto Press.

BSW/SM/3/DSC/202
Field Work Practicum-III

Credits: 4 (Practical)

Max. Marks:100

Duration: (16 hours per Week in Real Life Situations/Field Work Settings)

Objectives:

1. Develop sensitivity towards the needs and problems of individuals & families, groups and communities.
2. Provide opportunities to the students to agency's structure, functions, resources, service delivery system etc.
3. Learn to make use of professional relationship and referrals to deal with human problems.

Course Outcomes:

CO1: Develop ability to understand the significance of field work in social work education.

CO2: Develop capability to fulfill the above-mentioned field work objectives of this semester.

CO3: Develop ability to understand the programmes and projects of governmental and nongovernmental social welfare/developmental agencies/organizations.

CO4: Develop capability to understand the role of professional social workers.

Examination: Viva Voce Examination by an external Expert.

Tasks/Activities:

The students are expected to carry out following activities under the guidance and supervision of a teacher of the Department (called as Field Work Supervisor).

1. Attend orientation Programme organized by the department at the commencement of the course of the semester.
2. Agency/community visits during orientation Programme for learning agency/community structure, functioning, policies, programmes & activities, services, clients, networking with other organizations etc.
3. Establish contact and develop rapport with the agency personnel, volunteers and/or community people and perform the assigned tasks during concurrent field work.
4. Work with volunteers, para-professionals/outreach workers in the agency and/or community.
5. Regular reporting to all concerned persons (both at agency and college level) during scheduled meetings and supervisory/individual conferences in order to seek their guidance.
6. Prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor.
7. Complete and submit weekly records of concurrent field work in a prescribed manner.
8. Attend workshops on perspectives building and social sensitization, whenever organized as per the need.
9. Continuous self-assessment of field work experiences.

(This list is not exhaustive and can be modified and changed by the Field Work Supervisor as per local and specific needs and requirements).

General Guidelines:

1. A minimum of 16 hours per week of concurrent field work will be required for each student. Every student is required to go to the respective field work agency on two designated days in a week, **preferably every Wednesday and Friday**. Concurrent field work is treated at par with classroom teaching except for the fact that the learning takes place in the real life situations under supervision of the field work supervisor.
2. A student has to maintain discipline strictly as applicable for the concurrent field work and related activities. A minimum of 80% attendance in the concurrent field work activities is essential i.e. orientation programme, agency/community tasks, workshops, seminars, special sessions etc.
3. The field work agency of a student will remain the same for two consecutive semesters of a year.
4. The student will be required to submit at least 25 field work reports during each Semester in order to become eligible for the submission of the comprehensive Field Work Report and thereby the viva-voce examination. In no case, the field work reports can be less than the minimum i.e. 25 reports.
5. Concurrent Field Work report shall essentially be submitted in the Group Conference. Attendance in the Field, Individual Conferences (ICs) and Group Conferences (GCs) is mandatory. Total time per week for the Individual Conferences and Group Conferences would be at least three hours.

Teaching Learning Process

Field work in social work education involves multiple learning pedagogies and activities. Every student is assigned a supervisor for personalized learning and mentoring throughout the year. The teaching learning process of field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/mentoring, group conference, scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops, seminars and skill-oriented sessions.

Assessment Methods

The field work assessment will be done by both internal supervisor and external examiner. The internal field work assessment is a continuous process. The students will be required to submit their weekly report to the respective supervisors. Any delay in report submission will bring disadvantage to the students. Their learning will be monitored through weekly individual interactions with the assigned supervisors. At the end of the semester, students will be required to prepare a field work self-assessment report as per the guidelines in a prescribed proforma and submit the same to the respective supervisors. At the end of the Semester, the student will prepare a comprehensive report (30 Marks) which will be evaluated by the Field Work Supervisor. For further evaluation, the student will undergo a viva-voce examination (70 marks) conducted by an external examiner approved by the University. The distribution of internal and external evaluation will be 30 and 70 respectively.

Suggested Readings:

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

Social Legislation and Social Work Practice

Credits: 4 (Theory)
Lectures: 60
Duration of Exam.: 3 Hrs.

Max. Marks:100
End Term Exam.:70
Internal Assessment:30

Course Objectives:

1. To study about the constitution of India and constitutional amendments for social welfare.
2. To learn about the process of law making in India.
3. To understand the concept of social legislation and its relation with social work.
4. To understand provisions of various social legislations in India.

Course Outcomes:

- CO1: The students will learn about the history of Indian constitution its salient features and important constitutional amendments.
- CO2: The students will develop understanding about the process of constitution and important law-making agencies in India.
- CO3: The students will be able to understand the importance of social legislations in welfare state and its use as an instrument of social change.
- CO4: The students will learn about important social legislations for marginalised groups and their applications in social work practice.

***Note for the Paper Setter:** The question paper will consist of **nine** questions in all. The first question will be compulsory and will consist of **seven** short questions of **2** marks each covering the whole syllabus. In addition, **eight** more questions of **14 marks each** will be set unit-wise comprising of **two** questions from each of the **four** units. The candidates are required to attempt **one compulsory question** and **four more questions** selecting at least one question from each unit.*

Unit I: Constitution of India

History of Drafting of Indian Constitution
Preamble; Fundamental Rights and Duties; Directive Principles of State Policy
Salient Features of Indian Constitution
Important Constitutional Amendments in the Area of Social Welfare

Unit II: Indian Judicial Framework

Legislation: Concept, Meaning, Definition and Principles
Functions of Legislation
Process of Making Legislation
Important Law-Making Agencies in India

Unit III: Social Legislation and Social Work

Social Legislation: Concept, Nature and Scope
Needs and Objectives of Social Legislation
Importance of Social Legislation in Welfare State; Legal-aid, Legal and Public Advocacy
Social Legislation as an Instrument of Social Change and Social Work Practice

Unit IV: Social Legislations in India

Salient Features of Dowry Prohibition Act (1961) and its Amendments; Salient Features of Protection of Women from Domestic Violence Act (2005);

Salient Features of Child Labour Prohibition and Regulation Act (1986) and its Amendments;

Salient Features of Juvenile Justice Act (2015);

