



RANI CHANNAMMA UNIVERSITY, BELAGAVI

COURSE STRUCTURE AND SYLLABUS
As per the Choice Based Credit System (CBCS)
for
BACHELOR OF SOCIAL WORK (B.S.W)

w.e.f

Academic Year 2020-21 and onwards

Choice Based Credit System (CBCS) Undergraduate Programme in Social Work (BSW) at Rani Channamma University, Belagavi

Preamble

Bachelor of Social Work (BSW) is an undergraduate programme/course aimed at preparing its learners to be Professional Social Workers at the grassroots levels. As Social Work is a practice-based profession, BSW course has been designed with a good combination of theory and practicum (fieldwork). This helps the learners to imbibe right attitude, values, knowledge and skills required to be industry-ready or social entrepreneurs as per their interest and needs of the target communities of social work profession. Choice Based Credit System (CBCS) propounded by University Grants Commission (UGC), New Delhi and promoted by Rani Channamma University (RCU), Belagavi has provided an excellent opportunity to all the stakeholders of Social Work Education at the undergraduate level to take it to the next level. It is in this backdrop that the Board of Studies (BoS) in Social Work (UG) has made sincere efforts to prepare this unique syllabus.

The following are some of the key components included in this syllabus as per the CBCS guidelines:

Ability Enhancement Compulsory Course (AECC): In the CBCS scheme of Undergraduate Programme, students are expected to choose a total of two mandatory subjects of their liking for additional knowledge and building their competencies outside their main subjects of study. These subjects, called AECC, have courses in English/MIL Communication, and Environmental Science. In this syllabus, the choice of AECC subjects shall be as per the syllabus of Bachelor of Arts (BA) of Rani Channamma University, Belagavi.

Discipline Specific Course (DSC): These courses which form the heart of Social Work Education are to be compulsorily studied by learners as a core requirement to complete the requirement of BSW programme/course. These major subjects include theory, methods and areas of social work and research-based project. In the research-based project, students will be offered to learn research methodology and prepare a small dissertation. In addition, Social Work Practicum (field work) is the back bone of the social work education which involves multiple learning pedagogies and activities in real life situations.

Discipline Specific Elective (DSE): Elective course is a course which can be chosen from a pool of papers. It may comprise:

- Supportive to the discipline of Social Work,
- Providing an expanded scope required for Social Workers at the grass roots levels,
- Enabling an exposure to some other discipline/domain as required for Social Work Practice, and
- Nurturing proficiency/skill required for Social Work Practice at the grass roots levels.

Social work itself is the applied stream of social and behavioral sciences, which provide its students planned opportunities to apply theory in to actual field situations, which in turn enhances their learning. Hence, these DSE courses are value addition to the students of social work in strengthening their knowledge and skills and bringing about high-quality standards in practice learning. Thus, the outcomes of these DSE courses are very useful for producing well trained professional social workers on the one hand and getting employment or initiating for self-employment in the field of social work and allied areas on the other.

Skill Enhancement Course (SEC): The social work stream offers a wide variety of courses as minor subjects those will help the students to learn about the national and global scenario of social work in an interdisciplinary mode and enhance their knowledge for getting employment or initiating for self-employment related to social welfare, development and allied areas.

Rationale of the Credits' Allocation

It can be observed in the Course Structure that the units in each paper, the instructional hours and the marks are not uniformly spread across all the subjects and semesters. The rationale for the same is explained here. Discipline Specific Courses (DSC) for the first four semesters have been assigned only two credits (for 4 units) in a semester as the students would be totally new to the subjects pertaining Social Work and, hence, cannot be expected to acquire more knowledge/skill in the initial phase of their training. Further, the two credits' courses/papers of the Skill Enhancement Course (SEC) will have 3 units of 08-10 hours of course contents in a semester as the skill component requires less of theory classes and more of individualized practice by the student/learner. However, it needs to be noted that more credits (i.e. four credits each) have been allotted to Discipline Specific Course (DSC) and Discipline Specific Elective (DSE) in the final year of BSW Programme (i.e. fifth and sixth semesters) as the learner/student in the final year is expected to be at the advanced level and, hence, is expected to have more of self-guided study. Hence, the content for the final year courses/papers too will be proportionately more while the instructional/teaching hours remain the same as in the first four semesters. It should also be noted that the instructional hours for the "Social Work Practicum" courses/papers is also reduced for the final year of BSW Programme (i.e. fifth and sixth semesters) as the student/learner is expected to require less of supervision in his/her advanced level of the Programme as she/he would have gained sufficient knowledge and skills pertaining to the practicum aspects of Social Work Education during his/her initial years of training.

Assessment of Social Work Practicum

- Only those students who have put in a minimum of 75% attendance in Social Work Practicum - I and complied with the guidelines provided are eligible to appear for the Viva-voce Examination.
- The student is required to present a duly signed and approved field work report and diary (time sheet) on the day of Viva-Voce Examination.
- The assessment of the above Social Work Practicum is based on the content and quality of the reports (40% weightage, i.e. out of maximum marks of 32) and the performance of the student in the viva-voce exam (60% weightage, i.e. out of maximum marks of 48).
- The assessment of reports and viva-voce shall be conducted by two examiners appointed by the Chairperson of the Board of Examiners (BoE) from the Panel of Examiners submitted by the Board of Studies (BoS) in Social Work (UG) to the Office of the Registrar (Evaluation). First preference should be given to social work faculty appointed on UGC pay scale with not less than three years of teaching experience. Non-UGC faculty may be considered only in the absence or shortage of UGC pay scale drawing faculty with requisite years of teaching experience. Seniority and integrity of the Examiners should be taken into consideration while appointing them as examiners for assessment of reports and viva-voce exam.
- A minimum of 50% of the marks shall be scored to pass in the Social Work Practicum assessment and viva-voce excluding internals.
- The students who fail Social Work Practicum shall not be promoted to the next semester. They have to redo the Social Work Practicum after getting readmitted to the course.

Question Paper Pattern

The question paper for the semester-end exam will have the following three parts:

Part A - (Objective type or very short answer type questions: carrying 2 marks each)

Part B - (Short answer questions carrying 5 marks each)

Part C - (Long answer questions carrying 15 marks each)

The pattern of the Question Paper will be as follows:

Note: Answer any five divisions from Part-A, five questions from Part-B and three questions from Part-C.

All answers should be either in English or Kannada

PART – A

(5×2=10)

(Answer any five divisions. All divisions carry equal marks)

1.

a.

b.

c.

d.

e.

f.

g.

PART – B

(5×5=25)

(Answer any five questions. All questions carry equal marks)

2.

3.

4.

5.

6.

7.

8.

PART – C

(3×15=45)

(Answer any three questions. All questions carry equal marks)

09.

10.

11.

12.

13.

COURSE STRUCTURE FOR BACHELOR OF SOCIAL WORK (BSW) (To be effective from the Academic Year 2020-21)

SEMESTER - I

| Sl. No. | Course Code | Course Type | Title of the Course/Paper | Instruc- tion hrs/week | Duration of Exam (hrs) | Marks | | | Credits |
|--------------|-------------|-------------|--|------------------------------|------------------------------|-------|--------------|------------|-----------|
| | | | | | | IA | Exam | Total | |
| 1. | - | AECC (T) | As per the BA Programme of Rani Channamma University | 4 | 3 | 20 | 80 | 100 | 3 |
| 2. | - | AECC (T) | As per the BA Programme of Rani Channamma University | 4 | 3 | 20 | 80 | 100 | 3 |
| 3. | SW1.1 | DSC (T) | History and Philosophy of Social Work | 4 | 3 | 20 | 80 | 100 | 2 |
| 4. | SW1.2 | DSC (T) | Social Case Work | 4 | 3 | 20 | 80 | 100 | 2 |
| 5. | SW1.3 | DSC (T) | Psychology for Social Work - I | 4 | 3 | 20 | 80 | 100 | 2 |
| 6. | SW1.4 | DSC (P) | Social Work Practicum - I | 8* | Viva-voce | 20 | 80 (Viva) | 100 | 3 |
| 7. | - | AECC (T) | As per the BA Programme of Rani Channamma University | 2 | 2 | 10 | 40 | 50 | 2 |
| 8. | - | CC/EA | As per the BA Programme of Rani Channamma University | - | - | 50 | - | 50 | 1 |
| Total | | | | | | | | 700 | 18 |

T: Theory, P: Practical, CC/EA: Co-curricular/Extension Activities.

AECC: Ability Enhancement Compulsory Course, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, SEC: Skill Enhancement Course.

* The *UGC Model Curriculum for Social Work Education* (2001, p. 14) states that "... each learner should get about forty-five to sixty minutes of individual instruction..." and that "hence teacher-learner ratio suggested is 1:8..." (enclosed as "Annexure 1"). Thus, it may be noted that the instructional hours for "Social Work Practicum" vary depending on the number of students allocated to each faculty. In keeping with the guidelines given in the *UGC Model Curriculum for Social Work Education*, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. Since the Paper is of Practical nature, the total workload for the faculty for a batch of eight students is 4 hours per week (i.e. 8 hrs./2 = 4). Hence, **the workload for Social Work Practicum per week will be four hours for a batch of eight students.** Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

SEMESTER - II

| Sl. No. | Course Code | Course Type | Title of the Course/Paper | Instruc-tion hrs/week | Duration of Exam (hrs) | Marks | | | Credits |
|--------------|-------------|-------------|--|-----------------------|------------------------|-------|-----------|------------|-----------|
| | | | | | | IA | Exam | Total | |
| 1. | - | AECC (T) | As per the BA Programme of Rani Channamma University | 4 | 3 | 20 | 80 | 100 | 3 |
| 2. | - | AECC (T) | As per the BA Programme of Rani Channamma University | 4 | 3 | 20 | 80 | 100 | 3 |
| 3. | SW2.1 | DSC (T) | Social Group Work | 4 | 3 | 20 | 80 | 100 | 2 |
| 4. | SW2.2 | DSC (T) | Psychology for Social Work – II | 4 | 3 | 20 | 80 | 100 | 2 |
| 5. | SW2.3 | DSC (T) | Sociology for Social Work | 4 | 3 | 20 | 80 | 100 | 2 |
| 6. | SW2.4 | DSC (P) | Social Work Practicum - II | 8* | Viva-voce | 20 | 80 (Viva) | 100 | 3 |
| 7. | - | AECC (T) | As per the BA Programme of Rani Channamma University | 2 | 2 | 10 | 40 | 50 | 2 |
| 8. | - | CC/EA | As per the BA Programme of Rani Channamma University | - | - | 50 | - | 50 | 1 |
| Total | | | | | | | | 700 | 18 |

T: Theory, P: Practical, CC/EA: Co-curricular/Extension Activities.

AECC: Ability Enhancement Compulsory Course, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, SEC: Skill Enhancement Course.

* The *UGC Model Curriculum for Social Work Education* (2001, p. 14) states that "... each learner should get about forty-five to sixty minutes of individual instruction..." and that "hence teacher-learner ratio suggested is 1:8..." (enclosed as "Annexure 1"). Thus, it may be noted that the instructional hours for "Social Work Practicum" vary depending on the number of students allocated to each faculty. In keeping with the guidelines given in the *UGC Model Curriculum for Social Work Education*, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. Since the Paper is of Practical nature, the total workload for the faculty for a batch of eight students is 4 hours per week (i.e. 8 hrs./2 = 4). Hence, **the workload for Social Work Practicum per week will be four hours for a batch of eight students.** Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

SEMESTER - III

| Sl. No. | Course Code | Course Type | Title of the Course/Paper | Instruc-tion hrs/week | Duration of Exam (hrs) | Marks | | | Credits |
|--------------|--------------------|-------------|--|-----------------------|------------------------|-------|-----------|------------|-----------|
| | | | | | | IA | Exam | Total | |
| 1. | - | AECC (T) | As per the BA Programme of Rani Channamma University | 4 | 3 | 20 | 80 | 100 | 3 |
| 2. | - | AECC (T) | As per the BA Programme of Rani Channamma University | 4 | 3 | 20 | 80 | 100 | 3 |
| 3. | SW3.1 | DSC (T) | Community Organization | 4 | 3 | 20 | 80 | 100 | 2 |
| 4. | SW3.2 | DSC (T) | Social Work Administration | 4 | 3 | 20 | 80 | 100 | 2 |
| 5. | SW3.3 | DSC (T) | Social Problems in India | 4 | 3 | 20 | 80 | 100 | 2 |
| 6. | SW3.4 | DSC (P) | Social Work Practicum – III (Concurrent Fieldwork) | 8* | Viva-voce | 20 | 80 (Viva) | 100 | 3 |
| 7. | SW3.5 a OR SW3.5 b | SEC (T) | Development Communication OR Participatory Learning Approaches and Tools | 2 | 2 | 10 | 40 | 50 | 2 |
| 8. | - | CC/EA | As per the BA Programme of Rani Channamma University | - | - | 50 | - | 50 | 1 |
| Total | | | | | | | | 700 | 18 |

T: Theory, P: Practical, CC/EA: Co-curricular/Extension Activities.

AECC: Ability Enhancement Compulsory Course, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, SEC: Skill Enhancement Course.

* The *UGC Model Curriculum for Social Work Education* (2001, p. 14) states that "... each learner should get about forty-five to sixty minutes of individual instruction..." and that "hence teacher-learner ratio suggested is 1:8..." (enclosed as "Annexure 1"). Thus, it may be noted that the instructional hours for "Social Work Practicum" vary depending on the number of students allocated to each faculty. In keeping with the guidelines given in the *UGC Model Curriculum for Social Work Education*, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. Since the Paper is of Practical nature, the total workload for the faculty for a batch of eight students is 4 hours per week (i.e. 8 hrs./2 = 4). Hence, **the workload for Social Work Practicum per week will be four hours for a batch of eight students.** Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

SEMESTER - IV

| Sl. No. | Course Code | Course Type | Title of the Course/Paper | Instruction hrs/week | Duration of Exam (hrs) | Marks | | | Credits |
|--------------|------------------|-------------|---|----------------------|------------------------|-------|-----------|------------|-----------|
| | | | | | | IA | Exam | Total | |
| 1. | - | AECC (T) | As per the BA Programme of Rani Channamma University | 4 | 3 | 20 | 80 | 100 | 3 |
| 2. | - | AECC (T) | As per the BA Programme of Rani Channamma University | 4 | 3 | 20 | 80 | 100 | 3 |
| 3. | SW4.1 | DSC (T) | Social Action | 4 | 3 | 20 | 80 | 100 | 2 |
| 4. | SW4.2 | DSC (T) | Social Work Research | 4 | 3 | 20 | 80 | 100 | 2 |
| 5. | SW4.3 | DSC (T) | Economics and Political Science for Social Work | 4 | 3 | 20 | 80 | 100 | 2 |
| 6. | SW4.4 | DSC (P) | Social Work Practicum – IV (Concurrent Fieldwork) | 8* | Viva-voce | 20 | 80 (Viva) | 100 | 3 |
| 7. | SW4.5a OR SW4.5b | SEC (T) | Life Skills Education OR Rehabilitation and After-care Services | 2 | 2 | 10 | 40 | 50 | 2 |
| 8. | - | CC/EA | As per the BA Programme of Rani Channamma University | - | - | 50 | - | 50 | 1 |
| Total | | | | | | | | 700 | 18 |

T: Theory, P: Practical, CC/EA: Co-curricular/Extension Activities.

AECC: Ability Enhancement Compulsory Course, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, SEC: Skill Enhancement Course.