Salient Features of Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989;

Application of Social Legislations in Social Work Practice

Suggested Readings:

1. Bakshi, P.M., 2007 Constitution of India, Universal Law Publishing House
2. Basu, D. D. (2015). Introduction to Constitution of India. 22nd Edition. Mumbai: LexisNexis.
3. Baxi, Upendra, 1988, Law and Poverty – Critical essay, Bombay, M.N. Tripathi PVT. Ltd.
4. Diwan, Paras, 1997 Law relating to Dowry, Dowry Deaths, Bride burning, rape and related offences, Delhi, Universal Publishers.
5. Gangrade, K.D., 1978 Social Legislation in India (Vol. I& II), Delhi Concept Publishing Company
6. Gaur K. D. (2004) A Text Book on the Indian Penal Code, Delhi: Universal Law Publication Co.
7. Government of India. (1956), Social Legislation, New Delhi, Govt of India
8. Indian Bare Acts related to different categories.
9. Mahajan, G. (Ed.). (1998). Democracy, Difference and Social Justice. New Delhi: Cambridge University Press
10. Naik G.P. (1992), Social Legislation in India, Bangalore: Lambani Publishers
11. Neil Stammers, 2004 Human Rights and Social Movements, Pluto Press, London & New York.
12. Sahai, Shailly, 1996. Social Legislation and status of Hindu Women, Jaipur, Rawat Publication.
13. Saraf, D.N. (ed.), 1984, Social Policy Law and Protection of Weaker Section of Society, Lucknow, Eastern Book Company.
14. Vyas, R. N. (1998), The Soul of Indian Constitution: A Critical Evaluation, Jaipur: Rawat Publication

BSW/SM/3/MDC/201
Social Skills for Professional Development

Credits: 3 (Theory)
Lectures: 45
Duration of Exam: 3 Hrs.

Max. Marks: 75
End Term Exam: 50
Internal Assessment: 25

Course Objectives:

1. To understand basic concepts of social skills
2. To learn about the personal and social development
3. To learn social skills for the professional development

Course Outcomes:

CO1: The students will understand about the basic concept and meaning of social skills

CO2: The students will learn about the social cognition and self-regulation

CO3: The students will develop understanding about the utilization of social skills in the social work profession/practice

***Note for the Paper Setter:** The question paper will consist of **seven** questions in all. The first question will be compulsory and will consist of **seven** short questions of **2** marks each covering the whole syllabus. In addition, **six** more questions of **12 marks each** will be set unit-wise comprising of **two** questions from each of the **four** units. The candidates are required to attempt **one compulsory question** and **four more questions** selecting at least one question from each unit.*

Unit 1. Basic Concepts of Social Skills

Meaning, Definition and Nature of Social Skills
Principles of Social Skills Development
Characteristics and Types of Social Skills
Strategies to Improve Social Skill Training

Unit 2. Personal and Social Development

Individuality and Social Development
Meaning and Importance of Self-Esteem & Self-Respect
Social Cognition: Meaning and Definition
Motivation and Self-Awareness
Self-Values and Self-Regulations
Benefits of Social Skills

Unit 3. Skills for Professional Development

Major Skill Development Institutions, Role of Industries in Social Skills Development
Initiatives for Skill Development and its Components
Programmes and Scope for Social Skill Development
Tools for Social Skill development
Issues and Challenges of Social Skills Development and Training

Suggested Readings:

1. Affleck, G. G. (1975). Role-taking ability and the interpersonal competencies of retarded

- children. *American Journal of Mental Deficiency*, 80, 312–316.
2. Bandura, A. (1969). *Principles of behaviour change*. New York: Holt Rinehart and Winston.
 3. Bellack, A. S. (1979a). A critical appraisal of strategies for assessing social skill, *Behavioural Assessment*, 1, 157–176.
 4. Brown, G. S., and Shaw, M. (1986). Social skills training in education. In: C. Hollin and P. Trower (Eds.), *Handbook of social skills training* (Vol. 1, pp. 59–78). New York: Pergamon Press.
 5. Chan, D.; Ramey, S.; Ramey, C.; Schmitt, N. Modeling Intraindividual Changes in Children’s Social Skills at Home and at School: A Multivariate Latent Growth Approach to Understanding Between-Settings
 6. Davies, R., and Rogers, E. (1985). Social skills training with persons who are mentally retarded. *Mental Retardation*, 23, 186–196.
 7. Differences in Children’s Social Skill Development. *Multivar. Behav. Res.* 2000, 35, 365–396. [Google Scholar] [CrossRef]
 8. Knoff, H.M. (2021). Disproportionate discipline referrals for students of color and with Disabilities: Re-thinking changes in policy and restorative justice programs and practices. *Equity and Access Journal*, September to October, 68-75.
 9. Knoff, H.M. (2021). Training racial bias out of teachers: Who ever said that we could? *Equity and Access Journal*, May to June, 58-69.
 10. Knoff, H.M. (2022, May 27). How many more? A historical plea to protect our children from the Politics of polarization. *Equity and Access preK-12*. American Consortium for Equity in Education. <https://www.ace-ed.org/how-many-more-a-historical-plea-to-protect-ourchildrenfrom-thepolitics-of-polarization/>
 11. Sørлие, M.-A.; Hagen, K.; Nordahl, K. Development of social skills during middle childhood: Growth trajectories and school-related predictors. *Int. J. Sch. Educ. Psychol.* 2020, 8, 1–19. [Google Scholar] [CrossRef]
 12. Zhang, X.; Räsänen, P.; Koponen, T.; Aunola, K.; Lerkkanen, M.-K.; Nurmi, J.-E. Early Cognitive Precursors of Children’s Mathematics Learning Disability and Persistent Low Achievement: A 5-Year Longitudinal Study. *Child Dev.* 2020, 91, 7–27. [Google Scholar] [CrossRef]

Hindi -I
हिंदी भाषा परिचय सामान्य :
HINDI/AEC/101

Credit – 2

Duration: 2 Hours per week

परीक्षा समयघंटे 2 :

कुल अंक50 :

लिखित परीक्षा :35 अंक

आंतरिक मूल्यांकन: 15 अंक

Note for the Paper Setter: The question paper will consist of **five** questions in all. The first question will be compulsory and will consist of **seven** short questions of **1** marks each covering the whole syllabus. In addition, **four** more questions of **14 marks each** will be set unit-wise comprising of **two** questions from each of the **two** units. The candidates are required to attempt **one compulsory question and two more questions** selecting at least one question from each unit.

पाठ्यक्रम के उद्देश्य:

हिंदी भाषा की विकास करवाना परिचय से यात्रा-

पाठ्यक्रम के अपेक्षित परिणाम

1. हिंदी भाषा के विकास व उसकी बोलियों का ज्ञान होगा
2. हिंदी भाषा के विविध रूप व प्रयोजनमूलकता से परिचित होंगे

खंड एक—

हिंदी भाषाविकास एवं उद्भव :

हिंदी की उपभाषाएं एवं बोलियों का वर्गीकरण

ब्रजप्रवृत्तियाँ एवं परिचय सामान्य का बोली खड़ी और अवधि ,

खंड दो-

कंप्यूटर-परिभाषा, स्वरूप एवं महत्व

पारिभाषिक शब्दावली – बैंकिंग, वाणिज्य, मंत्रालय, उपक्रम, निगम, औद्योगिक क्षेत्र व मीडिया क्षेत्र

अनुवाद लेखन- अर्थ परिभाषा, स्वरूप, महत्व, प्रकिया प्रकार

टिप्पणी लेखन ,परिभाषा अर्थ -नियम, लेखन विधि, उदाहरण

संदर्भ सूची:

1. हिंदी भाषा का उद्भव एवं विकास तिवारी उदयनारायण ,
2. भाषा विज्ञान तिवारी भोलानाथ .डॉ ,
3. हिंदी भाषा का इतिहास वर्मा धीरेन्द्र लेखक ,
4. समसामयिक भाषा विज्ञाननारंग वैष्णा लेखक ,
5. हिंदी1965 इलाहाबाद ,महल किताब ,बाहरी हरदेव ,विकास और उद्भव :

BSW/SM/3/SEC/201
SOFT SKILLS AT WORKPLACE

Credits: 3 (Theory)
Lectures: 45
Duration of Exam: 3 Hrs.

Max. Marks: 75
Final Term Exam: 50
Internal Assessment: 25

Course Objective:

- Acquaint students with soft skills used at workplace.
- Familiarise students with the skill sets needed and code of conduct needed at the professional setup.

Learning outcomes:

- Understanding different skills and competencies required in professional world.
- Realize the potential one can hold by learning these skills to become an efficient human resource.

***Note for the Paper Setter:** The question paper will consist of **seven** questions in all. The first question will be compulsory and will consist of **four** short questions of **2** marks each covering the whole syllabus. In addition, **six** more questions of **14 marks each** will be set unit-wise comprising of **two** questions from each of the **three** units. The candidates are required to attempt **one compulsory question** and **three more questions** selecting one question from each unit.*

UNIT 1

COMMUNICATION SKILLS: Understanding Human Communication. Constitutive Processes of Communication, Language as a tool of communication, Barriers to Effective communication. Strategies to Overcome the Barriers.

EMOTIONAL INTELLIGENCE: Importance, concept, theory and measurements.

UNIT 2

INTERVIEW SKILLS: Interview Skills: in-depth perspectives, Interviewer and Interviewee, Before, During and After the Interview. Tips for Success.

MEETING ETIQUETTE: Managing a Meeting-Meeting agenda. Minute taking. Duties of the chairperson and secretary: Effective Meeting Strategies Preparing for the meeting. Conducting the meeting. Evaluating the meeting.

UNIT 3

STRESS MANAGEMENT: Strategies for preventing and relieving stress.

TIME MANAGEMENT: Meaning: Techniques and styles.

PRESENTATION ETIQUETTES: Importance of Preparation and Practice: Effective Delivery Techniques, Audience Analysis, Handling Stage Fright.

ESSENTIAL READINGS:

- Soft Skills for Career Development. 1." Personality Development and Soft Skills (Old Edition)" by Barun K Mitra. ...
- Soft Skills for Employability. 1." Soft Skills" by Hariharan S and S P Shanmugapriya.

SUGGESTED READINGS:

- Silber H, Kenneth and Foshay RW. (2009). Handbook of Improving Performance in the Workplace, Instructional Design and Training Delivery, John Wiley & Sons, New York, 63. [2] Anju A. (2009).
- A Holistic Approach to Soft Skills Training. IUP Journal of Soft Skills, 3(1), 7-11. [3] Dennis R Laker and Jimmy LP. (2011).
- The differences between hard and soft skills and their relative impact on training transfer. Human Resource Development Quarterly, 22(1), 111–122.
- Jane A and Helen H. (2008). Graduate Employability, ‘Soft Skills’ Versus ‘Hard Skills’ Business Knowledge: A European Study, Journal of Higher Education in Europe, 33(4), 412- 422. [5]
- Jungsun K, Mehmet E, JeoungWoo B and Hwayoung J. (2011). Training soft skills via e-learning, International Journal of Contemporary Hospitality Management, 23(6), 739-763.

BSW/SM/3/SEC/202

SOCIAL ENTREPRENEURSHIP

Course type	course credit	Total contact hours	Delivery mode	Maximum marks	Assessment Methods (Internal)
Social entrepreneurship	03	30	Lecture	75	TEE/MTE/Assignment/attendance/Presentation/seminar /etc.

Course outcomes

Students should be able to:

- Understand the fundamental of social entrepreneurship;
- Know social entrepreneurs;
- Social values and their measurements.

Learning outcomes

Upcoming completion of this course, students will learn how to:

- Describe social entrepreneurship and various its opportunity.
- Describe social entrepreneur and its characteristics and functions.
- Able to explain various social value and measurements of social value.

Unit 1

Nature and concept of social entrepreneurship; emergence of social entrepreneurship; process of social entrepreneurship; growth of social entrepreneurship; forces of social entrepreneurship, opportunities of social entrepreneurship.

Unit 2

Social entrepreneurs: concept, traits, and characteristics of successful social entrepreneurs, functions; difference between social business entrepreneurs.