* The *UGC Model Curriculum for Social Work Education* (2001, p. 14) states that "... each learner should get about forty-five to sixty minutes of individual instruction..." and that "hence teacher-learner ratio suggested is 1:8..." (enclosed as "Annexure 1"). Thus, it may be noted that the instructional hours for "Social Work Practicum" vary depending on the number of students allocated to each faculty. In keeping with the guidelines given in the *UGC Model Curriculum for Social Work Education*, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. Since the Paper is of Practical nature, the total workload for the faculty for a batch of eight students is 4 hours per week (i.e. 8 hrs./2 = 4). Hence, **the workload for Social Work Practicum per week will be four hours for a batch of eight students.** Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

SEMESTER - V

| Sl. No. | Course Code | Course Type | Title of the Course/Paper | Instruction hrs/week | Duration of Exam (hrs) | Marks | | | Credits |
|--------------|------------------------|-------------|---|----------------------|------------------------|-------|--------------|------------|-----------|
| | | | | | | IA | Exam | Total | |
| 1. | SW5.1 | DSC (T) | Social Work with Rural and Tribal Communities | 4 | 3 | 20 | 80 | 100 | 4 |
| 2. | SW5.2 | DSC (T) | Disaster Management | 4 | 3 | 20 | 80 | 100 | 4 |
| 3. | SW5.3 | DSC (T) | Social Work in Health Setting | 4 | 3 | 20 | 80 | 100 | 4 |
| 4. | SW5.4 | DSC (T) | Legal Knowledge for Social Work | 4 | 3 | 20 | 80 | 100 | 4 |
| 5. | SW5.5a OR SW5.5b | DSE (T) | Social Development OR Weaker Sections of India | 4 | 3 | 20 | 80 | 100 | 4 |
| 6. | SW5.6 | DSC (P) | Social Work Practicum – V (Concurrent Fieldwork) | 6* | Viva-voce | 20 | 80 (Viva) | 100 | 2 |
| 7. | SW5.7 | DSC (P) | Social Work Practicum – VI (Action Research Project) | 6* | Viva-voce | 20 | 80 (Viva) | 100 | 2 |
| 8. | SW5.8a OR SW5.8b | SEC (T) | Counselling Skills and Techniques OR Skills in Micro Finance | 2 | 2 | 10 | 40 | 50 | 2 |
| Total | | | | | | | | 750 | 26 |

T: Theory, P: Practical, CC/EA: Co-curricular/Extension Activities.

AECC: Ability Enhancement Compulsory Course, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, SEC: Skill Enhancement Course.

* The *UGC Model Curriculum for Social Work Education* (2001, p. 14) states that "... each learner should get about forty-five to sixty minutes of individual instruction..." and that "hence teacher-learner ratio suggested is 1:8..." (enclosed as "Annexure 1"). However, since the guidance required for the students in the fifth and sixth semesters is comparatively lesser than the first four semesters of the Course, it may be noted that the instructional hours for "Social Work Practicum" is six hours. Since the Paper is of Practical nature, the total workload for the faculty for a batch of eight students is 3 hours per week (i.e. $6 \text{ hrs.}/2 = 3 \text{ hours}$). Hence, **the workload for Social Work Practicum per week will be three hours for a batch of eight students.** Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

SEMESTER - VI

| Sl. No. | Course Code | Course Type | Title of the Course/Paper | Instruc-tion hrs/week | Duration of Exam (hrs) | Marks | | | Credits |
|--------------|------------------------|-------------|--|-----------------------|------------------------|-------|-----------|------------|-----------|
| | | | | | | IA | Exam | Total | |
| 1. | SW6.1 | DSC (T) | Social Work with Urban Communities | 4 | 3 | 20 | 80 | 100 | 4 |
| 2. | SW6.2 | DSC (T) | Social Work with Women and Children | 4 | 3 | 20 | 80 | 100 | 4 |
| 3. | SW6.3 | DSC (T) | Social Work with Differently-abled Persons | 4 | 3 | 20 | 80 | 100 | 4 |
| 4. | SW6.4 | DSC (T) | Panchyati Raj System in India | 4 | 3 | 20 | 80 | 100 | 4 |
| 5. | SW6.5a OR SW6.5b | DSE (T) | Social Work with the Elderly OR Social Work in Correctional Setting | 4 | 3 | 20 | 80 | 100 | 4 |
| 6. | SW6.6 | DSC (P) | Social Work Practicum – VII (Concurrent Fieldwork) | 6* | Viva-voce | 20 | 80 (Viva) | 100 | 2 |
| 7. | SW6.7 | DSC (P) | Social Work Practicum – VIII (Social Work Camp) | 6* | Viva-voce | 20 | 80 (Viva) | 100 | 2 |
| 8. | SW6.8 | SEC (T) | Participatory Project Management Skills OR Skills of Social Entrepreneurship | 2 | 2 | 10 | 40 | 50 | 2 |
| Total | | | | | | | | 750 | 26 |

T: Theory, P: Practical, CC/EA: Co-curricular/Extension Activities.

AECC: Ability Enhancement Compulsory Course, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, SEC: Skill Enhancement Course.

* The *UGC Model Curriculum for Social Work Education* (2001, p. 14) states that “... each learner should get about forty-five to sixty minutes of individual instruction...” and that “hence teacher-learner ratio suggested is 1:8...” (enclosed as “Annexure 1”). However, since the guidance required for the students in the fifth and sixth semesters is comparatively lesser than the first four semesters of the Course, it may be noted that the instructional hours for “Social Work Practicum” is six hours. Since the Paper is of Practical nature, the total workload for the faculty for a batch of eight students is 3 hours per week (i.e. $6 \text{ hrs./}2 = 3 \text{ hours}$). Hence, **the workload for Social Work Practicum per week will be three hours for a batch of eight students.** Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

SEMESTER - I

Paper Code: SW 1.1

Paper Type: Discipline Specific Course (DSC)

Paper Title: History and Philosophy of Social Work

Objectives:

- a) Understand the basic concepts pertaining to social work profession.
- b) Understand the context and reasons for the origin and development of social work in India and the West.
- c) Understand the rationale, goals, ideals and ethics for bringing about desired social change.

Course Content:

UNIT I

Introduction to Social Work: Meaning, Definitions, Values, Principles and Scope of Social Work Profession - Relation and distinction between Social Work and related concepts such as Social Service, Social Reform, Social Welfare and Social Justice - Brief overview of different Methods of Social Work.

UNIT II

History of Social Work in the West: Origin and Development of Organized / Scientific Charity in the U.K. - Origin and Development of Social Work in the U.S.A. - Efforts towards gaining a Professional status in the U.S.A. - Models of Social Work: Clinical Social Work, and Ecological Social Work.

UNIT III

Ancient and Medieval History of Social Reform in India: Efforts for social change in India through Vedic Ideology, Buddhism, Jainism, Sikhism, Islam, Christianity and Hindu Reform Movements.

UNIT IV

History of Social Reform and Social Work in Modern India: Ideologies of Gandhi, Ambedkar and Indian Constitution - Origin and Development of Social Work Education in India - Social Movements and Social Work in contemporary India - Interface between Voluntary and Professional Social Work.

Overview of Different Fields of Social Work in India - Career prospects for Trained Social Workers - Role of Professional Social Workers - Emerging Trends in Social Work.

REFERENCES

- Agarwal, M.M. 1998. *Ethics and Spirituality*. Shimla: India institute of Advanced Study.
- Desai, M. 2000. *Curriculum Development on History of Ideologies for Social Change and Social Work*. Mumbai: Social Work Education and Practice, TISS.
- Desai, M. 2002. *Ideologies and Social Work: Historical and Contemporary Analysis*. Mumbai: Social Work Education and Practice, TISS.
- Diwakar, V. D. (Ed.) 1991. *Social Reform Movements in India: A Historical Perspective*. Bombay: Popular Prakashan.
- Dominelli, Lena. 2004. *Social Work: Theory and Practice for a Changing Profession*. New Delhi: Rawat.
- Encyclopaedia of Social Work India*. 1987. New Delhi: Ministry of Welfare.
- Feibleman, J.K. 1986. *Understanding Philosophy - Popular History of Ideas*. New York: Souvenir Press.
- Gray, Mel and Webb, S.A. 2009. *Social Work: Theories and Methods*. New Delhi: Sage.
- Gunjal, B.S. and Moolenkal, G. 2012. *Social Work Education in India*. Bangalore: IBH Prakashana.
- Jacob, K.K. (Ed). 1991. *Social Work Education in India – Retrospective and Prospect*. Udaipur: Himansu Publications.
- Jirimat, S. 2014. *Samajakaryada Parichaya* (Kannada). Belagavi: BIRDS.
- Joseph, Sherry (Ed.) 2000, *Social Work: In the Third Millennium* (Some Concerns and Challenges), Sriniketan, Department of Social Work, Visva-Bharati.

- Marulasiddaiah, H.M. (ed.). 1994. *Bharata Samajakarya Vishwakosha*, Vol. I. Hampi: Kannada Visvavidlaya.
- Panikkar, K. N. 1995. *Culture, Ideology Hegemony: Intellectual and Social Consciousness in Colonial India*, New Delhi: Tulika.
- Thomas, Gracious. 2015. *Code of Ethics for Social Workers*. New Delhi: IGNOU.
- Tejappa, U. 2015. *Vrittipara Samjakarya: Itihaasa mattu Vicharadharegalu* (Kannada). Belagavi: Pranati Publications.
- University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.
- Wood Safe. K. 1962. *From Charity to Social Work*. London: Routledge & Kegan Paul.

Journals:

Indian Journal of Social Work, and Journal of Social Work.

Paper Code: SW 1.2

Paper Type: Discipline Specific Course (DSC)

Paper Title: Social Case Work

Objectives:

- a) To understand human behaviour and coping capacities of individuals.
- b) To understand the principles and techniques of working with individuals and families.
- c) To learn the applicability of social case work in various setting.

Course Content:

UNIT I

Introduction to Social Case Work: Meaning, Definition, Nature and Scope of Social Case Work; Historical Development of Social Case Work Method.

Components of Social Case Work: The Person, the Problem, the Place and the Process.

UNIT II

Principles of Social Case Work: Individualization, acceptance, client self-determination, controlled emotional involvement, confidentiality, non-judgmental attitude, purposeful expression of feelings.

Social Case Work Process: Intake, Study, Assessment, Intervention, Evaluation, Termination, and Follow-up.

UNIT III

Approaches to Case Work: Psycho-social Approach, Functional Approach, Problem-solving Approach, and Holistic Approach.

Tools in Social Case Work: Interview, Home Visit, Observation, Listening, Communication and Rapport Building.

Techniques of Social Case Work: Supportive Techniques, Resource Enhancement Techniques and Counseling.

UNIT IV

Records: Purpose and principles of recording.

Application of Social Case Work in Various Settings: Family and child welfare settings, School settings, Medical and psychiatric settings, Correctional settings, Industrial settings.

Role of Social Worker in case work settings.

REFERENCES

- Friedlander, W.A. 1978. *Concepts and Methods of Social Case Work*. Englewood Cliffs: Prentice Hall.
- Hamilton, G. 1959. *Theory and Practice of Social Case Work*. NY: Columbia Univ. Press.
- Jirimat, S. 2014. *Vyaktigatha Samajakarya Parichaya* (Kannada). Belagavi: BIRDS.
- Mathew, Grace. 1992. *An Introduction to Social Case Work*. Bombay: Tata Institute of Social Sciences.
- Perlman, H. H. 1957. *Social Case Work: A Problem Solving Process*. Chicago: The University of Chicago Press.
- Roberts, Robert and Robert Nee (eds). 1970. *Theories of Social Case Work*. Chicago: University of Chicago Press.
- Timms, N. 1964. *Social Case Work: Principles and Practice*. London: Routledge and Kegan Paul.
- Thomas, Gracious (ed.). 2010. *Social Work Intervention with Individuals and Groups (Vol.I)*. New Delhi: School of Social Work, IGNOU.
- Upadhyay, R.K. 2010. *Social Case Work: A Therapeutic Approach*. Jaipur: Rawat Publications.

Lecture videos available on YouTube:

Methods of Working with Individuals and Families: e-pathashala,

URL: <https://www.youtube.com/watch?v=uHAWl1E5QPM>

Stages of Case Work: MOOCs EMRC Osmania University.

URL: <https://www.youtube.com/watch?v=5dXLshcX4gU>

Social Case Work as a Method of Social Work: MOOCs EMRC Osmania University.

URL: <https://www.youtube.com/watch?v=ausahOeYOMQ>

Treatment in Social Case work: MOOCs EMRC Osmania University.

URL: <https://www.youtube.com/watch?v=oKnDldvSJXo>

Recording in Social Case Work: MOOCs EMRC Osmania University.

URL : <https://www.youtube.com/watch?v=8B0oagqBD6s>

Major Components of Social Case Work: MOOCs EMRC Osmania University.

URL : <https://www.youtube.com/watch?v=AqQgCVaZ00>

Skills and Techniques of Social Work Practice: MOOCs EMRC Osmania University.

URL : <https://www.youtube.com/watch?v=Nqo9owG8WkA>

Social Case Work in School Setting: MOOCs EMRC Osmania University.

URL : <https://www.youtube.com/watch?v=61Dy8nOip7g>

Process of Case Work: CH-03: PRABODH (Social Science-I).

URL: <https://www.youtube.com/watch?v=6-4vFApTAGw>

IGNOU Study material:

Philosophy, Principles and Components of Social Case Work, Module 3, Quadrant 1, URL: http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/social_work_education/work_with_individuals_and_families/03_philosophy_principles_and_components/et/6089_et_et.pdf

IGNOU Study material available at website: <http://www.ignouhelp.in/ignou-msw-study-material/>

Basics of Social Case work: URL: <http://www.ignou.ac.in/upload/bswe-02-block1-unit-2-small-size.pdf>

Kumar Renuka: Social Work Methods, URL: <http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf>

Paper Code: SW 1.3

Paper Type: Discipline Specific Course (DSC)

Paper Title: Psychology for Social Work

Objectives:

- a) Understand the fundamentals of psychology.
- b) Understand the role of heredity and environment on human behaviour.
- c) Understand various psychological situations and usefulness of social work in handling dysfunctional/unhealthy behavioural patterns/situations.

Course Content:

UNIT I

Introduction to Psychology: Meaning and definition of psychology; Branches of Psychology; Need for knowledge of psychology for Social Workers.

Basic Concepts: Brain Functioning, Motivation, Perception, Cognition, Attention, Emotion, Intelligence, Learning, Behaviour, and Attitude.

UNIT II

Understanding Human Behaviour: Heredity - Concept and Mechanism; Environment - internal and external; Factors influenced by Environment; Interplay of heredity and environment in shaping behaviour.

UNIT III

Social Psychology: Meaning and significance of Social Psychology - Concepts of Group, Crowd, Mob, Audience, Leadership, Public Opinion, and Propaganda.

UNIT IV

Personality: Meaning, definitions and types of Personality - Theories of Personality Development (Sigmund Freud, Erikson and Carl Rogers).

Adjustment: Definition, meaning, types, and importance in the context of Frustration, Conflict and Stress - Meaning and Types of Defence and Adjustment Mechanisms.

REFERENCES

- Bhatia, Hansraj. 1970. Elements of Psychology. Mumbai: Somayya Publications.
- Hurlock. E.B. 1995. Child Growth and Development. New York: Tata McGraw-Hill Publishing Company Ltd.
- Kuppuswam, B. 1980. An Introduction to Social Psychology. Mumbai: Media Promoters and Publishers.
- Misra, G. (Ed.) 1990. Social Psychology in India. New Delhi: Sage Publications.
- Morgan, C.T. et al. 1993. Introduction to Psychology. 7th Edition. Tata McGraw-Hill Publishing Company Ltd.
- Prabhu, V. Vinay. 1999. A Student's Handbook of General Psychology. Vinay Publication.

Paper Code: SW 1.4

Paper Type: Discipline Specific Course (DSC)

Paper Title: Social Work Practicum – I

Objectives:

- a) To develop among students an understanding about different approaches of providing help to people in need.
- b) To familiarize the students with the professional role of social workers.
- c) To develop self-awareness and orientation to team work.
- d) To develop introductory skills in use of programme media.
- e) To develop skills in report writing and use of supervision.

Course Content:

This paper comprises:

- Orientation Lectures given by the Faculty to the concept and importance of Social Work Practicum in Social Work Education; Different components of Social Work Practicum from first to final semester of the BSW Course; Roles and responsibilities of the Student, Faculty Supervisor and Agency Supervisor; the need and significance of Orientation Visits; and purpose and types recording in Social Work Practicum.
- Orientation Visits to various governmental and non-governmental settings of Social Work Practice organized by the Faculty at the beginning of the Course.
- Structured Experiences Laboratory (SEL) to help students understand and practice various skills required for effective practice of Fieldwork Practicum.