Unit 3

Social value: Concept of social value; need for measuring social value; methods of measuring social value

Note for the Paper Setter: The question paper will consist of **seven** questions in all. The first question will be compulsory and will consist of **four** short questions of **2** marks each covering the whole syllabus. In addition, **six** more questions of **14 marks each** will be set unit-wise comprising of **two** questions from each of the **three** units. The candidates are required to attempt **one compulsory question and three more questions** selecting one question from each unit.

Yogic Practice

Credits: 4 (Practical)

End Term Marks: 50

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
Yogic Exercise	2	-	0	2	Pass	Nil

Course objectives

- To enhance holistic development of the students and improve their efficiency.
- To learn the fundamental of yoga Harmonizing the body, mind and emotions.
- To value the heritage of yoga for self and society.
- Promoting positive health, prevention of stress related problems through Yoga.
- To develop healthy habits for better health
- To create awareness of various life style related diseases

Learning outcomes

- Develop body awareness.
- Manage stress through breathing, awareness, meditation and healthy movement.
- Increase their confidence and positive self-image.
- Disciplining the mind through practicing yoga.
- Understanding of consciousness through practical training.
- Imparting skills in them to introduce yoga for health and yoga for total personality development of students.

Methodology

- Lecture cum discussion
- Demonstration

Syllabus of Yogic Exercise

S.No.	Topic	Hrs
1.	Historical background of Yoga & types of Yoga , Astang Yog	8
2.	Suryanamaskar and selected Asana	7
3.	Yoga practice(Practical) Suryanamaskar and selected asana, Pranayam, Bandhs, Cleaning Process and mudras	15

REFERENCE BOOKS:

- 1) Rajayoga - Swami Vivekananda - Ramakrishna Ashrama Publications.
- 2) Hathayoga Pradipika of Swatmarama - Kaivalyadhama, Lonavala
- 3) The Science of Yoga - Taimini - Theosophical Publishing House, Adyar, Madras. 4. Four chapters on Freedom (commentary on the Yoga sutras of Patanjali), Swami Satyananda (1983), Bihar School of Yoga, Munger.
- 4) Introduction to Psychology - by Hilgard, E.R. Atkinson, R.L. and Atkinson. (1979) R. C. Harcourt Brace Jovanvich, New York.
- 5) Gita for Modern man : Krishna Chaitanya (1986), New Delhi, Clarion Books. Swami Krishnananda, A short history of religious and philosophic thought in India.
- 6) Basis and applications of Yoga : Published by SVYASA, Bangalore.
- 7) Anatomy and Physiology of Yogic Practices - M.M Ghore, Kaivalyadhama, Lonavala, Pune.

SEMESTER-4

Social Deviance and Current Social Problems

Credits: 4 (Theory)

Max. Marks:100

Lectures: 60

End Term Exam.:70

Duration of Exam.:3 Hrs.

Internal Assessment:30

Course Objectives:

1. To understand the key concepts of deviance and major forms of crime.
2. To identify the major factors contributing to the emergence of social problems.
3. To develop understanding about the concept of violence and terrorism in India.
4. To understand the role of social worker in dealing with the social problems

Course Outcomes:

CO1: The students will understand the cause, effect and impact of deviance and criminal behaviour

CO2: The students will learn about different social problems in India and role of social work to deal with these issues.

CO3: The students will develop understanding about the key factors of violence and terrorism in Indian society.

CO4: The students will learn how social work intervention can play a vital role in social defense and correctional services.

*Note for the Paper Setter: The question paper will consist of **nine** questions in all. The first question will be compulsory and will consist of **seven** short questions of **2** marks each covering the whole syllabus. In addition, **eight** more questions of **14 marks each** will be set unit-wise comprising of **two** questions from each of the **four** units. The candidates are required to attempt **one compulsory question** and **four more questions** selecting at least one question from each unit.*

Unit 1: Social Deviance

Deviance: Concept, Meaning and Definition

Social Deviance, Crime, and Theories of Social Deviance

Typology of Crime-professional Crime, Organised Crime, White Collar Crime, Female Crime and Cyber Crime

Unit 2: Social Problems

Contemporary social issues related to poverty, caste, crime and inequality

Poverty, suicide, and juvenile delinquency

Beggary, Commercial sex work (prostitution), and environmental degradation

Displacement and development

Remedy and Role of Social Workers

Unit 3: Violence and Terrorism in India

Concept, Nature and Types of Violence in Indian Society

Caste and Communal Violence

Violence against Women and Children

Terrorism: Origin and Definition

Causes and Consequences of Terrorism

Unit 4: Social Defence and Correctional Services

Social defence: Concept, Characteristics and Nature

Emergence and Fields of Social Defence,

Social Defence Services in India

Rehabilitation, Reformation and After Care Services

Role of Social Workers in Social Defence and Correctional Services

Suggested Readings:

1. Baig, M. A.A. (1996). Environment, Law and Justice, Regency Publications, New Delhi
2. Barnes, H. E. and Teeters, N.K. (1960), New Horizons in Criminology, New Jersey, Prentice Hall
3. Bhattacharya. S.K. (2003). Social Defence: An Indian Perspective, Regency Publications, New Delhi.
4. Braithwaite, J. (1979) Inequality, Crime and Public Policy. London: Routledge.
5. Chakrabarthy, NK (1999), Institutional Corrections in the Administration of Criminal Justice, New Delhi, Deep and Deep
6. Clinar, M.B. (1963). Sociology of Deviant Behaviour Holt, Rinehart and Winston Inc., Holt.
7. Clinard, M.B. et. al. (1964). Anomie and Deviant Behaviour, New York, Free Press
8. Cohen, A.K. (1970). Deviance and Control, Prentice Hall India, New Delhi.
9. Devasia VV (1992) Criminology, Victimology and Corrections, New Delhi, Ashish Publishing House
10. Domenech, J.M. *et al.* (1981) Violence and its causes. UNESCO; Paris,
11. Jha, Manoj (2009), Riots as Rituals, Manak Publishers, New Delhi
12. Maguire M, et. al. (ed.) (1994). The Oxford Handbook of Criminology, London, Clarendon Press
13. Pierson, J. (2012). Understanding Social Work, History and Context, Rewat Publications, New Delhi.
14. Prasad S.K. (2000). Social Problems in India, Mohit Publications Ltd., India.
15. Reckless Walter C (1970), The Crime Problem, Bombay, Vakils, Feffer and Simons
16. Saxena, S. (2004). Crime against Women and Protective Laws. Deep and Deep Publications, New Delhi.
17. Sheaffer. B.W. et.al (1997). Techniques and Guidelines for Social Work Practice, Allyn and Bacon, USA.
18. Shukla, K.S., (1988). Collective Violence: Challenge and Response, Indian Institute of Public Administration, New Delhi
19. Thukral, E.G. (1992). Big Dams, Displaced People: River of Sorrow, River of change, Sage Publications, New Delhi.
20. Vernon Fox (1972), Introduction to Corrections, New Jersey, Prentice Hall
21. Vold, G. B. (1958), Theoretical Criminology. New York, Oxford University Press
22. Zastrow, C. (1999). Social Issues and Solutions. Wardworth Thomson Learning Publications. Canada.