The stipulated hours for Social Work Practicum are eight hours per week.

Guidelines for Orientation Visits:

A minimum of four (4) hours is expected to be spent by the students in each and every organization. The chief functionary or the chief executive of the organization or his nominee is expected to share the details on all the relevant aspects of the organization. The social work faculty who accompany the students has to encourage, stimulate and also facilitate the students to gather more information on the clientele, services, societal reactions, outcome of the process, etc. Each and every student shall submit an individual hand written report in detail in the common format prepared and approved by the Head of the Department. A classroom discussion is to be organized immediately on the following day of each and every visit to have more clarity on all the aspects of the organization visited. The orientation visits are expected to be organized periodically at the rate of not more than two organizations in a week on the field work days throughout the semester.

Note on the Calculation of Workload for Social Work Practicum: Workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the *UGC Model Curriculum for Social Work Education* (2001, p. 14).

Note on the Assessment of Social Work Practicum: The assessment of Social Work Practicum shall strictly be as per the guidelines given in the begging of this syllabus.

References:

- Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
- Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
- Mathew, G. *Supervision in Social Work*. Mumbai: TISS.
- Roy, S. 2012. *Fieldwork in Social Work*. Jaipur: Rawat Publications.
- Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
- Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
- University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.

SEMESTER - II

Paper Code: SW 2.1

Paper Type: Discipline Specific Course (DSC)

Paper Title: Social Group Work

Objectives:

- a) To develop understanding of types of groups, processes and techniques of group work.
- b) To develop skill to apply group work method.
- c) To understand application of group work method in various settings.

UNIT I

Introduction to Social Group Work: Meaning, Definitions, Objectives, and Principles of Social Group Work - Historical Development of Social Group Work.

Types of Groups: Support Groups, Educational Groups, Growth Groups, Therapy Groups, Socialization Groups, and Social Action Groups.

UNIT II

Group Dynamics: Role, Leadership, Decision making, Sub-group, Isolation, Bond, Contagion, Scapegoat, Conflict and Group control.

Theories Underlying Group Work Practice: Systems Theory, Psychodynamic Theory, Learning Theory, Field Theory, and Social Exchange Theory.

UNIT III

Processes of Group Work: Pre-group Formation Phase (formulating group's purpose, deciding the composition of the group, determining the size of the group, enrolling the members, and contracting), Initial Phase (self-presentations by the worker and the members, orientation about the group work, goal formation, structuring the group session, and reviewing the contract), Middle Phase (making arrangements for the conduct of group sessions, structuring the time, facilitating group meetings, and assessment of the group's progress), Evaluation of the Group, Termination and Stabilization of the Change Efforts.

Programme Planning in Group Work Practice.

UNIT IV

Skills required in Social Group Work.

Role of Social Group Worker through the Group Work Process.

Importance of Recording in Social Group Work: Principles of recording, Types of records, and structure of records.

Application of Social Group Work in Different Settings: Community Development Setting, Clinical Setting, School Setting, Institutions for Delinquents, Institutions for Women, Institutions for the Aged.

References:

- Douglas, Tom. 1979. *Group Processes in Social Work*. Chichester: John Wiley & Sons.
- Konopka, Gisela. 1954. *Group Work in the Institution*. New York: Association Press.
- Konopka, Gisela. 1963. *Social Group Work: A Helping Process*. Englewood Cliffs, N.J: Prentice Hall.
- Toseland, Ronald and Rivas, F. Robert. 1999. *Introduction to Group Work Practice*. Allyn and Bacon, 3rd edition.
- Trecker, Herleigh B. 1970. *Social Group Work - Principles and Practices*. New York: Association Press.
- Trevithick, Pamela. 2000. *Social Work Skills - A Practice Handbook*. Philadelphia: Open University Press.

Paper Code: SW 2.2

Paper Type: Discipline Specific Course (DSC)

Paper Title: Psychology for Social Work – II

Objectives:

- a) An understanding of the characteristic needs, and normal development stages of human life cycle.
- b) An understanding about abnormal behaviour at different stages of development.
- c) An understanding about abnormal behaviour pattern, its causes, and treatment.

Course Content:

UNIT I

Introduction to Human Life Cycle: Principles of human growth and development and stages of Human Growth. Pre-Natal Period: Conception, maternal health, stages of prenatal growth, birth process, and pre-maturity.

Infancy and Childhood: Characteristics of Infancy; Physical, motor, sensory, language, social and sexual development in Infancy; Characteristics of Childhood; Physical, social and sexual development in childhood.

Importance of and factors affecting parent and child interaction; Causes and types of behavioural problems in children.

UNIT II

Puberty and Adolescence: Characteristics of puberty and adolescence; Physical, sexual, social and psychological changes during puberty and adolescence; Issues of concern related to Puberty and Adolescence.

UNIT III

Adulthood, Middle Age, and Old Age: Characteristics of Adulthood, Middle Age and Old Age; Various adjustments in different stages (Vocational, Marital, Familial, Singlehood, Retirement).

UNIT IV

Abnormal Psychology: Meaning, definition, scope of Abnormal Psychology; Causes (Biogenic, psychogenic and socio-genetic) and types (psychogenic, personality, organic and psycho-somatic) of Abnormal Behaviour; Treatment for Abnormal Behaviour (Medical Therapy and Psycho-therapy).

References:

- Coleman, James C. 1976. Abnormal Psychology and Modern Life. Forman and Co, 5th edition.
- Hurlock. E.B. 1995. Developmental Psychology, 3rd Edition. New York: Tata McGraw-Hill Publishing Company Ltd.
- Hurlock. E.B. 1995. Child psychology. New York: Tata McGraw-Hill Publishing Company Ltd.
- Kaur, Rajpaul. 2005. Abnormal Psychology. New Delhi: Deep & Deep Publications.

Paper Code: SW 2.3

Paper Type: Discipline Specific Course (DSC)

Paper Title: Sociology for Social Work

Objectives:

- a) Understanding of the Elements of Social Sciences.
- b) Understanding of the correlation and significance of Social Sciences with Social Work.
- c) Understanding of Society, culture, Social Issues and Social Development.

Course Content:

UNIT I

Introduction to Social Sciences: Meaning, Definition, and Characteristics of Sociology and Anthropology. Significance of knowledge of Social Sciences for Social Work theory, practice, education, and research.

UNIT II

Basic Concepts of Sociology: Society – Meaning, Definition and Characteristics. Community – Meaning, Definitions, Characteristics. Groups – Meaning, Definitions, Characteristics, Primary and Secondary groups. Culture; Meaning, Definition and Characteristics.

UNIT III

Social Institution: Meaning, Characteristics and Types of Social Institution, Marriage: Meaning, Definition and Characteristics, Forms of marriage. Family: Meaning, Definition and Function of family, Types of family: Nuclear, Extended, Joint family, Features of Modern family. Education; Meaning, Definition and Characteristics, Religion; Meaning, Definition and Characteristics.

UNIT IV

Socialization – Meaning, Definition, Process of Socialization, Agencies/Agents of Socialization, Role of Socialization in human life. Social Change-Meaning, Definition, Characteristics, Social Stratification; Meaning, Definition, Characteristics.

References:

- Ahuja, Ram: Society in India, Rawat Publications, Jaipur, 1999.
- Bagchi, A.K.: The Political Economy of Underdevelopment, Cambridge, Cambridge University Press, 1982.
- Bardhan, P: The Political Economy of Development in India, Delhi, Oxford University Press, 1984.
- Bhatnagar, S: Political Theory: An Introduction, Meerut, Meenakshi Prakashan, 1985.
- Bhushan, Vidya and Sachdev, D.R. 1999. An Introduction to Sociology, Allhabad, Kitab Mahal.
- Brahmananda, P.R and Panchaucki, V.R.: The Development Process of the Indian Economy, Bombay, Himalaya Publishing House 1987.
- Fredrich, C.J: An Introduction to Political Theory, Bombay, Jaico Publishing House, 1967.
- Harris, Peter B: Foundations of Political Science, London, Hutchinson 1976.
- JoKolb, Eugene: A Framework for Political analysis, Englewood Cliffs, Prentice Hall, 1978.
- Keesing, R.M: Cultural Anthropology: A Contemporary Perspective, New York: Holt, Rinehart and Winston, 1975.
- Kothari, Rajni: Politics in India, New Delhi, Orient Longman, 1982.
- Mclver, K.B. and Page, C.H: Society: An Introductory Analysis, Madras, Macmillan India Limited, 1985.
- Rao, Shankar C. N: Sociology- Primary Principles, S. Chand and Company Ltd., New Delhi, 2002.
- Samuelson, P.A.: Economics: An Introductory Analysis, New York, Mc Graw Hill Book Co. Inc., 1961.
- Srinivas M.N: Social Change in Modern India, Bombay allied Publishers, 1966.
- Srinivas, M. N. 1996. Village, Caste, Gender and Method (Essay in Indian Social Anthropology), Delhi: Oxford University Press.
- Srinivas, M.N: Caste in Modern India and other Essays, Bombay, Asia Publishing House, 1962.
- ಚ.ನ.ಶಂಕರರಾವ್: ಸಮಾಜಶಾಸ್ತ್ರ-ಸಂಪುಟ-1, ಜೈಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು, 2010.

Paper Code: SW 2.4

Paper Type: Discipline Specific Course (DSC)

Paper Title: Social Work Practicum – II

Objectives:

- a) To develop among students an understanding about different approaches of providing help to people in need.
- b) To familiarize the students with the professional role of social workers.
- c) To develop self-awareness and orientation to team work.
- d) To develop introductory skills in use of programme media.
- e) To develop skills in report writing and use of supervision.

Course Content:

This paper comprises:

- Observation visits to welfare, educational, developmental, industrial and allied agencies.
- Structured Experiences Laboratory to help students understand and practice various skills required for effective practice of Fieldwork Practicum.
- Social Case Works - at least one or two guided case works.

The stipulated hours for Social Work Practicum are eight hours per week.

Guidelines for Orientation Visits:

A minimum of four (4) hours is expected to be spent by the students in each and every organization. The chief functionary or the chief executive of the organization or his nominee is expected to share the details on all the relevant aspects of the organization. The social work faculty who accompany the students has to encourage, stimulate and also facilitate the students to gather more information on the clientele, services, societal reactions, outcome of the process, etc. Each and every student shall submit an individual hand written report in detail in the common format prepared and approved by the Head of the Department. A classroom discussion is to be organized immediately on the following day of each and every visit to have more clarity on all the aspects of the organization visited. The orientation visits are expected to be organized periodically at the rate of not more than two organizations in a week on the field work days throughout the semester.

Note on the Calculation of Workload for Social Work Practicum: Workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the *UGC Model Curriculum for Social Work Education* (2001, p. 14).

Note on the Assessment of Social Work Practicum: The assessment of Social Work Practicum shall strictly be as per the guidelines given in the beginning of this syllabus.

References:

- Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
- Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
- Mathew, G. *Supervision in Social Work*. Mumbai: TISS.
- Roy, S. 2012. *Fieldwork in Social Work*. Jaipur: Rawat Publications.
- Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
- Singh, R.R. (ed.) 1985. *Fieldwork in Social Work Education: A Perspective for Human Service Profession*. New Delhi: Concept Publishing.
- Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
- University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.

SEMESTER - III

Paper Code: SW 3.1

Paper Type: Discipline Specific Course (DSC)

Paper Title: Community Organization

Objectives:

- a) To highlight the relevance of community organization and social action as methods of Social Work.
- b) To understand the process of community organization and social action.
- c) To develop the skills as a Community Organizer.

UNIT I

Concept of Community: Meaning, Definitions, Characteristics and Types - Concept of Community Organization: Meaning, Definitions, Objectives and Principles - Historical Development of Community Organization.

UNIT II

Process of Community Organization: Community Study, Identification, Analysis and Prioritization of Needs; Participatory Planning, Implementation, Evaluation, and Stabilization of Change Efforts - Roles of Community Organizer through the Stages of Community Organization.

UNIT III

Prominent Skills and Techniques of Community Organization: Resource Mobilization, Capacity Building, Conflict Resolution, Organizing and Conducting Meetings, Networking, Recording and Documentation. Participatory Training (PT) – Need and Significance of Participatory Approaches to Community Organization.

UNIT IV

Models of Community Organization – Locality Development, Social Planning, and Social Action. Community Organization in India - National Community Development Programmes – Sectoral Approaches - Multi-sectoral convergence of programmes – Target group approach - Anthyodaya Model - Community development scenario in Karnataka.

References:

- Arthur, Dunham. 1958. *Community Welfare Organisation - Principles and Practice*. New York: Thomas Y. Crowell Co.
- Chekki A. Dan. 1979. *Community Development*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Cox. M. Fred and Erlich L. John. 1987. *Strategies of Community Organisation*. Illinois: F.E. Peacock Publishers.
- Gangrade, K.D. 1971. *Community Organisation in India*. Bombay: Popular Prakashan.
- Government of Karnataka, Department of Law and Parliamentary Affairs. 1983. *The Karnataka Zilla Parishads, Taluk Panchayath Samithis, Mandal Panchayath and Nyaya Panchayaths Act / Amendments*.
- Gunjal, B.S. 2013. *Community Organization and Social Action*. Bangalore: IBH Prakashana.
- Harper E.B. and Dunham Arthur. 1959. *Community Organisation in Action*. New York: Association Press.
- Henderson, Paul: Jones, Davit and Thomas, David N. 1980. *The Boundaries of Change in Community Work*. Boston: George Allen and Unwin.
- Jones, David and Mayo, Marjorie (Eds). 1974. *Community Work*. London: Routledge and Kegan Paul.
- Lees, R. 1972. *Politics and Social Work*. London: Routledge and Keegan Paul.
- Marulasiddaiah, H.M. 1987. *Community: Area and Regional Development in India*. Bangalore: Bangalore University.
- Paulo, Freire 1992. *Pedagogy of the Oppressed*. Penguin Book.
- Ross, M.G. 1967. *Community Organisation*. New York: Harper and Row.
- Siddiqui H.Y. 1997. *Working with Communities*. New Delhi: Hira Publications.
- Somesh Kumar. 2002. *Methods for Community Participation – A Complete Guide for Practitioners*. New Delhi: Vistaar Publications.
- Thomas, Gracious (ed.). 2010. *Social Work Intervention with Communities and Institutions (Vol.I)*. New Delhi: School of Social Work, IGNOU.

Paper Code: SW 3.2

Paper Type: Discipline Specific Course (DSC)

Paper Title: Social Work Administration

Objectives:

- a) To understand Fundamental aspects pertaining to administration of social organizations.
- b) To enhance the skills of administration in different welfare organizations.

Course Content:

UNIT I

Social Work Administration: Meaning, Definition of Administration; Meaning, Definition, Objectives, Principles, Scope - Significance of Social Work Administration. Social work administration as a Method of Social Work.

Functions of Social Work Administration (POSDCoRBEF): Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting, Evaluation, and Feedback.

UNIT II

Types and Establishment of Social Service Organizations: Registration and Management under the Societies Registration Act, 1860; the Indian Trust Act, 1882; the Cooperative Societies Act, 1904; Section 25 of the Companies Act, 1956.

UNIT III

Skills and Techniques of Social Work Administration: Programme / Project Development, Public Relations, Decision Making, Fund Raising, Networking, and Conflict Resolution.

Resource Management: Management of Natural, Physical, Human Capital resources, Social Capital resources and Financial Resources.

UNIT IV

Fund Raising Sources and Strategies: Raising International, national and local funds. Corporate Social Responsibility (CSR).

Procedures for seeking Tax Exemption (80G) and Foreign Contribution. Role of Social Worker in Social Work Administration - Recent Trends in Social Work Administration.

References:

- Chowdhary, P. Paul. 1979. Social Welfare Administration. Delhi: Atma Ram & Sons.
- Devi, Rameshwari and Parkash Ravi. 1998. "Social Work and Social Welfare Administration, Methods and Practices", Vol. I. Jaipur: Mangaldeep Publications.
- Gangarade, K.D. 1990. 'Development of Voluntary Action in India', in Social Welfare Administration in India; Issues and Challenges. Mumbai: Tata Institute of Social Sciences.
- Gulati Ravi & Gulati Kaval. 1996. Strengthening Voluntary Action in India. New Delhi: Konark Pvt. Ltd.
- Pathak, S.H. 1981. Social Welfare: An Evolutionary and Development Perspectives. Delhi: McMillan.
- Roy, Bunker. 1990. 'Voluntary Agencies and Government', in Social Welfare Administration in India; Issues and Challenges. Mumbai: Tata Institute of Social Sciences.
- Thomas, Gracious (ed.). 2010. *Social Work Intervention with Communities and Institutions (Vol.I)*. New Delhi: School of Social Work, IGNOU.

Paper Code: SW 3.3

Paper Type: Discipline Specific Course (DSC)

Paper Title: Social Problems in India

Objectives:

- a) Understanding of different Social Problem.
- b) Develop ability to analysis the Social Problem.
- c) Understand the concept of Development.

Course Content:

UNIT I

Concept of Social Problem: Meaning and Definitions of Social Problems - Classification of Social Problems - Causes and Consequences of Social Problems. Need for studying the social problems.

UNIT II

Structural Problems: Meaning and Definitions and charecteristics of Proverty, Inequality of caste and gender, Beggary, commercial sex, Corruption, Disharmony (Religious, Backward classes and Dalits)

UNIT III

Familial Problems: Meaning, Definitions and Charecteristics of Dowry, Divorce, Domestic violence, Child abuse, Female foeticide, child labour, population explosion.

UNIT IV:

Developmental Problems: Meaning, Definitions and Charecteristics of Regional disparities, displacment, migration and Terrorism.

Problems of social and human development in India. social work Intervention in preventing and managing the social problems.

References:

Ahuja, Ram. 1992. *Social Problems in India*. Jaipur: Rawat Publications.

Becker, H.S. 1996. *Social Problems: A Modern Approach*. New York: John Wiley and Sons.

D'Souza, Ashok. A. 2015. *Social Development through Social Work*. Bangalore: Niruta Publications.

Dantwala, M.L. 1973. *Poverty in India: Then and Now*. Delhi: Macmillan Company of India.

Fisher, H.J(Ed). 1971. *Problems of Urbanization*. Bombay: Leslie Sawhny Programme of Training and Democracy.

Gangrade, K.D. 1973. *Social Legislation in India*, Vol.1 and II. Delhi: Concept Publishing Company.

Gore, M.S. 1973. *Some Aspects of Social Development*. Bombay: Tata Institute of Social Sciences.

Government of India: *Five Year Plan Documents*, New Delhi.

Habibur Rahman, M. 2001. *Social Development*. New Delhi: Northern Book Centre.

Jacob, K.K. 1980. *Social Development Perspectives*. Udaipur: Himanshu Publications.

Madan, G.R. 2002. *Indian Social Problems – Vol.I* Seventh Edition. New Delhi: Allied Publishers Pvt. Ltd.

Merton & Nisbet. *Contemporary Social Problems* New York: Harcourt Brace Javanovich.

Thomas, Gracious (ed.). 2010. *Social Work Intervention with Individuals and Groups (Vol. II)*. New Delhi: School of Social Work, IGNOU.

Veena Das. 1990. *Mirrors of Violence: Communities, Riots and Survivors in South Asia*.

World Bank (OUP): *World Development Reports*, (Annual).

Paper Code: SW 3.4

Paper Type: Discipline Specific Course (DSC)

Paper Title: Social Work Practicum – III (Concurrent Fieldwork)

Objectives:

- a) To develop capacity for observation and analyzing social realities.
- b) To develop an understanding of needs, problems and programmes for different target groups.
- c) To develop an understanding of the role of a social worker in different settings.
- d) To develop skills in observation, interview, recording, group discussions and leadership.
- e) To develop skills in report writing and use of supervision.

Course Content:

This paper comprises:

- Orientation to intensive field work.
- Concurrent Fieldwork Placement in a School (Government or Private) where they are required to undertake:
 - Case work - at least one or two cases in the semester.
 - Group work - one session per week.
 - Need based programmes for students, teachers and parents.

Note on the Calculation of Workload for Social Work Practicum: Workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the *UGC Model Curriculum for Social Work Education* (2001, p. 14).

Note on the Assessment of Social Work Practicum: The assessment of Social Work Practicum shall strictly be as per the guidelines given in the beginning of this syllabus.

References:

- Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
- Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
- Mathew, G. *Supervision in Social Work*. Mumbai: TISS.
- Roy, S. 2012. *Fieldwork in Social Work*. Jaipur: Rawat Publications.
- Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
- Singh, R.R. (ed.) 1985. *Fieldwork in Social Work Education: A Perspective for Human Service Profession*. New Delhi: Concept Publishing.
- Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
- University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.

Paper Code: SW 3.5a

Paper Type: Skill Enhancement Course (Skill Enhancement Course)

Paper Title: Development Communication

Objectives:

1. Understand the meaning and importance of communication in day-to-day life.
2. Focus on interpersonal communication of interviewing and allied aspects.
3. Develop skills of application to real life situations.

Course Content

UNIT I

Communication: Meaning, Process and Types. Meaning and major features of Development Communication; Significance of Development Communication to Social Work Practice.

Techniques of Development Communication: Information Dissemination and education, behavior change, social marketing, social mobilization, media advocacy, communication for social change and community participation.

UNIT II

Interpersonal communication: Interviewing - Objectives, principles of interviewing; listening, qualities of effective communicator. Meaning, Process and Significance of Seminars, symposium, conferences, workshops, group discussions, role playing, games, brain storming, street play.

UNIT III

Electronic Media and Mass Communication: Television, Video conferencing systems, Tele communication and its tools, exhibition, newspapers and magazines, advertisements, radio, film, e-mail, internet, and communication network. Skills of effective speaking and writing.

Impact of mass communication on society, family, marriage and child development. Communication Analysis and Planning: Planning and executing a communication campaign on an issue using various methods of communication.

References:

1. Brown, Leland 1970 Communicating Facts and Ideas in Business, New Jersey: Prentice-Hall Inc., Englewood Cliffs.
2. Desai, M. M.(Ed.) 1979 Creative Literature and Social Work Education, Bombay: Somaiya Publications Pvt. Ltd.
3. D'souza, Y. K. 1999 Communication Today and Tomorrow, New Delhi: Discovery Publishing House.
4. Fisher, Dalmar 1999 Communication in Organisations, Second Edition, Mumbai: Jaico Publishing House.
5. Melkote, Srinivas R. 1991 Communication for Development in the Third World – Theory and Practice, New Delhi: Sage Publications.
6. Mohan, Krishna and Banerji, Meera. 1990 Developing Communication Skills, Delhi: Macmillan India Ltd.
7. Murphy, Robert D. 1977 Mass Communication. and Human Interaction, Boston: Houghton Mifflin Company.
8. Narang, Vaishna 1996 Communicative Language Teaching, New Delhi: Creative Books.
9. Pollock, Thomas Clark; Sheridan, Marion C; Ledbetter, Frances and Doll, Ronald C. 1955. The Art of Communicating, New York: The Macmillan Company.

Paper Code: SW 3.5b (SEC)

Paper Type: Skill Enhancement Course (Skill Enhancement Course)

Paper Title: Participatory Learning Approaches and Tools

Objectives:

- a) To explain the main concepts and elements of a participatory curriculum development process.
- b) To present practical skills and knowledge leading to the effective design of training programmes.
- c) To allow learners to acquire confidence in applying new methods and approaches to teaching and learning.
- d) To show how to use a participatory approach in agroforestry training programmes.

Course Content:

UNIT I

Introduction to Participatory Rural/Rapid Appraisal: Meaning and Definition, Origin and Development, Overview of Techniques and Application.

Overview of various participatory approaches and tools. Significance of Participatory Approaches.

Participatory study and assessment of the situation.

- Use of PRA techniques: Resource Mapping, Wealth Ranking, Transects, Informal Interviews, observation, problem identification, cause/effect analysis and problem statement.
- Specification of general and measurable objectives.

UNIT II

Some of the Important Participatory Techniques: Brainstorming, Focus Group, Priority Grid, Transects / Maps, Resource Mapping, Crop Calendar, Constraints Analysis, Opportunity Matrix, Stakeholder Analysis, Venn Diagrams, Gender Analysis, and Time Budget Analysis.

UNIT III

Some More Important Participatory Techniques: Analysis of the Relations of Production, Genderised Logical Framework (Logframe), Trend Analysis, Role Play, Case Studies, Resource Flow, Wealth Ranking, and Crop Budgeting.

References:

Chambers, R (1983) Rural Development: Putting the last first. Longman inc., USA, 1983.

Chambers R. 2002. Participatory Workshops: a sourcebook of 21 sets of ideas and activities. London: Earthscan.

Chambers, R (2008). Revolutions in Development Inquiry. Institute of Development Studies, 2008, Earthscan, London.

FAO. 2000. Guidelines for Participatory Diagnosis of Constraints and Opportunities for Soil and Plant Nutrient Management - FAO Publication: AGL/ MISC/30/2000.

FAO. 2000. Training Manual on Training in Participatory Rural Appraisal for Front Line Extension Officers in the Ministry of Agriculture, Fisheries and Forestry - FAO / University of Florida publication, June 2000, June 2005.

Gosling, L and Edwards, M (2003). Toolkits: A practical guide to assessment, monitoring, review and evaluation. Second edition. Save the Children, UK.

Pretty J, Guijt I, Thompson J and Scoones I. 1995. Participatory Learning and Action. A Trainer's Guide. London: IIED.

Mikkelsen, B (1995). Methods for Development Work and Research: A guide for practitioners. London, Sage.

Slocum, R; Wichhart, D; Rocheleau, D and Thomas-Slayter, B (eds.) (1995). Power, Process and Participation – Tools for change. London, IT Publications.

Wenger E. 1999. Communities of Practice. Learning, meaning and identity. Cambridge: Cambridge University Press.

SEMESTER - IV

Paper Code: SW 4.1

Paper Type: Discipline Specific Course (DSC)

Paper Title: Social Action

Objectives:

- a) To understand the concept of social action.
- b) To learn about the process, skills and techniques pertaining to social action.
- c) To understand the applicability of the theory and practice of social action in the context of professional social work in India.

Course Content:

UNIT I

Concept of Social Action: Meaning, Definition, and Characteristics of Social Action; Historical evolution of Social Action in the West and in India; Relevance of Social Action for Social Work Practice.

UNIT II

Principles of Social Action: Principle of credibility building, principle of legitimization, dramatization, principle of multiple strategies, principle of dual approach, principle of manifold programmes; Skills Involved in Social Action: Relational skills, analytical and research skills, intervention skills, managerial skills, communication skills, and training skills.

UNIT III

Process of Social Action: Developing awareness, organization, strategizing, and action.

Phases of Sarvodaya Movement - *Parichaya* (introduction), *adhyayana* (study), *prachar* (propaganda), *sahavasa* (association), *seva* (service), *pratikar* (resistance), constructive or community work, and building the climate of change.

UNIT IV

Strategies and Techniques of Social Action: Research, education, cooperation, collaboration, competition, organization, disruption and confrontation, arbitration, negotiation, mild coercion, violation of legal norms, and joint action.

Models of Social Action: Elitist Social Action (Legislative Social Action, Economic Sanction Model, and Direct Physical Model) and Popular Models (Conscientization Model, Dialectical Mobilization Model, Direct Mobilization Model). *Lokaniti* Model of Social Action; Institutional and Non-institutional Model; Role of Social Workers in Social Action.

References:

- Britto, G.A.A. (1984), Social Action and Social Work Education in the Eighties, in *Social Work and Social Action* (ed) H.Y. Siddiqui, Harnam Publications.
- Britto, G.A.A. (1984), Some Principles of Social Action, in *Social Work and Social Action* (ed) H.Y. Siddiqui, Harnam Publications.
- Chowdhry, D. Paul (1992), *Introduction to Social Work*, Atma Ram & Sons, Delhi.
- Davis, Martin (2000), *The Blackwell Encyclopaedia of Social Work*, (eds.) Blackwell Publishers, Massachusetts, pp.317-318.
- Friedlander, W.A. (1977), *Introduction to Social Welfare*, Prentice Hill, New Delhi.
- Mishra, P.D. (1992), *Social Work – Philosophy and Methods*, Inter India Publications, New Delhi.
- Moorthy, M.V. (1966), *Social Action*, Asia Publishing House, Bombay.
- Nanavati, M.C. (1965), 'Social Action and The Professional Social Work' *Social Work Forum*, vol.III, no.2, pp.26-29.
- Pathak, S.H. (1971), *Social Welfare, Health and Family Planning*, New Delhi.
- Siddiqui, H.Y. (1984), *Social Work and Social Action* (ed.), Harnam Publications.
- Singh, Surender (1986), Social Action in *Horizons of Social Work* (ed). By Surender Singh & K.S. Soodan, op. cit. p. 161.
- Thomas, Gracious (ed.) (2010), *Social Work Intervention with Communities and Institutions*. Vol. I, New Delhi: IGNOU.

Paper Code: SW 4.2

Paper Type: Discipline Specific Course (DSC)

Paper Title: Social Work Research

Objectives:

- a) Understand the need for Scientific Approach to human inquiry in place of common sense approach.
- b) Conceptualise and formulate a simple research project, prepare and administer of simple tools of data collection and report writing skills.
- c) Develop an understanding of statistics, simple statistical tools and learn to use these.

UNIT I

Introduction to Research: Meaning, Definition and Objectives of Research; Meaning and Definition of Social Work Research; Significance of Social Work Research as a Method of Social Work; Outline of the Process of Social Work Research.

UNIT II

Planning a Research Project: Identification of a Research Problem, Reviewing the Existing Literature, Identification of Objectives of the Study, Selection of Research Design, Formulation of Hypothesis.

UNIT III

Implementing the Research Project: Selection of Samples – meaning, significance, types; Methods and Tools of Data Collection – sources of data, observation, interview and questionnaire as methods of data collection.

Data Processing and Analysis: Editing, Classification, Coding, Preparing the Master Chart and Tabulation.

UNIT IV

Data Analysis (univariate and bivariate analysis), Graphical Presentation of the Data, and Interpretation of the Data. Basic statistics: Meaning, characteristics. Percentage, Central tendency (Mean, Median, Mode).

Reporting of Research Findings: Various Parts of a Research Report; Dissemination of Research Findings – Professional Journals (meaning, significance and process of publication); Use of Computers in Social Work Research; Recent Trends in Social Work Research.

References:

Gupta, S.P. 1984. *Statistical Methods*. New Delhi: Sultanchand and Sons.

Kothari, C.R. 1990. *Research Methodology: Methods and Techniques*. New Delhi: Wishwa Prakashan.

Krishnaswamy, O.R. 1993. *Methodology of Research in Social Sciences*. Bombay: Himalaya Publishing House.

Lal Das, D.K. 2000. *Practice of Social Research: A Social Work Perspective*. Jaipur: Rawat.

Ramchandran, P. 1990. *Issues in Social Work Research in India*. Bombay: Tata Institute of Social Sciences.

Ramchandran, P. 1987. "Research in Social Work" in A.B. Bose (ed.) *Encyclopaedia of Social Work in India*. New Delhi: Govt. of India.

Rubin, Allen & Babbie E. 1989. *Research Methodology for Social Work*. California: Belmont, Wadsworth.

Thomas, Gracious (ed.). 2010. *Social Work Intervention with Communities and Institutions (Vol. II)*. New Delhi:

School of Social Work, IGNOU.