Social Action and Social Movements

Credits: 4 (Theory)
Lectures: 60
Duration of Exam.: 3 Hrs.

Max. Marks:100
End Term Exam.:70
Internal Assessment:30

Course Objectives:

1. To understand the conceptual issues in defining social action and its relation with other methods of Social Work.
2. To understand the historical development of social action in Indian context.
3. To learn about the approaches of social action and their application in Social Work Practice.
4. To familiarize the students with the concept of social movements.

Course Outcomes:

- CO1: The students will understand the definition of social action and its strategies and models that align with methods of Social Work.
- CO2: The students will develop historical understanding of social action and its practice in India.
- CO3: The students will learn how to apply different approaches of social action in social work practice.
- CO4: The students will be able to understand the concept of social movement and will learn different social movements in India.

*Note for the Paper Setter: The question paper will consist of **nine** questions in all. The first question will be compulsory and will consist of **seven** short questions of **2** marks each covering the whole syllabus. In addition, **eight** more questions of **14 marks each** will be set unit-wise comprising of **two** questions from each of the **four** units. The candidates are required to attempt **one compulsory question** and **four more questions** selecting at least one question from each unit.*

Unit 1: Understanding Social Action

Social action: Concept, Meaning, Definition and Scope
Principles and Strategies of Social Action
Models of Social Action- Popular and Elitist; Need Based and Right Based Approaches
Social Action and its Relationship with Other Methods of Social Work

Unit 2: Social Work and Social Action

History of radical social work practice
Social Action in Indian Perspective
Anti Oppressive Social Work practice
Structural and Critical Social Work Social Work practice

Unit 3: Approaches of Social Action

Concept of conscientisation and critical awareness
Paulo Friere contribution to Social Action
Saul Alinsky's contribution to Social Action
Social Work Practice with different approaches

Unit 4: Social Movements

Social Movements: Concept, Nature and Components.

Understanding Social Movements with Indian perspective.

Agrarian and Peasant Movements: Sarvodaya and Bhoodan

Environmental Movements: Narmada Bachao Andolan, Chipko Movement and Silent Valley Movement

Movements for marginalized groups: Satyashodhak Movement, AFSPA Protests and Bachpan Bachao Andolan

Suggested Readings:

1. Alinsky, S. (1972) Rules for Radicals, Random House, New York.
2. Bailey, R & Brake, M. (1975) Radical Social Work, Edward Arnold, London.
3. Freire, P (1970) Pedagogy of the Oppressed, Continuum, New York.
4. Khinduka S.K. & Coughlin, B. J (1975) A Conceptualisation of Social Action, The Social Review, 49(1), 1-14.
5. Laird, S. (2007) Anti Oppressive Social Work, London, Sage Publications, New Delhi.
6. Lakshmana, C. & Srivastava, R. (1990), Social Action and Social Change, Ajanta Publications,
7. Langman, M. Lee, P (Eds) (1989) Radical Social Work Today, Unwin Hyman, Boston.
8. Shah, G. (2002) Social Movements and the State, Sage Publications, New Delhi.
9. Shah, Ghanshyam (2004), Social Movements in India: A Review of the Literature, New Delhi, Sage
10. Siddiqui, H.Y. (1985), Social Work and Social Action, Harnam Publications, New Delhi.
11. Siddiqui, H.Y. (1997) Analysis of Literature of Social Action, Indian Journal of Social Work, TISS, Mumbai.
12. Singh, R. (2001) Social Movements, Old and New: A post- Modern Critique, Sage Publications, New Delhi.
13. Somesh Kumar (2002) Methods for Community Participation: A complete guide for practitioners, New Delhi: Sage Publication (Vistaar)

Field Work Practicum-IV

Credits: 4 (Practical)

Max. Marks:100

Timings: (16 hours per Week in Real Life Situations/Field Work Settings)

Objectives:

1. Develop sensitivity towards the needs and problems of individuals & families, groups and communities.
2. Provide opportunities to the students to agency's structure, functions, resources, service delivery system etc.
3. Learn to make use of professional relationship and referrals to deal with human problems.

Course Outcomes:

CO1: Develop ability to understand the significance of field work in social work education.

CO2: Develop capability to fulfill the above-mentioned field work objectives of this semester.

CO3: Develop ability to understand the programmes and projects of governmental and nongovernmental social welfare/developmental agencies/organizations.

CO4: Develop capability to understand the role of professional social workers.

Examination: Viva Voce Examination by an external Expert.

Tasks/Activities:

The students are expected to carry out following activities under the guidance and supervision of a teacher of the Department (called as Field Work Supervisor).

1. Attend orientation Programme organized by the department at the commencement of the course of the semester.
2. Agency/community visits during orientation Programme for learning agency/community structure, functioning, policies, programmes & activities, services, clients, networking with other organizations etc.
3. Establish contact and develop rapport with the agency personnel, volunteers and/or community people and perform the assigned tasks during concurrent field work.
4. Work with volunteers, para-professionals/outreach workers in the agency and/or community.
5. Regular reporting to all concerned persons (both at agency and college level) during scheduled meetings and supervisory/individual conferences in order to seek their guidance.
6. Prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor.
7. Complete and submit weekly records of concurrent field work in a prescribed manner.
8. Attend workshops on perspectives building and social sensitization, whenever organized as per the need.
9. Continuous self-assessment of field work experiences.