ಚ.ನ.ಶಂಕರರಾವ್: "ಸಮಾಜಿಕ ಸಂಶೋಧನಾ ಕೈಪಿಡಿ. ಜೈಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು. 2012

ಚ.ನ.ಶಂಕರರಾವ್: "ಸಂಶೋಧನಾ ವಿಧಾನಶಾಸ್ತ್ರ. ಜೈಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು. 2012

ಈ.ಚ.ಮುಳುಗುಂದ: ಸಂಶೋಧನಾ ವಿಧಾನಶಾಸ್ತ್ರ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ, 2014.

Paper Code: SW 4.3

Paper Type: Discipline Specific Course (DSC)

Paper Title: Economics and Political Science for Social Work

Objectives:

- a) Understanding of the Elements of economics and political science.
- b) Understanding of the correlation and significance of Social Sciences with Social Work.
- c) Understanding of economic and political Issues.

Course Content:

UNIT I

Introduction to Economics: Meaning, definition, characteristics and scope of Economics and its significance in social work practice.

UNIT II

Basic Concepts of Economics:

- Types of Economy (Capitalism, Socialism & Mixed Economy);
- Per Capita Income, National Income, and Gross Domestic Product (GDP);
- Concepts of Development & Underdevelopment;
- Economic Planning in India; and
- New Economic Policy (LPG).

UNIT III

Introduction to Political Science: Meaning, definition, characteristics and scope of Political Science and its significance in social work practice.

UNIT IV

Basic Concepts of Political Science:

- State and Government;
- Type of Political Regimes (Monarchy, Aristocracy & Democracy);
- Rights, Liberty, Justice and Equality;
- Political Participation; and
- Good Governance.

References:

- Ahuja, Ram: Society in India, Rawat Publications, Jaipur, 1999.
- Bagchi, A.K.: The Political Economy of Underdevelopment, Cambridge, Cambridge University Press, 1982.
- Bardhan, P: The Political Economy of Development in India, Delhi, Oxford University Press, 1984.
- Bhatnagar, S: Political Theory: An Introduction, Meerut, Meenakshi Prakashan, 1985.
- Bhushan, Vidya and Sachdev, D.R. 1999. An Introduction to Sociology, Allhabad, Kitab Mahal.
- Brahmananda, P.R and Panchaucki, V.R.: The Development Process of the Indian Economy, Bombay, Himalaya Publishing House 1987.
- Fredrich, C.J: An Introduction to Political Theory, Bombay, Jaico Publishing House, 1967.
- Harris, Peter B: Foundations of Political Science, London, Hutchinson 1976.
- JoKolb, Eugene: A Framework for Political analysis, Englewood Cliffs, Prentice Hall, 1978.
- Keesing, R.M: Cultural Anthropology: A Contemporary Perspective, New York: Holt, Rinehart and Winston, 1975.
- Kothari, Rajni: Politics in India, New Delhi, Orient Longman, 1982.
- McIver, K.B. and Page, C.H: Society: An Introductory Analysis, Madras, Macmillan India Limited, 1985.
- Rao, Shankar C. N: Sociology- Primary Principles, S.Chand and Company Ltd., New Delhi, 2002.
- Samuelson, P.A.: Economics: An Introductory Analysis, New York, Mc Graw Hill Book Co. Inc., 1961.
- Srinivas M.N: Social Change in Modern India, Bombay allied Publishers, 1966.
- Srinivas, M. N. 1996. Village, Caste, Gender and Method (Essay in Indian Social Anthropology), Delhi: Oxford University Press.
- Srinivas, M.N: Caste in Modern India and other Essays, Bombay, Asia Publishing House, 1962.

Paper Code: SW 4.4

Paper Type: Discipline Specific Course (DSC)

Paper Title: Social Work Practicum – IV (Concurrent Fieldwork)

Objectives:

- a) To develop capacity for observation and analyzing social realities.
- b) To develop an understanding of needs, problems and programmes for different target groups.
- c) To develop an understanding of the role of a social worker in different settings.
- d) To develop skills in observation, interview, recording, group discussions and leadership.
- e) To develop skills in report writing and use of supervision.

Course Content:

This paper comprises:

- Concurrent Fieldwork Placement in school / *anganwadi* / agency setting.
- Conducting at least two Social Case Works.
- Conducting at least one Social Group Work.
- Interaction with social work practitioners.

Note on the Calculation of Workload for Social Work Practicum: Workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the *UGC Model Curriculum for Social Work Education* (2001, p. 14).

Note on the Assessment of Social Work Practicum: The assessment of Social Work Practicum shall strictly be as per the guidelines given in the beginning of this syllabus.

References:

- Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
- Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
- Mathew, G. *Supervision in Social Work*. Mumbai: TISS.
- Roy, S. 2012. *Fieldwork in Social Work*. Jaipur: Rawat Publications.
- Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
- Singh, R.R. (ed.) 1985. *Fieldwork in Social Work Education: A Perspective for Human Service Profession*. New Delhi: Concept Publishing.
- Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
- University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.

Paper Code: SW 4.5a (SEC)

Paper Type: Skill Enhancement Course (SEC)

Paper Title: Life Skills Education

Objectives:

- a) Understanding of the meaning and philosophy of Life Skills.
- b) Understanding the significance and application of Life Skills according to WHO.

Course Content:

UNIT I

Introduction to Life Skills: Meaning and significance of Life Skills according to WHO.

Meaning, Significance and Application of Self-awareness, Empathy and Critical Thinking.

UNIT II

Meaning, Significance and Application of Creative Thinking, Decision Making, and Problem Solving, and Effective Communication.

UNIT III

Meaning, Significance and Application of Interpersonal Relationship, Coping with Stress, and Coping with Emotion.

Application of Life Skills in various settings: School, Industry, and Development Sector.

References:

Carrigan, (2007). The ABC's of Teaching Life Skills, Infinity Publisher, London.

Wanchoo, I. L. Neelam Bajaj (2010). Learning Life Skills with Attitude and Values: CCE. Goyal Brothers Prakashan, New Delhi. pp-3-6.

Margret Francis (2007). Life Skills Education in "Changing Minds". [http://: org/articles/article/life-skills-education.htm](http://org/articles/article/life-skills-education.htm)

Paper Code: SW 4.5b

Paper Type: Skill Enhancement Course (SEC)

Paper Title: Rehabilitation and After-care Services

Objectives:

- a) Understanding of the Elements of Social Sciences.
- b) Understanding of the correlation and significance of Social Sciences with Social Work.
- c) Understanding of Society, culture, Social Issues and Social Development.

Course Content:

UNIT I

Rehabilitation: Definition and scope for social work interventions; definition of Impairment, Disability, Handicap; causes of Handicap - heredity, acquired, Major illnesses - physical, neurological and psychiatric Stress, vulnerability, coping and competence to deal with handicaps; Need for comprehensive rehabilitation – psycho-social rehabilitation

UNIT II

History, philosophy and principles of psycho-social rehabilitation; specific problem areas – physical handicap - vision, hearing, orthopedic, speech and language difficulties, mental retardation and others; neurological, psychiatric problems, disasters, alcohol and drug usage, terminal illnesses and any other.

Intervention in rehabilitation: Assessment, planning, intervention, evaluation, tools for assessment, follow-up services.

UNIT III

Rehabilitation Settings: Hospital based, day-care, night-care, quarter-way home, half- way-home, group home, hostels, long-stay homes, vocational guidance centre, sheltered workshop, occupational therapy centre, community-based rehabilitation centre.

Rehabilitation Council of India: Formation, scope and functions, governmental policies and programmes, initiatives from the non- governmental sectors.

References:

- Anthony, William. A. 1980. The Principles of Psychiatric Rehabilitation. Baltimore University Part Press.
- Chowdhary, Paul. D. 1995. Introduction to Social Work: history, concept, methods and fields. Delhi, Atma Ram & Sons.
- Corey, Gerald. (6th ed.)2004. Theory and Practice of Group Counseling. Thomas Brooks/ Cole Belmont
- Dorothy Stock Whitaker. 1985. Using Groups to help people. London & New York, Tavistock/ Routledge.
- Feldman, Robert. S (1997) Understanding Psychology. New Delhi, Tata McGraw Hill.
- Hume, Clephane and Rehabilitation in Psychiatry. Edinburgh Pullen Ian. 1986 Churchill Livingstone
- International Labour Vocational Rehabilitation of Disabled persons, Office. 1985. ILO.

SEMESTER - V

Paper Code: SW 5.1

Paper Type: Discipline Specific Course (DSC)

Paper Title: Social Work with Rural and Tribal Communities

Objectives:

- a) Sensitize students to the needs and problems of rural and tribal communities.
- b) Develop in the students a critical understanding of the infrastructure and the schemes and programs of rural and tribal development in India.

Course Content:

UNIT I

Introduction to Rural Society: Meaning, definition, and characteristics of rural community; Historical perspective of Indian village; Analysis of Indian village - ecological, social, economic and political structure.

UNIT II

Rural Development: Early experiments in rural projects such as Sriniketan, Marthandam, Gurgaon, and Firka scheme in brief; Sarvodaya and Boodan movements.

UNIT III

Concept and history of Indian Co-operative Movement; Role of co-operative movement in rural development, Current rural development programmes; role of non-governmental organizations in rural development.

UNIT IV

Introduction to Tribal Society: Meaning, definition, and characteristics of tribal community, historical analysis of tribal society; problems/ issues faced by tribal communities (displacement, resettlement, land rights, and identity); programmes undertaken by government and non-government organization in tribal society.

UNIT V

Panchayat Raj System: Origin and development of Panchayat Raj Institutions; Panchayat raj organization and functioning in Karnataka; Overview of panchayat raj Act in karnatak; Contribution of PRI to rural and tribal development (National and state programme).

References:

- Bahradwaj, A.N: Problems of Scheduled Castes and Scheduled Tribes in India, Light and Life Publishers, New Delhi, 1979.
- Barnabas,A.P: Rural Community Development in India, In Encyclopaedia of Social Work in India, Vol.II, Ministry of Welfare, Government of India, New Delhi, 1987.
- Bhalla, Alok and Bumke, Peter J. (EDs): Images of Rural India in the 20th Century, Sterling Publishers Pvt. Ltd. New Delhi, 1992.
- Bose, Ashish; Sinha, U.P. and Tyagi, R.P. (EDs): Demography of Tribal Development, B.R.Publishing Corporation, Delhi, 1990.
- Bose, Nirmal Kumar: Tribal Life in India, National Book Trust India, New Delhi, 1971.
- Brahmananda, P.R: Narayan, B.K and Kalappa, A. (Eds): Dimensions of Rural Development in India, Himalaya Publishing House, Bombay, 1987.
- Christoph Von Purer – Haimen Dorf: Tribes of India – The Struggles for Survival, Oxford University Press, Delhi, 1982.
- Dayal, R: Panchayath Raj in India, Metropolitan Book Co., Delhi, 1970.
- Doshi, S.L and Jain, P.C: Rural Sociology, Rawat Publications, Jaipur, 1999.
- Dube,S.C: Welfare of Scheduled Tribes, in.Encyclopaedia of Social Work on India, Vol.III, Ministry of Welfare, Government of India, New Delhi, 1987.

- Government of India, Ministry of Home Affairs: Report of the Commission on SC/ST, Part II. 1977-78, New Delhi, 1979.
- Government of Karnataka, Department of Law and Parliamentary Affairs: The Karnataka Zilla Parishads, Taluk Panchayath Samithis, Mandal Panchayaths and Nyaya Panchayaths Act, 1983.
- Jha, D: Cooperative Movement, in. Encyclopaedia of Social Work in India, Vol.I, Ministry of Welfare, Government of India, New Delhi, 1987.
- Krishnamurthy, J: Rural Development – Challenges and Opportunities, Rawat Publications, Jaipur, 2000.
- Kumar, A: Tribal Development in India, Sarup and Sons, New Delhi, 2002.
- Mahanti, Neeti: Tribal Issues – A Non-Conventional Approach, Inter-India Publications, New Delhi, 1994.
- Nahar, U.R and Chandani, Ambika (Eds.): Sociology of Rural Development, Rawat Publications, Jaipur, 1995.
- Nair, T.K and Anbarasan, R.S (EDs): Training Social Workers for Rural Development, ASSWI, 1981.
- Narwani, G.S: Training for Rural Development, Rawat Publications, Jaipur, 2002.
- Panwalkar, V.G: Social Work in Rural setting, in. Encyclopaedia of Social Work in India, Vol.III, Ministry of Welfare, Government of India, New Delhi, 1987.
- Patel, M.L: Planning Strategy for Tribal Development, Inter-India Publications, New Delhi, 1983.
- Patel, M.L: Tribal Development without Tears, Inter-India Publications, New Delhi, 1994.
- Ramaiah, P: Issues in Tribal Development, Chugh Publications, Allahabad, 1988.
- Singh, Hoshiar: Administration of Rural Development in India, Sterling Publishers Pvt. Ltd. New Delhi, 1995.
- Singh, K: Rural Development: Principles, Policies and Management, Sage Publications, New Delhi, 1986.
- Sinha, B. B: Society in Tribal India, B.R.Publishing Corporation, Delhi, 1982.

Paper Code: SW 5.2

Paper Type: Discipline Specific Course (DSC)

Paper Title: Disaster Management

Objectives:

- a) Understand the factors contributing to disaster.
- b) Develop an understanding of the process of disaster management.
- c) Develop an understanding of Social Worker's role in the team for disaster management.

Course Content:

UNIT I

Concept of Disaster: Meaning and definition of the term disaster; Impact of disasters on human development; Vulnerability and disaster preparedness; Phases of disaster.

UNIT II

Classification of Disasters: Natural Disasters – famine/drought, cyclone, earthquake, flood, and tsunami; Human-made Disasters - Biological warfare, industrial, militancy, and accidents.

UNIT III

Issues Concerned with Disasters: Policy issues and its implementations; National Disaster Management Guidelines; Psychological, social, economic and political impact of disasters on special groups such as children, women, elderly, and the differently-abled.

UNIT IV

Disaster Management: Pre-disaster Phase - Prevention, preparation, education, preparedness; Actual Disaster Phase – short-term & long-term plans, stress and trauma, search, rescue, recovery, relief, restoration, resource mobilization; Post Disaster Phase – rehabilitation and mitigation of negative effects.

UNIT V

Role of Government, voluntary organizations, local groups, community participation, and volunteers. Role of Social Workers in the team for Disaster Management.

References:

- Birnbaum, F., Coplon, J., & Scarff, T. 1973: "Crisis Intervention after a Natural Disaster", *Social Casework*, vol.54, No-9, 545-551.
- Blanford, It, & Leviue, J. 1973: "Crisis Intervention in an Earthquake", *Social Work*, Vol.17, No.4, 16-19.
- Goel S.L. (2005): *Encyclopaedia of Disaster Management* (Set in 3 volumes) Deep & Deep Publications, Pvt. Ltd, New Delhi – 27.
- Haff, A. 1978. "People in Crisis", understanding and helping, California: Addison Worley Publishing Company.
- Shader, I. and Schwartz A. 1966. "Management of Disaster", *Social Work*, Vol-11, No – 2 99-1-4.
- Wolfensterin, M. 1977: *Disaster: A Psychological Essay*, New York: Arno Press.

Paper Code: SW 5.3

Paper Type: Discipline Specific Course (DSC)

Paper Title: Social Work in Health Setting

Objectives:

1. Understand the concept and dimension of health.
2. Get orientation to preventive medicine and health systems.
3. Orient to the public health system.
4. Understand the issues related to the prevention, clinical features and treatment of major communicable and non-communicable diseases.
5. Understand the health care services at different levels.

Course Content:

UNIT I

Concept, scope and significance of Preventive and Social Medicine. Historical development of Preventive and Social Medicine in the West and in India.

Concept of health - Physical, social, mental and spiritual dimensions of health, Positive health - Determinants of health.

Concept of mental health, community health and community medicine and its significance in social work practice.

UNIT II

Causes, signs and symptoms, treatment and prevention of Communicable Diseases such as Leprosy, Tuberculosis, Sexually Transmitted Diseases (STDs), and HIV/AIDS, Covid-19.

Causes, signs and symptoms, treatment and prevention of Non-communicable Diseases such as Cancer, Heart Disease, Hypertension, Diabetes, and Neurological problems.

UNIT III

Levels of Prevention: Primary, Secondary and tertiary prevention. Hygiene: personal and environmental. Concept of nutrition - Nutritional requirements - Problem of malnutrition in India - Social aspects in nutrition - Balanced diet.

UNIT IV

Public Health System in India - Centre, State, District, Taluka and Village level. Health Education and Communication: IEC, BCC. National Health Policy and Programmes in India - Maternal and Child Health Services - Immunization – Integrated Child Development Services (ICDS) Scheme - School health programmes. Role of Indian Council of Medical Research (ICMR).

UNIT V

Health Care of the Community; Concept of health care - Levels and principles of health care.

Role of medical social worker in preventive and social medicine. Role of psychiatric social work in community health. International and National Organisations working in Health Settings.

References:

1. Bajpai, P. K. (Ed.) 1998
Social Work Perspectives on Health, Jaipur, Rawat Publications.
2. Brody, Elaine M. and Contributors. 1974
A Social Work Guide for Long-Term Care Facilities, U. S. Dept. of Health, Education and Welfare, Public Health Service, Maryland: National Institute of Mental Health.
3. Butrym, Zofia and Horder, John. 1983
Health, Doctors and Social Workers, London: Routledge and Kegan Paul.
4. Clark, D. W. and MacMahon, B. (Ed.) 1981
Preventive and Community Medicine, Boston. Little, Brown and Company,
5. Friedlander, W. A. 1967
Introduction to Social Welfare (Chapter 12: Social Work in Medical and Psychiatric Settings), New Delhi: Prentice-Hall of India.
6. Hilleboe, H. E. and Larimore, G.W. 1966
Preventive Medicine, Philadelphia, W. B. Saunders Company.
7. Humble, Stephen and Unell Judith (Ed.) 1989
Self Help in Health and Social Welfare, London: Routledge.
8. Jordan, William. 1972
The Social Worker in Family Situations, London: Routledge and Kegan Paul.
9. Lathem, W. and Newbery, A. 1970
Community Medicine - Teaching, Research and Health Care, London, Butterworths.
10. Mathur, J. S. 1971
Introduction to Social and Preventive Medicine, New Delhi, Oxford and LB.H. Publishing Company,
11. Mishne, Judith (Ed.) 1980
Psychotherapy and Training in Clinical Social Work, New York: Gardner Press.
12. Nichols, P. J. R. (Ed.) 1980
Rehabilitation Medicine, London: Butterworths.
13. Park, K. 2002
Park's Textbook of Preventive and Social Medicine, Jabalpur, Banarsidas Bhanot.
14. Rusk, Howard A. 1977
Rehabilitation Medicine, Saint Louis: Mosby Company.
15. UNICEF
Health and Basic Services, New Delhi, UNICEF South Central Asia Regional Office.

Paper Code: SW 5.4

Paper Type: Discipline Specific Course (DSC)

Paper Title: Legal Knowledge for Social Work

Objectives:

1. Acquire information on the legal rights of people.
2. Develop an understanding of the legal system and get acquainted with the process of the legal system with emphasis on functioning in India.
3. Understand the role of the police, prosecution, judiciary and correction.
4. Gain insight into the problems faced by the people belonging to different strata of society, in interacting with this system.
5. Develop an understanding of the processes and problems of public interest litigation and legal aid to marginalized.

Course Content

UNIT I

Social Justice: Meaning and Concept; Social legislation: Meaning, definitions and concept. Social justice as an essential basis of social legislations; Social legislations in a welfare state with special reference to India.

UNIT II

Rights: Concept and definitions of Rights; types of Rights; Rights of women and children; Rights of Scheduled Castes and Scheduled Tribes; Rights of accused and offender under Constitution of India, Indian Penal Code and Criminal Procedure Code.

UNIT III

Legislations pertaining to Social Institutions: Marriage, divorce, maintenance of spouse, adoption. Legislations for prevention of Crime and Deviance: Indian Penal Code (relevant chapters like of Offences against Public Tranquility, of Offences affecting the Public Health, Safety, Convenience, of Decency and Morals, of Offences relating to Religion, of Offences affecting the Human Body, of Offences relating to Marriage, of Cruelty by Husband or Relatives of Husband).

UNIT IV

Criminal Justice System in India: Police: Structure, powers and functions and their role in maintaining peace and order in the society. Prosecution: Meaning, structure, its role in criminal justice, trial participation. Judiciary: Supreme Court, High Court - Constitution of Supreme Court and High Court: Powers and functions. Sub-ordinate Courts - District Sessions Court, Magistrate Courts, and other subordinate courts.

UNIT V

Correction and Correctional Laws: Corrective measures as per Criminal Procedure Code, Probation of Offenders Act, Juvenile Justice (Care and Protection of Children) Act.

Legal Aid: Concept of legal-aid, history of legal-aid, persons needing legal-aid, legal-aid schemes, NLSA and SLISA, Public Interest Litigation: Meaning, Concept, Process and Problems. Right to Information Act- Provisions and implementation. Role of Social Worker.

References:

1. Aranha, T. Social Advocacy - Perspective of Social Work, Bombay: College of Social Work.
2. Buxi, U. 1982 Alternatives in Development: Law the Crisis of the Indian Legal System, New Delhi: Vikas Publishing House.
3. Curry, J. C. 1977 The Indian Police, New Delhi: Manu Publications.
4. Desai, A. E. (Ed.) 1986 Violation of Democratic Rights in India, Vol. 1.
5. Fleming, M. 1978 Of Crimes and Rights, New York: W.W. Norton and Company.
6. Gandhi B.M. 2006. Indian Penal Code, Lucknow, Eastern Book Company.
7. Iyer, V. R. K 1980. Some Half Hidden Aspects of Indian Social Justice, Lucknow: Eastern Book Company.
8. Iyer, V. R. K 1984. Justice in Words and Justice in Deed for Depressed Classes, New Delhi: Indian Social Institute.
9. Iyer, V. R. K 1981. Law Versus Justice: Problems and Solutions, New Delhi: Deep and Deep.
10. Iyer, V. R. K 1980. Justice and Beyond, New Delhi: Deep and Deep.
11. Kelkar R. V. 2006. Lectures on Criminal Procedure, Lucknow, Eastern Book Company.
12. Khanna, H. R. 1980 The Judicial System, New Delhi: II P A.
13. Mathew, P. D. II P.A Legal Aid Series, Delhi: Indian Social Institute
14. McDonald. W. F. (Ed.) 1979 The Presentator, California: Berkeley: Hill
15. Newman, G. 1999 Global Report on Crime and Justice, New York: Oxford University Press.
16. Nirmal Anjali. 1992 Role and Functioning of Central Police Organisations, New Delhi: Uppal.
17. Peak, K. J. 1998 Justice Administration - Police, Courts and Correction, New Jersey: Prentice-Hall.
18. Ratanlal and Dhirajlal, 2006 Indian Penal Code, Lexis and Lexis, Nagpur.
19. Singh. L. M. (Ed.) 1973 Law and Poverty: Cases and Materials, Bombay: Tripathi.
20. Western, P. B. 1976 The Criminal Justice System: An Introduction and Guidelines, California: Good Year Publishers.
21. Government of India, 1973 Report of the Legal Aid Committee.

Paper Code: SW 5.5a

Paper Type: Discipline Specific Elective (DSE)

Paper Title: Social Development

Objectives:

- a) Understanding of different Social Problem.
- b) Develop ability to analysis the Social Problem.
- c) Understand the concept of Development.

Course Content:

UNIT I

Concept of Social Development: Meaning and Definition; Approaches to Social Development – Sectoral Development, Area Development, Social Assistance, Social Insurance, Social Defence, and Integrated Approach;

UNIT II

Thrust Areas of Social Development: Rural Development, Urban Development, Tribal Development, Education, Health and Nutrition, and Environment and Ecology. Social Exclusion and Inclusive Development.

UNIT III

Social Policy and Planning: Meaning, Definition and Characteristics of Social Policy; Models of Social Policy: Residual Welfare Model, Industrial Achievement-Performance Model, and Institutional Redistributive Model. Meaning and Definition of Social Planning; People's Participation in Social Planning.

UNIT IV:

Environment and Sustainable Development

Sustainable Development: Concept, Objectives, And Measures: Water Conservation, forestation, soil conservation and prevention of air pollution. Role of NGOs in sustainable Social development. Overview on sustainable development goals(SDG).

UNIT V:

Contemporary Concerns Related to Social and Human Development : Overview of Human Development Reports with special reference Karnataka and India, Problems of social and human development in India. Role of social worker in social policy and development.

References:

- Ahuja, Ram. 1992. *Social Problems in India*. Jaipur: Rawat Publications.
- Becker, H.S. 1996. *Social Problems: A Modern Approach*. New York: John Wiley and Sons.
- D'Souza, Ashok. A. 2015. *Social Development through Social Work*. Bangalore: Niruta Publications.
- Dantwala, M.L. 1973. *Poverty in India: Then and Now*. Delhi: Macmillan Company of India.
- Fisher, H.J(Ed). 1971. *Problems of Urbanization*. Bombay: Leslie Sawhny Programme of Training and Democracy.
- Gangrade, K.D. 1973. *Social Legislation in India*, Vol.1 and II. Delhi: Concept Publishing Company.
- Gore, M.S. 1973. *Some Aspects of Social Development*. Bombay: Tata Institute of Social Sciences.
- Government of India: *Five Year Plan Documents*, New Delhi.
- Habibur Rahman, M. 2001. *Social Development*. New Delhi: Northern Book Centre.
- Jacob, K.K. 1980. *Social Development Perspectives*. Udaipur: Himanshu Publications.
- Madan, G.R. 2002. *Indian Social Problems – Vol.I* Seventh Edition. New Delhi: Allied Publishers Pvt. Ltd.
- Thomas, Gracious (ed.). 2010. *Social Work Intervention with Individuals and Groups (Vol. II)*. New Delhi: School of Social Work, IGNOU.
- World Bank (OUP): *World Development Reports*, (Annual).

Paper Code: SW 5.5b

Paper Type: Discipline Specific Elective (DSE)

Paper Title: Weaker Sections of India

Objectives:

- a) To understand the historical factors contributing to the low status of Weaker Sections in the contemporary Society.
- b) To develop ability to analyse the Social, Economic and Political situation of Weaker Sections.

Course Content:

UNIT I

Weaker Sections:

- Meaning, Definition and Classification
- Historical factors that has contributed to the status of Weaker Sections.

Caste System: Definition, Characteristics of Caste System

- Factors facilitated the growth of caste system
- Advantages and Limitations of Caste System

UNIT II

Scheduled Caste:

- Definition, Problems of Scheduled Caste
- Causes for low literacy among Scheduled Caste.
- Impact of Education on Scheduled Caste.
- Entrepreneurial challenges for Scheduled Caste

UNIT III

Scheduled Tribe:

- Definition, Problems of Scheduled Tribe
- Causes for low literacy among Scheduled Tribe.
- Position of Women among Scheduled Tribe.
- Tribal Economy.

UNIT IV

Bonded Labour: Definition, Problems and Types of Bonded Labour. Agricultural Labourers: Problems , Transgender –Meaning, Types and Rights of sexual minorities. Women: Analysis of the conditions of Indian Women. Differently abled: Definition and Problems, Senior Citizens: Challenges.

UNIT V

Govt welfare programmes for SC and ST; Govt welfare programmes for senior citizens Govt welfare programmes for differently abled; Govt welfare programmes for Sexual Minorities

References:

Bose, Kumar Nirmal. Tribal Life in India. New Delhi: National Book Trust, 1971.

D'Souza, Lawrence. Koragas: A Primitive Tribe of South India. Mangalore: Kodialbail Press, 1991.

Francis, D., and Chandu Subba Rao. Development of Weaker Sections. Jaipur: Rawat Publication, 2000.

Jayapalan, N. Indian Society and Social Institutions. New Delhi: Atlantic Publishers and Distributors, 2001.

- Kamble, M.D. Deprived Castes and their Struggle for Equality. New Delhi: Ashish Publishing House, 1984.
- Kalera, Lalitha. Scheduled Caste Girls: Educational Backwardness and Prospects. New Delhi: Mittal Publications, 1991.
- Kananaikil, Jose. Scheduled Castes and the Struggle against Inequality. New Delhi: Indian Social Institute, 1983.
- Khan, Mumtaz Ali. Scheduled Castes and their Status in India. New Delhi: Uppal Publishing House, 1980.
- Khare R.S. The Untouchable as himself. Cambridge: Press Syndicate of the University of Cambridge, 1984.
- Kumar, A. Tribal Development in India. New Delhi: Sarup & Sons, 2002.
- Malik, Suneila. Social Integration of Scheduled Caste. New Delhi: Abhinav Publication, 1979.
- A New Deal for Backward Classes in Karnataka. Government of Karnataka. 1986.
- Paruathamma E., and Satyanarayana. New Horizons and Scheduled Castes. New Delhi: Ashish Publishing House, 1984.
- Patel, Tara. Development of Education among Women. Delhi: Mittal Publications, 1984.
- Prakash, Nirupama. Schedule Castes: Socio Economic Changes. Allahabad: Chugh Publications, 1989.
- Ramamani, V.S. Tribal Economy: Problems and Prospects. Allahabad: Chugh Publications, 1988.
- Rao, C. N. Shankar. Sociology of Indian Societies. New Delhi: S. Chand & Company Ltd., 2004.
- Sachdeva, D.R. Social Welfare Administration in India. Allahabad: Kitab Mahal, 1979.
- Satyanarayana, Parvathamma C. New Horizons and Scheduled Castes. New Delhi: Ashish & Publishing House, 1984.
- Showeb, M. Education and Mobility among Harijans. Vohra Publishers and Distributors, 1986.
- Verma, G.P. Caste Reservation in India. Allahabad: Chugh Publications, 1979.

Journals:

- Kurukshetra
- Social Welfare

ಕನ್ನಡ ಪುಸ್ತಕಗಳು

- ಶರ್ಮಾ ಆರ್.ಎಸ್., ಪ್ರಾಚೀನ ಭಾರತದಲ್ಲಿ ಶೂದ್ರರು, ನವಕರ್ನಾಟಕ ಪಬ್ಲಿಕೇಶನ್ಸ್ ಪ್ರೈವೇಟ್ ಲಿಮಿಟೆಡ್, ಬೆಂಗಳೂರು, 2004, ಮೊದಲನೇ ಮುದ್ರಣ.
- ಕೃಷ್ಣಾಮೂರ್ತಿ ಗೀತಾ, ಮಹಿಳೆ ಸಮಾಜ ಕಾನೂನು, ನವಕರ್ನಾಟಕ ಪಬ್ಲಿಕೇಶನ್ಸ್ ಪ್ರೈವೇಟ್ ಲಿಮಿಟೆಡ್, ಬೆಂಗಳೂರು, 2007, ಪ್ರಥಮ ಮುದ್ರಣ.
- ರಾವ್ ಶಂಕರ್ ಸಿ.ಎನ್., ಭಾರತೀಯ ಸಮಾಜಶಾಸ್ತ್ರ, ಜೈ ಭಾರತ್ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು, 2008
- ರಾವ್ ಶಂಕರ್ ಸಿ.ಎನ್., ಸಮಾಜಶಾಸ್ತ್ರ, ಜೈ ಭಾರತ್ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು, 2008.

Paper Code: SW 5.6

Paper Type: Discipline Specific Course (DSC)

Paper Title: Social Work Practicum – V (Concurrent Fieldwork)

Objectives:

- a) To develop an understanding of a community.
- b) To develop an understanding of an agency set-up.
- c) To develop an understanding of the causes of human problems and their effect on individual, family and group functioning.
- d) To develop professional skills of working with people.
- e) To develop skills in report writing and use of supervision.

Course Content:

This paper comprises:

- Placement in NGO/Panchayat setting.
- Conducting at least one Social Case Work.
- Conducting at least one Social Group Work.
- Organizing need-based community awareness / development programmes.