(This list is not exhaustive and can be modified and changed by the Field Work Supervisor as per local and specific needs and requirements).

General Guidelines:

1. A minimum of 16 hours per week of concurrent field work will be required for each student. Every student is required to go to the respective field work agency on two designated days in a week, **preferably every Wednesday and Friday**. Concurrent field work is treated at par with classroom teaching except for the fact that the learning takes place in the real-life situations under supervision of the field work supervisor.
2. A student has to maintain discipline strictly as applicable for the concurrent field work and related activities. A minimum of 80% attendance in the concurrent field work activities is essential i.e. orientation programme, agency/community tasks, workshops, seminars, special sessions etc.
3. The field work agency of a student will remain the same for two consecutive semesters of a year.
4. The student will be required to submit at least 25 field work reports during each Semester in order to become eligible for the submission of the comprehensive Field Work Report and thereby the viva-voce examination. In no case, the field work reports can be less than the minimum i.e. 25 reports.
5. Concurrent Field Work report shall essentially be submitted in the Group Conference. Attendance in the Field, Individual Conferences (ICs) and Group Conferences (GCs) is mandatory. Total time per week for the Individual Conferences and Group Conferences would be at least three hours.

Teaching Learning Process

Field work in social work education involves multiple learning pedagogies and activities. Every student is assigned a supervisor for personalized learning and mentoring throughout the year. The teaching learning process of field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/mentoring, group conference, scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops, seminars and skill-oriented sessions.

Assessment Methods

The field work assessment will be done by both internal supervisor and external examiner. The internal field work assessment is a continuous process. The students will be required to submit their weekly report to the respective supervisors. Any delay in report submission will bring disadvantage to the students. Their learning will be monitored through weekly individual interactions with the assigned supervisors. At the end of the semester, students will be required to prepare a field work self-assessment report as per the guidelines in a prescribed proforma and submit the same to the respective supervisors. At the end of the Semester, the student will prepare a comprehensive report (30 Marks) which will be evaluated by the Field Work Supervisor. For further evaluation, the student will undergo a viva-voce examination (70 marks) conducted by an external examiner approved by the University. The distribution of internal and external evaluation will be 30 and 70 respectively.

Suggested Readings:

1. Brown, S.C. & Gloyne, E.R. (1966). *The Field Training of Social Workers: A Survey*. London: George Allen and Unwin Ltd.
2. Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). *Contemporary Field Social Work: Integrating Field and Classroom Experience*. Thousand Oaks, CA: Sage publication.
3. Garthwarf, E. (2005). *The Social Work Practicum*. Boston: Pearson Education.

4. Singh, R. R. (1985). *Field Work in Social Work Education*. New Delhi: Concept Publishing Company.
5. Singh, A.P. (2017). *Strengthening Field Work in Social Work Education*. Lucknow, India: Rapid Book Service.
6. Subhedar, I.S. (2001). *Field Work Training in Social Work*. New Delhi: Rawat Publications.
7. Tsui, Ming-sum. (2005). *Social Work Supervision: Contexts and Concepts*. New Delhi: Sage Publications.

BSW/SM/4/MIC/202
Social Policy and Human Development

Credits: 4 (Theory)
Lectures: 60
Duration of Exam.: 3 Hrs.

Max. Marks:100
End Term Exam.:70
Internal Assessment:30

Course Objectives:

1. To develop understanding of the concept and process of social policy and social planning.
2. To develop capacity to formulate strategies necessary for social development.
3. To understand the concept and nature of Human Development.

Course Outcomes:

CO1: The students will able to develop understanding of concept and process of social policy and social planning

CO2: The students will learn the concept of development and social development along with different strategies required for social development in India.

CO3: The students will develop understanding about the concept and indicators of Human Development

***Note for the Paper Setter:** The question paper will consist of **nine** questions in all. The first question will be compulsory and will consist of **seven** short questions of **2** marks each covering the whole syllabus. In addition, **eight** more questions of **14 marks each** will be set unit-wise comprising of **two** questions from each of the **four** units. The candidates are required to attempt **one compulsory question** and **four more questions** selecting at least one question from each unit.*

Unit I: Introduction to Social Policy

Social Policy: Concept and Significance, Characteristics and Objectives

Social Policy: Principles, Models, and Determinants

Social Policy and Indian Constitution

Social Policy in India and Its Relation to Social Work Practice

Unit II: Introduction to Social Planning

Social Planning: Concept, Definitions and Objectives

Social Planning: Principles, Functions and Types

Planning as an instrument of social policy and development

Social and Economic Planning: Similarities and Dissimilarities

Planning Commission and Niti Aayog: Structure and Functions

Unit III: Nature and Concept of Development

Development: Concept, Definitions, Types and Objectives

Social Development: Meaning, Scope, and Prerequisites

Sustainable Development: Concept, Definition, Objectives and Goals

Theories and models of development and underdevelopment

Perspectives on social development: Gandhi, Ambedkar and Jai Prakash

Unit 4: Human Development

Human Development: Concept, Definition and Objectives

UNDP and Human Development

Human Development Indicators

Theories of Human Development

Challenges to Human Development: Contemporary Issues

Suggested Readings:

1. Adams, Robert (2002). *Social Policy for Social Work*, Basingstock: Palgraved Mac-Millan.
2. Bhartiya, A. K., and Singh, D. K. (2010). *Social Policy in India*. Lucknow: NRBC
3. Booth, David, (1994), *Rethinking Social Development*, Longman London.
4. Chopra, P.N., (1991), *Development Planning and Policy Making*, Galaxy Publication
5. Drez J. and Sen A., (2007), *Indian Development*, Oxford University Press, New Delhi.
6. Fukuda-Parr, Kumar, S., A. K., (2009), *Oxford Handbook of Human Development*:
7. Gore. M.S. (2005). *Some Aspects of Social Development*, Bombay: TISS.
8. Jacob, K.K. (Ed.) (1992) *Social Development Perspectives*, Udaipur: Himanshu Publications.
9. Kulkarni, P.D., (1979), *Social Policy & Social Development in India*, ASSWI, Madras
10. Midgle, J., (1995), *Social Development*, Sage Publications, Delhi.
11. Miles, Ian, (1985), *Social Indicators for Human Development*, Frances Pinter, London
12. Paul, S., (2010), *Social Policy Themes and approaches*, Rawat Publications, Delhi.
13. Peet, R. (2005), *Theories of Development*, Rawat Publications, New Delhi.
14. Rao, BD (ed). (1998), *World Summit for Social Development*, N Delhi: Discovery Publications.
15. Rao, P.K,(2000), *Sustainable Development, Economic and Policy*, Oxford: Blackwell Publisher.
16. Rastogi P. N. (1992) *Policy Analysis and Problem-solving for Social Systems*, New Delhi: Sage Publications,
17. Sikka, Pawan, (2012), *Planning in India: Scientific developments with national five-year plans*, Uppal Publishing House, New Delhi
18. Singh, Atul Pratap& Singh, Arun Kumar (2010): *Social and Human Development*.
19. Sinha RK and Das DK, (2000). *Development Paradigms: Indian Development Experience*. Deep and Deep Publishers, New Delhi
20. UNDP (2007/8). *Human Development Report. Fighting Climate Change: Human Solidarity in a Divided World*, UNDP, and New York.

Hindi -II
कार्यालयी हिन्दी
HINDI/AEC/102

Credit – 2

Duration: 2 Hours per week

परीक्षा समयघंटे 2 :

कुल अंक50 :

लिखित परीक्षा :35 अंक

आंतरिक मूल्यांकन: 15 अंक

Note for the Paper Setter: The question paper will consist of *five* questions in all. The first question will be compulsory and will consist of seven short questions of 1 marks each covering the whole syllabus. In addition, four more questions of 14 marks each will be set unit-wise comprising of two questions from each of the two units. The candidates are required to attempt one compulsory question and two more questions selecting one question from each unit.

पाठ्यक्रम के उद्देश्य:

कार्यालयों में हिंदी के प्रयोग को बढ़ाना

पाठ्यक्रम के उपेक्षित परिणाम:

1. कार्यालयों में हिंदी की उपयोगिता बढ़ेगी
2. मातृभाषा को बढ़ावा मिलेगा
3. हिंदी का व्यावहारिक प्रयोग बढ़ेगा

खंड एक-

कार्यालयी हिंदी का उद्देश्य

कार्यालयी हिंदीसंभावनाएं एवं स्थिति :

खंड दो-

कार्यालयी पत्राचार के प्रकार परिपत्र), ज्ञापन और सूचना आदेश(

कार्यालयी पत्राचारअर् एवं सरकारी :द्वपत्र सरकारी-

पत्र-लेखन-सरकारी पत्र ,पावती ,पत्रोत्तर उत्तर ,पत्र मूल ,पत्र आवेदन ,पत्र शिकायत ,आदेश कार्यालय ,परिपत्र ,

अर्थ- लेखन संक्षेपण ,विज्ञप्ति प्रेस ,पृष्ठकन ,अधिसूचना ,आदेश शासकीय ,लेखन-ईमेल ,पत्र सरकारी ,अनुस्मारक

लेखन ,नियम ,प्रक्रिया परिभाषाविधि

संदर्भ सूची:

1. प्रयोजनमूलक हिंदी—विनोद गोदरे, वाणी प्रकाशन, दिल्ली
2. प्रयोजनमूलक हिंदी सिद्धांत और प्रयुक्ति—जितेन्द्र कुमार सिंह,
3. राजभाषा सहायिका—अवधेश मोहन गुप्त,
4. पत्रकारिता हेतु लेखन—डॉ निशान सिंह, रचना पब्लिकेशन, दिल्ली
5. प्रालेखन प्रारूप—शिव नारायण चतुर्वेदी, वाणी प्रकाशन, दिल्ली

Public Speaking for Social Work Practice

Credits: 3 (Theory)

Lectures: 45

Duration of Exam: 3 Hrs.

Max. Marks: 75

End Term Exam: 50

Internal Assessment: 25

Course Objectives:

1. To understand basics of Communication
2. To learn about the ethics of communication and public speaking
3. To learn about the importance of public speaking in Social Work practice

Course Outcomes:

CO1: The students will understand the basics of skills of Communication

CO2: Skills and techniques of Public Speaking will enhance the confidence of students at various platforms.

CO3: The students will develop understanding about the utilization of social skills in the social work profession/practice

***Note for the Paper Setter:** The question paper will consist of **seven** questions in all. The first question will be compulsory and will consist of **seven** short questions of **2** marks each covering the whole syllabus. In addition, **six** more questions of **12 marks each** will be set unit-wise comprising of **two** questions from each of the **four** units. The candidates are required to attempt **one compulsory question** and **four more questions** selecting at least one question from each unit.*

Unit -1

Basics of Communication

Basics, tips and techniques of Speaking in front of people,

Mode of delivery

Body Language

Dress Code

Managing stage fear and speech anxiety

Audience analysis

Unit- 2

Meaning and importance of Public Speaking

Elements of Public Speaking

5 P's of Public Speaking

Guidelines for ethical speaking

Voice grooming

Types of speeches

Presentation Aids in Speech

Role Play

Unit- 3

Importance of public speaking in Social Work

Application of communication models in Social Work

Speech Preparation and Organization: Selecting and narrowing topics, Audience analysis, Organizing speech content

Speech Practice and Feedback: Students deliver short speeches, Peer feedback and critique

Specialized Communication: Advocacy speeches, Interviewing and active listening, Group communication and facilitation

Suggested Readings:

1. Argyle, M., Salter, V., Nicholson, H. Marilyn W. & Burgess, P. (1970). The Communication of Inferior and Superior Attitudes by Verbal and Non-Verbal Signals. *British journal of social and clinical psychology* Vol 9
2. ASWB (2005). NASW & ASWB standards for technology and social work practice. Retrieved from <https://www.socialworkers.org/practice/standards/NASWTechnologyStandards.pdf>.
3. Beebe, S.A. & Masterson, J.T. (2009). *Communicating in small groups: Principles and practices* (9th edition). Boston: Allyn & Bacon.
4. Benne, K.D. & Sheats, P. (1948). Functional roles of group members. *Journal of Social Issues* 4, 41-49
5. Berlo, D. K. (1960). *The process of communication*. New York, New York: Holt, Rinehart, & Winston.
6. Boddy, J. & Dominelli, L. (2016). Social media and social work: The challenges of a new ethical space. Retrieved from <http://dro.dur.ac.uk/19768/1/19768.pdf?DDD34+das0ld+d700tmt>.
7. Bodie, G.D. (2010). A racing heart, rattling knees, and ruminative thoughts: Defining, explaining, and treating public speaking anxiety. *Communication Education*, 59 (1), 72.
8. Dailey, K. (2017). *The importance of communication as a social worker*. PhD Thesis/Dissertation University/College: University of California. Retrieved from <https://www.skillsyouneed.com/ips/barriers-communication.html>.
9. Fripp, P. (2011). 9 timely tips for pre-presentation preparation. *American Salesman*, 56, 13-16.
10. Galvin, R. (1996). Communication: the lever of effectiveness and productivity. *Managing Innovation*. Daedalus. Spring 1996 Vol 125.
11. Kreitner, R. & Kinicki, A. (1995). *Organizational behaviour* (3rd edition). Chicago: Irwin.
12. *Practical Communication* by L.U.B. Pandey; A.I.T.B.S. Publications India Ltd.; Krishan Nagar, 2013.
13. *Public Speaking*, William S. Pfeiffer, Pearson, Delhi, 2012.

CDLU/VAC/104

Universal Human Values

Credits: 2 (Theory)

Max. Marks: 50

Lectures: 30

Final Term Exam: 35

Duration of Exam: 2 Hrs.

Internal Assessment: 15

COURSE OBJECTIVES

- Describe the meaning, purpose, and relevance of universal human values.
- Understand the importance of values in individual, social, career, and national life.

LEARNING OUTCOMES

- Develop integral life skills with values.
- Inculcate and practice them consciously to be good human beings.
- Realize their potential as human beings.

Unit-1

Love and Compassion (Prem and Karuna): Introduction, love and its forms: love for self, parents, family, friend, spouse, community, nation, humanity and other beings—living and non-living. Love and compassion and inter-relatedness; The faculty member needs to explain the relationship between love and compassion and other related feelings and emotions like empathy, sympathy, and non-violence. Individuals who are remembered in history or collective memory for practising compassion and love; (such as the Buddha, and Jesus Christ) Narratives and anecdotes from history, literature, including local folklore.

Truth (Satya): What is truth? A Universal truth, truth as value (artha), truth as fact (satya) (veracity, sincerity, honesty among others), Individuals who are remembered in history for practising this value; (Raja Harishchandra, Dharmaraja Yudhishtira, Gautama Buddha, Socrates, and Mahatma Gandhi, among others), Narratives and anecdotes about truth from history, collective memory, and literature including local folklore.

Non-Violence (Ahimsa): What is non-violence and its need? Love, compassion, empathy, and sympathy are prerequisites for non-violence. Ahimsa is non-violence and non-killing. Individuals and organizations that are known for their commitment to non-violence. Narratives and anecdotes about non-violence from history and literature including local folklore.

Righteousness (Dharma): What is righteousness? Righteousness and dharma, righteousness and propriety. Individuals who are remembered in history for practising righteousness. Narratives and anecdotes from history and literature, including local folklore.

Unit-2

Peace (Shanti): What is peace and its need? Peace, harmony and balance. Individuals and organizations that are known for their commitment to peace (Mahatma Gandhi, United Nations). Narratives and anecdotes about peace from history and literature including local folklore.

Service (Seva): What is service? Forms of service: for self, parents, spouse, family, friends, community, persons in distress, nation, humanity and other living and non-living things. Individuals who are remembered in history for practising this value. Narratives and anecdotes dealing with instances of service from history and literature including local folklore.

Renunciation Sacrifice (Tyaga): What is renunciation? Renunciation and sacrifice. Greed is the main

obstruction in the path of renunciation. Self-restraint and other ways of overcoming greed. Renunciation with action as true renunciation. Individuals who are remembered in history for practising this value* footnote (The faculty member may suggest names of local characters or leaders that could be relevant.) like: Sri Rama, Bhishma, Gautama Buddha, Mahavira, Jesus Christ, Guru Govind Singh, Bhagat Singh, and Mahatma Gandhi.) Narratives and anecdotes from history and literature, including local folklore about individuals who are remembered for their sacrifice and renunciation.

Constitutional Values, Justice and Human Rights: contains fundamental values enshrined in our Constitution, which were practised even during the time of the Buddha in democratic city states in ancient India. comprises associated fundamental rights which are guaranteed not only in our Constitution but also in the Universal Declaration of Human Rights (1948), Enumerates the Fundamental Duties of Indian Citizens, Patriotism, pride and gratitude for the nation.

Suggested Readings: Follow Curriculum and Guidelines for Life Skills (Jeevan Kaushal) 2.0 at UGC website: [https://www.cdlu.ac.in/assets/admin/miscellaneous/Implementation%20of%20Curriculum%20and%20Guidelines%20on%20Life%20Skills%20\(Jeevan%20Kaushal\)%202.0.pdf](https://www.cdlu.ac.in/assets/admin/miscellaneous/Implementation%20of%20Curriculum%20and%20Guidelines%20on%20Life%20Skills%20(Jeevan%20Kaushal)%202.0.pdf)

Note for the Paper Setter: *The question paper will consist of **five** questions in all. The first question will be compulsory and will consist of **seven** short questions of **1** marks each covering the whole syllabus. In addition, **four** more questions of **14 marks each** will be set unit-wise comprising of **two** questions from each of the **two** units. The candidates are required to attempt **one compulsory question** and **two more questions** selecting at least one question from each unit.*