Note on the Calculation of Workload for Social Work Practicum: Workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the *UGC Model Curriculum for Social Work Education* (2001, p. 14).

Note on the Assessment of Social Work Practicum: The assessment of Social Work Practicum shall strictly be as per the guidelines given in the beginning of this syllabus.

References:

- Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
- Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
- Mathew, G. *Supervision in Social Work*. Mumbai: TISS.
- Roy, S. 2012. *Fieldwork in Social Work*. Jaipur: Rawat Publications.
- Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
- Singh, R.R. (ed.) 1985. *Fieldwork in Social Work Education: A Perspective for Human Service Profession*. New Delhi: Concept Publishing.
- Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
- University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.

Paper Code: SW 5.7

Paper Type: Discipline Specific Course (DSC)

Paper Title: Social Work Practicum – VI (Action Research Project)

Objectives:

- Give exposure to apply research skills and techniques in the real social phenomena.
- Help students to learn the research process and develop abilities to prepare research design in the realm of social work.
- Familiarize students with collection of data, analysis and project report writing.

Course Description:

This Action Research Project shall be carried out by the learner in the fieldwork setting under the supervision of the Faculty Supervisor for Fieldwork. The Social Work Practicum – V (Concurrent Fieldwork) should be planned in such a way that the need identification, intervention and evaluation of the fieldwork is carried out in Action Research mode and the same is utilized for Social Work Practicum – VI (Action Research Project).

The students shall be required to prepare and submit a research project on the theme to be decided in consultation with the faculty. The Department will announce priority areas of research. The Department in consultation with faculty members can frame rules in this regard.

Each student will be given a research topic from the department of respective colleges at the beginning of the Semester 4 so that topic, methodology and review of literature are decided well in advance.

The students should prepare a research synopsis/proposal of around 4-5 typed pages in consultation with the respective College supervisor/instructor and submit 2 copies of the same well in advance.

The students will be guided by their respective field work supervisors/instructors or by a person appointed by the Department regarding the completion of the research project.

It is expected that each student will submit his/her 2 typed or hand written copies of project report of around 80-100 pages along with summary of around 2-3 pages before the commencement of the examinations of Semester-5.

The students should keep in view that presenting and submitting the work of another student(s) as one's own work will be considered as breach of academic integrity and will ultimately be treated as misconduct.

The evaluation of this research-based project will be done as per University guidelines.

Paper Code: SW 5.8a (SEC)

Paper Type: Skill Enhancement Course (SEC)

Paper Title: Counselling Skills and Techniques

Objectives:

1. Develop a holistic understanding of counseling as a tool for help.
2. Acquire knowledge of various approaches: their theoretical under-pinnings for goals values, processes and techniques.
3. Develop an understanding of the approaches of help and self-help available in own culture.
4. Develop skills of applications real life situations.
5. Develop ability to recognize and synthesize attitude and values that enhance investment of self in the counselor's role.

UNIT I: Introduction to Counselling: Meaning and Definitions of Counseling - Goals of Counseling - Counseling situations – Preventive, Crisis, Facilitative and Developmental - Principles of Counselling.

Theories / Approaches of Counselling: Client-centered Theory -Marital and Family Therapy - Eclectic Approach - Indigenous Approaches: help and self-help (yoga, reflection, act of Prayashchit, etc).

UNIT II: Counseling Techniques and Skills:

Counseling Techniques: Interaction, Attending Behaviour, Observation, Responding, Rating and its Interpretation.

Counseling Skills: Attending & listening, Communication, Confrontation, Concreteness, Focusing, Summarizing, Reflection of the feeling, Self-disclosure leading, Strategies for classification and therapeutic behavior, Identification of supportive attitude and feelings.

UNIT III: Counselling Process

Stage – I: Problem Exploration and Clarification.

Stage – II: Integrative Understanding – Dynamic Self-Understanding.

Stage – III: Facilitation Action; Developing a New Perspective, Preferred Scenario.

Professional characteristics of counselor - Values / Ethics in counselling.

SUGGESTED LITERATURE:

1. Dave, Indu 1983: The Basic Essentials of Counselling, New Delhi: Sterling Publishers Pvt., Ltd.
2. Fuster, J. M. 2000: Personal Counselling, Eighth Updated Edition, Mumbai, Better Yourself Books.
3. Lakshmipathi Raju, M(Ed.) 1999: Family Counselling: Perspectives and Practices, Tirupati, Sri Padmavati Mahila Visvavidyalayam.
4. Narayana, Rao S. 1981: Counselling Psychology, New Delhi: Tata Mc Graw Hill Publishing Company Ltd.
5. Robert, G. Madden 1998: Legal Issues in Social Work Counselling and Mental Health, Sage Publications India Pvt., Ltd.
6. Lewis, E. Patterson and Elizabeth, R. Welfel 2000 : The Counseling Process, Stamford, Brooks / Cole Thomson Learning.
7. Fullmer, D. W. and Bernard, H. W. 1972: Counselling: Content and Process, New Delhi: Thomson Press India.

Paper Code: SW 5.8b (SEC)

Paper Type: Skill Enhancement Course (SEC)

Paper Title: Skills in Micro Finance

Objectives:

1. This paper intends to develop the basic awareness of Microfinance and its various dimensions.
2. It also attempts to provide exposure of the SHGs and Governmental support.

Unit I

History of Microfinance: Introduction, history of Microfinance, Microfinance in Asia and Pacific. History of Microfinance in India, Recommendations of various committees, Status of Microfinance in India.

Models in Microfinance: Introduction, Models of Credit disbursement under microfinance, Models of SHGs in India, Models in International microfinance.

Unit II

Government and Microfinance: Introduction, SHGs and different schemes, SHG and Poverty Alleviation Programs, SHG and Special Programs/ Schemes. Importance of SHGs: Introduction, Benefit of SHGs to members, Benefits to women, Benefits to Banks, Benefits to Government, Benefits to Voluntary Agencies and Benefits to Society.

Unit III

Livelihood Promotion: Introduction, Poverty in India, Livelihood Intervention, Livelihood Promotion efforts in India, Integrated Sectoral Strategies, Strategies for vulnerable segments of the population, Delivery of Livelihood, Models of Livelihood Problem, Income Generating Activities.

REFERENCES:

1. Branch, Brian & Janette Klaehn. Striking the Balance in Microfinance: A Practical Guide to Mobilizing Savings. PACT Publications, Washington, 2002.
2. Dowla, Asif & Dipal Barua. The Poor Always Pay Back: The Grameen II Story. Kumarian Press Inc., Bloomfield, Connecticut, 2006.
3. Hirschland, Madeline (ed.) Savings Services for the Poor: An Operational Guide. Kumarian Press Inc., Bloomfield CT, 2005.
4. Ledgerwood, Joanna and Victoria White. Transforming Microfinance Institutions: Providing Full Financial Services to the Poor. World Bank, 2006.
5. Rutherford, Stuart. The Poor and Their Money. Oxford University Press, Delhi, 2000.

SEMESTER VI

Paper Code: SW 6.1

Paper Type: Discipline Specific Course (DSC)

Paper Title: Social Work with Urban Communities

Objectives:

1. Develop an understanding of factors associated with urbanisation and its consequences.
2. Develop an understanding of policies and programmes of urban development.
3. Acquire knowledge of various approaches to urban community development.

Course Content

UNIT I

Urbanization: Concept - Industrialisation and urbanization and impact on rural society.

Characteristics of town, city, metropolis, suburbs, satellite town.

Urbanisation and social institutions - Urbanisation and social problems - Urban services and deficiencies
- Poverty in urban areas.

UNIT II

Urban Environment and Slums: Definition and theories of slums; Governmental and non-governmental efforts for slum clearance and slum improvement.

Environmental conditions of urban India - Causes and types of urban pollution - Waste management measures.

UNIT III

Urban Community Development: Meaning, need, scope and related concepts – Urban development and urban community development – origin of urban community development in India.

Significance of 74th Amendment to the Constitution to Urban Governance.

UNIT IV

Urban Development Policy and Programme: Town planning and other legislation related to urban development - Major Urban Development Authorities in Karnataka.

Unit V

Urban administration and community participation - History and functions of local self-government in urban area in India. Water and sanitation programmes.

Recent trends in Urban Community Development initiatives.

References:

1. Aziz, Abdul. 1984 Urban Poor and Urban Informal Sector, New Delhi, Ashish Publishing House.
2. Bharadwaj, R. K. 1962 Urban Development in India, New Delhi, National Book Trust.
3. Bhargava, Gopal (Ed.) 1981 Urban Problems and Policy Perspectives, New Delhi, Abhinav Publications.
4. Bose, Ashish 1973 Studies in India's Urbanization (1901 to 1971), New Delhi, Tata McGraw-Hill.
5. Cullingworth, J. B. 1973 Problems of Urban Society, Vol. I, The Social Framework of Planning, London, George Allen and Unwin Ltd.
6. Diddee, Jaymala and Rangaswamy Vomla (Eds.) 1993 Urbanisation - Trends, perspectives and Challenges, Jaipur, Rawat Publications
7. D' Souza, Victor S. 1987 Urban Development in India, In Encyclopedia of Social Work in India Vol.III, New Delhi, Ministry of Welfare, Government of India,.
8. Gangrade, K. D. 1971 Community Organisation in India, Bombay, Popular Prakashan.
9. House, Peter. 1973 The Urban Environmental System, London, Sage Publications.
10. Institute of Economic Growth India's Urbanisation 1901 – 2001, Part Two, Concepts, Definitions and Sources of Data, Second Edition, No. 10
11. Karamer, R. M.' and Specht, H. 1983 Readings in Community Organisation Practice, Englewood Cliffs: Prentice Hall.
12. Kundu, Amitabh 1987 Urban Community Development, In. Encyclopedia of Social Work in India, Vol. III, New Delhi, Ministry of Welfare, Government of India.
13. Maurya, S. D. (Ed) 1989 Urbanisation and Environmental Problems, Allahabad, Chugh Publications.
14. Prakasa Rao, V. L. S. 1983 Urbanisation in India - Spatial Dimensions, New Delhi, Concept Publishing Company.
15. Ramachandran, R. 1989 Urbanisation and Urban Systems in India, Bombay, Delhi Oxford University Press.
16. Rani Singh Sundra. 1979 Urban Planning in India, New Delhi Ashish Publishing House.
17. Rao, M. S. A. Bhat, Chandrashekar and Kadekar Laxmi Narayan. 1991 A Reader in Urban Sociology, New Delhi, Orient Longman.
18. Ross, Murray G. 1955 Community Organisation: Theory. New York, Principles and Practice, Harper and Row.
19. Srivastava, A. K. 1989 Urbanization: Concept and Growth, New Delhi, H. K. Publishers and Distributors.
20. Turner, Roy (Ed.) 1962 India's Urban Future, Bombay, Oxford University Press.
21. Verma, S. S. Urbanization and Regional Development in India, Allahabad, Chugh Publications.

Paper Code: SW 6.2

Paper Type: Discipline Specific Course (DSC)

Paper Title: Social Work with Women and Children

Objective:

1. To identify with the contemporary status of women and Child in India.
2. To understand the concept of Child Health and Child Legislation in India.
3. To understand the diverse Government and Non-Government welfare and child welfare in India.

UNIT I: Situation and status of women in India:

Historical review of status of women in Indian society. Status of women in family and religion. Educational and health status of women. Political, economic and legal status of Women in India. Status of Women in religion, caste, class variations in India.

UNIT II: Situation and status of Child in India

Children in India: Demographic characteristics, Problems of children in India.

Special categories of children: Delinquent children, Destitute children, Physically and mentally challenged, Street children, Children in prostitution, Child beggars, Children in broken homes, Behavioral problems of children, Abandoned children, Child trafficking, HIV/AIDS affected and infected children.

UNIT III: Legislations related to children

The Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act 1994 (PCPNDT), Salient feature of Right to Education Act 2009, Salient feature of Protection of Children from Sexual Offence Act 2013 (POCSO).

UNIT IV: Rights of Women and Children

Meaning and definitions of Rights, UN charter of child rights convention, women rights convention, women rights, child rights.

Unit V:

Women and Child Welfare

National Policy for Children and women, National Commission for women. National Child rights Commission, Constitutional safeguards for women and children. Women and child welfare programs in India and Karnataka

References

1. Banerjee, B. G. (1987) Child Development and Socialisation, New Delhi : Deep & Deep Publication
2. Bhalla, M. M. (1985) Studies in Child Care, Delhi : Published by NIPCCD
3. Chandra Kulshreshtha Jinesh (1978) Child Labour in India, New Delhi : Ashish Publishing House
4. Chaturvedi, T. N. (1979) Administration for Child Welfare, Admin, New Delhi : Indian Institute of Pub.
5. Desai Murli (1986) Family and Intervention – Some Case Studies, Mumbai : TISS.
6. Family Life Education in India, (1969) (Perspectives Challenges & Application) Heights Publishers & Distributors
7. Jayapalan N. (2001) Indian Society & Social Institutions – Vol. I, New Delhi : Atlantic
8. Kumar, S., Chacko, K. M. (1985) Indian Society & Social Institutions, New Delhi : New
9. Larlton E, Munson (1983) Social Work with Families – Theory and Practice, New York : The Free Press
10. Nichols, Michall P. & Richard, C(1991) (2nd edition), Family Therapy Concepts and Methods, London : Allyn and Bacob Publishers & Distributors
11. Susan Seymour; Carol Chapnick Mukhopadhyay (1994), Women, Education, and Family Structure in India, Westview press.
12. Williamson, Robert C. (1967) Marriage and Family Relations, New York, John Wiley & Sons, Inc..
13. Williamson, Robert C.(1967) Marriage and Family Relations, New York, London, Sydney John Wiley and Sons, Inc.

Paper Code: SW 6.3

Paper Type: Discipline Specific Course (DSC)

Paper Title: Social Work with Differently-abled Persons

Objectives:

- 1) To critically examine the social construction of Differently-abled Persons from different stakeholder perspectives.
- 2) To become aware of persons with disabilities and their familial and societal contexts, including the disabling and enhancing environments impacting their quality of life.
- 3) To be sensitive to the abilities, residual capacities, and issues faced by each category of persons with disabilities
- 4) To be exposed to the various types of disabilities and their causal factors, prevention, promotion and rehabilitation measures needed by each disability group at different life cycle stages and rehabilitation settings.

Unit I

Disability: Introduction, who are disabled? Definition of disability, PWD in Rehabilitation context, Social Construction of Disability, Attitudes, Stigma, Discrimination, Disabling and Enabling Environment.

Unit II

Causes, Consequences of Disability, Type of disability, Visual Impairment-magnitude, causes, types, assessment, impact of visual impairment on child's development. Hearing Impairment- magnitude, causes, types, assessment, impact on child's development Deafblind- magnitude, causes, types, assessment, impact on child's development. Locomotor Disability- magnitude, causes, types, assessment, impact on child's development Learning disability-magnitude, causes, types, assessment, impact on child's development

Unit III

Needs and problems of Person with Disability (Each type) related to health including physical, mental, reproductive and sexuality, Psychology of disability, adjusting to one's own disability, self-esteem.

Unit IV

Rehabilitation - rehabilitation programmes such as art therapy, animal therapy, dance, drama therapy, music, Different setting such as School, hospital. Community, Enabling environment.

Unit V

Role of Social Worker in rehabilitation of Person with Disability, Constitutional Provisions. UN Convention Rights of persons with disability & on Human Rights, PWD Act.

References:

1. Albrecht, G., Seelman, K., Bury, M (ed) 2001, Handbook of Disability Studies, New Delhi: Sage Publication
2. Biglan A.W., VanHasselt V.B., Simon J. (1988). Visual Impairment. In VanHasselt V.B.(Ed.), Handbook of Developmental and Physical Disability (pp.471-562). New York: Pergamon Press.
3. Bloom F. (1974). Our Deaf Children, London: Martins Publishers Ltd.
4. Freeman R.D., Carbin C.F. & Boose R.J. (1981). Can't Your Child Hear? A Guide for those who Care about Deaf Children. Baltimore: University Press.
5. Fulder, A.R. & Best, A.B. & Bax, M.C.O. (1993). The Management of Visual Impairment in Childhood. London: Mac Keith Press.
6. Georgy S (1976). The Deaf Child and his Family. London: George Allen & Unwin.
7. Jan J.E., Freeman R.D. & Scott E.P. (1977). Visual Impairment in Children and Adolescents. New York: Grune and Stratton.
8. Karna, G (2001) Disability Studies In India: Retrospects and Prospectus, New Delhi; Gyan Publishing House
9. Mc Innes J.M. & Treffry J.A. (1982). Deaf-Blind Infants and Children. England: Open University Press.
10. Michel E.D. & Vennon M. (1981). They Grow in Silence – The Deaf Child and the Family. Maryland: National Associate of the Deaf.
11. Oliver, M. (1990) The Politics of Disablement, New York: Palgrave MacMillan
12. Shakespeare, T (2006) Disability Rights and Wrongs, London: Routledge
13. Oliver, M, Sapey, B (2006), Social Work with Disabled People, New York: Palgrave MacMillan
14. Punani B. & Rawal N.(1993). Handbook: Visual handicap. New Delhi: Ashish Publishing House.
15. Stein L.K. (1988). Hearing Impairment. In VanHasselt V.B. (Ed.) Handbook of Developmental and Physical Disability (pp.271-294). New York: Pergamon Press.
16. Goldenson, Robert M. (1978). Disability and Rehabilitation Handbook, McGraw Hill Inc.
17. Stewart W.F.R. (1979). The Sexual Side of Handicap, Great Britain: Woodhead Faulkner Ltd.
18. Banerjee, Gauri Rani. (1972). Social Caseworker and the Physically Handicapped Child. In Papers on Social Work – An Indian Perspective, Bombay: TISS.
19. Houck C.K. (1984). Learning Disabilities, Understanding Concepts, Characteristics and Issues, Englewood Cliffs: Prentice Hall Inc.
20. Malin N. (Ed.) (1995). Services for People with Learning Disabilities. London: Routledge.

Paper Code: SW 6.4

Paper Type: Discipline Specific Course (DSC)

Paper Title: Panchyati Raj System in India

Objectives:

- a) Understand the philosophy of Panchayati Raj System in India.
- b) Understand the origin and development of Panchayati Raj System in India.
- c) Understand the legislations and mechanism of Panchayati Raj System in India.

Course Content:

UNIT I

Panchayati Raj Movement in India: Retrospective and Present Status- Introduction, Devolution of Functions and Functionaries, Devolution of Financial Powers to PRIs, Panchayati Raj: 73rd Constitutional Amendment.

UNIT II

Gram Sabha & Gram Panchayat: Gram Sabha: Roles & Responsibilities, Participation of Gram Sabha Meetings, Gram Panchayat: Constitution and Functions, Role of Gram Panchayat in inclusive development- livelihood generation, health, education and social issues, Gram Sarpanch: Roles & Responsibilities.

UNIT III

Taluk & Zila Panchayat: Taluk Panchayat & its role in local development, taluk development Council: Constitution and Functions, Zila Panchayat: Roles & Responsibilities, Zila Parishad: Constitution and Functions.

UNIT IV

Panchayati Raj: Social Constraints, Resource Mobilization and Taxation, Functioning of Panchayats and Women Representatives, Women Empowerment through PRIs: some Experiments.

UNIT V

Role of PRIs in Rural Development, overview of national and state level rural development programmes, problems and prospects of rural entrepreneurship in karnatak. role of social worker in rural development.

References:

- Debroy, Bibek. & Kaushik, P.D. (2005). Energizing Rural Development through 'Panchayats', Academic Foundation.
- Menon, Sudha V. (2007). Panchayati Raj: Perspectives and Experiences, ICFAI Publications.
- Bhaviskar, B.S. and Metthew, George. (2009). Inclusion and Exclusion in Local Governance, Sage Publications.
- Anil Datta Mishra and Mihadev Shivappa Dadage (2002), Panchayati Raj: Gandhian Perspective, Mithal Publications, New Delhi.
- Bakshi P.M. (Ed.), (2004), The constitution of India, Universal Law Publishing Company, Delhi.
- Jean Jacques Dethier (Ed) (2000), Governance, Decentralization and Reform in China, India and Russia, Kluwer Academic Publishers, Netherlands.

Paper Code: SW 6.5a

Paper Type: Discipline Specific Elective (DSE)

Paper Title: Social Work with the Elderly

Objectives:

1. To get an overview of the perspectives on aging and scope for practice.
2. To understand the various challenges related to aging, healthy aging and problems of the elderly in difficult situations.
3. To identify agencies working with elderly, the different care settings and issues in working with elderly in different settings.
4. To gain an insight into process of working with elderly.
5. To train the learners in applying specific social work intervention measures in working with senior citizens, care givers and to have an understanding of National Policy on Older Persons, and the role of International and NGOs to ensure quality of life to the elderly.

Course Content

UNIT I

Gerontology – Definition and scope. Understanding the elderly from demographic, developmental, psychological, socio-cultural, economic, and health perspectives.

UNIT II

Developmental tasks in elderly: Issues in health care, changes in family structure, coping with aging process, and status in the family. Healthy aging, Successful aging, and quality of life in the old age.

UNIT III

Care settings for elderly: General hospitals, geriatric wards/ hospitals, home-based care, homes for the aged, nursing homes, day-care-centers, hobby centers, and facilities for homeless elderly, elderly helpline, and senior citizen forum. Social security schemes for the Elderly.

UNIT IV

Theories of Successful Aging: Disengagement Theory and Activity Theory. National Policy on Older Persons, Constitutional and Legal safeguards of senior citizens. Role of HelpAge India and other prominent Organisations working for elderly.

UNIT V

Social work intervention measures for senior citizens through methods of social work: Case work, group work, community organisation, welfare administration, social work research, social action

References:

1. Bali. P. Arun, 2001 Care of the Elderly in India. Shimla, Indian Institute of Advanced Studies.
2. Chatterjee, S.C., Patna, and K.P., Charian, V. 2008., Discourses on aging and Dying. New Delhi, Sage Publications
3. Dandekar, Kumudini. 1996 The Elderly In India, New Delhi, Sage Publications.
4. Desai, Murli and Raju, Siva (Ed.) 2000. Gerontological Social Work in India - Some issues and Perspectives. Delhi, BR Publishing House.
5. Dey, A. B (Ed.) 2003 Ageing in India: Situation Analysis and Planning for the Future. New Delhi / WHO and AIIMS.
6. Emmatty, Leena. M. 2008 An insight into Dementia Care in India. New Delhi, Sage Publications.
7. Gangadhar B. Sonar. 2010 Social Work with Elderly, in Fields of Social Work Practice, edited by B.S.Gunjel and G.M.Molankal, Baraha Publishing House, Bangalore. P-75-83.
8. Gangadhar B. Sonar. 2004 Intergenerational Issues in Old Age: A study on Gulbarga District of Karnataka, Indian Journal of Gerontology Vol.18, No.3 & 4.
9. Gangadhar B. Sonar. 2004 Old Age Pensioners – A Socio-Psychological Study, Indian Journal of Gerontology Vol. 18, No. 1 & 2.
10. Hurlock, Elizabeth. 1981 Developmental Psychology. 5th Edition. New Delhi, Tata McGraw Hill Publications.
11. Indira Jaiprakash. 1999 Aging in India, A report submitted to World Health Organisation, Geneva.
12. Khan M.Z. 1989 Voluntary Welfare Services for the Aged, Dept. of Social Work, New Delhi, Jamia Milia Islamia.
13. Kumar, Vinod (Ed.) 1996 Aging - Indian Perspective and Global Scenario, New Delhi, AIIMS.
14. Rajan, Irudaya.S., Mishra, U. S., and Sharma, S.P. 1999. India's Elderly, New Delhi, Sage Publications.
15. Ramamurti P,V and Jamuna D (Ed) 2004. Handbook of Indian Gerontology. New Delhi, Serial Publishers.
16. Tyagi Renu. 2000 National Policy on Older Persons: At a Glance, Helpage India, Vol.6, No.1, P-5-10.
17. TISS. 1998 An Attempt to Develop Gerontological Social Work in India: A seminar report, Mumbai.
18. Vineeta B Pai 2000 Coping with Retirement, UNESCO CLUB, Naganur, Belgaum

Journals:

1. Indian Journal of Gerontology, C-207, Manu Marg, Tilak Nagar, Jaipur 302 004
2. R & D Journal of Helpage India . C-14, Qutab Institutional Area, New Delhi, 110016.

Paper Code: SW 6.5b

Paper Type: Discipline Specific Elective (DSE)

Paper Title: Social Work in Correctional Setting

Objectives

1. To enable the students with advanced theoretical information in the field of correctional social work.
2. It will give analytical insight to understand the causes of crime and juvenile delinquency.
3. This paper will equip the students with knowledge to understand the criminals and to reform and rehabilitate the criminal back to the society.

Unit I

Crime; meaning and definition. Forms of Crime: Traditional Crimes, White-collar Crimes and Organized Crime, Youth Crime: Emerging Patterns and Trends.

Unit II

Penology: Meaning and scope; Development of penological thought; theories of punishment: Corrections: Concept, Scope and Techniques Correctional Services: Prisons Systems,

Unit III

Juvenile Justice System and Probation System, Prison administration in India-Organization and Management; Prison reforms in India; Crime in India and Karnataka. emerging patterns and trends; Social legislation for prevention of crime.

Unit IV

Criminal Justice System: Police, Prosecution, Courts and Prisons, Police and Policing in India, Problems of Prison Administration and Problems of Judicial Administration.

Unit V

Correctional System in India: brief history, definition, meaning and scope of correctional administration, classification of correctional institutions. Types, nature, objectives, structure and functions of these institutions. Concept of correctional social work. Probation and parole system. Correctional Services of Juveniles: Institutional and non-institutional services: observation home, juvenile home, fit-persons institutions their establishment and functions.

References:

1. Barnes, H.E. and Teeters, N.K. - New Horizons Criminology
2. Cressy, D.R. - Criminology
3. Gibbons, D.C. - Society, Crime and Criminal Careers
4. Reckless, Walter C.: The Crime Problem
5. Sutherland, E. H. - White Collar- Crime Problem.
6. Sutherland, and E.H. Cressey, D.R. -Principles Of Criminology
7. Taylor, I., Walton, P. and Young, J - The New Criminology
8. Vold, G.B. - Theoretical Criminology
9. Quinney, Richard – Criminology.
10. Rao, Venugopal - Facets of Crime in India
11. Gillin, John Lewis: Criminology and Penology.
12. Bhusan, Vidya: Prison Administration in India.
13. Datir, R.N: Prisons and Society: A Study of the Indian Jail System.
14. Srivastava, S.P.: The Indian Prison Community.
15. Bhattacharya, S.K: Social Defence in India

Paper Code: SW 6.6

Paper Type: Discipline Specific Course (DSC)

Paper Title: Social Work Practicum – VII (Concurrent Fieldwork)

Objectives:

- a) To develop an understanding of a community.
- b) To develop an understanding of an agency set-up.
- c) To develop an understanding of the causes of human problems and their effect on individual, family and group functioning.
- d) To develop professional skills of working with people.
- e) To develop skills in report writing and use of supervision.

Course Content:

This paper comprises:

- Placement in NGO/Panchayat setting.
- Conducting at least one Social Case Work.
- Conducting at least one Social Group Work.
- Organizing need-based community awareness / development programmes.

Note on the Calculation of Workload for Social Work Practicum: Workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the *UGC Model Curriculum for Social Work Education* (2001, p. 14).

Note on the Assessment of Social Work Practicum: The assessment of Social Work Practicum shall strictly be as per the guidelines given in the beginning of this syllabus.

References:

- Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
- Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
- Mathew, G. *Supervision in Social Work*. Mumbai: TISS.
- Roy, S. 2012. *Fieldwork in Social Work*. Jaipur: Rawat Publications.
- Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
- Singh, R.R. (ed.) 1985. *Fieldwork in Social Work Education: A Perspective for Human Service Profession*. New Delhi: Concept Publishing.
- Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
- University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.

Paper Code: SW 6.7

Paper Type: Discipline Specific Course (DSC)

Paper Title: Social Work Practicum – VIII (Social Work Camp)

Objectives:

1. Understand the rural social system with special reference to a specific poverty group.
2. Understand the nature of government intervention in relation to poverty groups in the region, and the related structures of decision making and intervention.
3. Develop the capacity to critique the interventions of both the voluntary organizations and the governmental agencies in relation to the specific poverty group.
4. Through experience in group living, appreciate its value in terms of self-development, interpersonal relationship, sense of organization, management and taking on responsibility.
6. Acquire skills in planning, organizing, implementing the camp for example conscious use of time, communication skills, team spirit and handling relationships, conflicts and differences of opinion, decision making, evaluation, appreciation, sharing of resources, tasks, coping skills in problem situations, co-operation and co-ordination.

Process: The department has to identify a cluster of villages to undertake developmental initiatives keeping in view the methods of social work in general and working with communities in particular. The department has to organize required number of visits to the chosen cluster and select a village to organize the ten days rural camp. The village has to be identified well in advance so as to facilitate the Faculty and Student Coordinators and the student committees to understand the community and its requirements of social work intervention, as a base for organizing the camp. A minimum of three visits of all the students together and a minimum of six visits in different groups should be organized before the Camp.

The learners have to be fully involved in planning, organizing and implementing the programmes. While doing so, the topmost priority has to be given to attaining the above-mentioned objectives of the Camp. The social work educator shall motivate the learners to undertake social analysis of the community through observation, survey and other participatory approaches. The learner should be encouraged to take concrete task towards meeting the basic/civic needs of the people. The tasks undertaken shall be based on people's participation. The learners shall submit a hand written individual report not less than a minimum of 50 pages within 10 days after completion of the camp. The report shall consist all the details from the initial stage to its termination in a specific format prepared and supplied by the Faculty Coordinator of the Camp.

The camp may be organized in Tribal areas/Disaster and relief areas for crisis management and rehabilitation initiatives.

Paper Code: SW 6.8a

Paper Type: Skill Enhancement Course (SEC)

Paper Title: Participatory Project Management Skills

Introduction:

The paper aims to appraise the students with methodology for planning, formulating, implementing and evaluating development projects using the Logical Framework.

Objectives:

1. Understand different perspectives of development and approaches for community development.
2. Understand process and components of project management.
3. Develop application skills for effective organisational management.

Course content

UNIT I

Introduction to Project Management: Concept of Development and Development Projects, Meaning and Components of Project Management, Overview of Project Cycle Management.

Project Identification: Needs assessment: listening, interviewing, focus group discussions; community mapping; Capacity assessment: human, social, natural, physical, economic, cultural. Feasibility/Base Line studies.

UNIT II: Logical Framework Approach

Overview of the Logical Framework Approach: What is Logical Framework Approach?, History of Logical Framework Approach, and the Pros and Cons of Logical Framework Approach.

Using the Logical Framework Approach for Project Design: The two Main Stages of Logical Framework Approach - The Analysis Stage: Preparatory Analysis, Stakeholder Analysis, Problem Analysis, Analysis of Objectives and Analysis of Strategies/Alternatives.

UNIT III:

Basics and Principles of Project Cycle Management: Definitions of Project, the Purpose of Project Cycle Management, the Cycle of Operations, Key Responsibilities and Decision-Making Process, and Coordinating the Project Cycle Management in an Integrated Planning.

Using the LFA at Various Phases of PCM: Programming Phase, Identification Phase, Formulation Phase, Implementation Phase, Including Monitoring and Reporting. Evaluation Phase.

References

- Blackman, Rachel. 2003. Project Cycle Management. UK: Tearfund. (Downloaded from www.tearfund.org/tilz).
- Choudhury, S. (1990). Project Management, New Delhi, Tata McGraw – Hill Publishing Company Ltd.
- Clark, John 1991 Voluntary Organisations: Their Contribution to Development, London, Earth Scan.
- Dale, Reidar. 2001. Evaluation Frameworks for Development Programmes and Projects. New Delhi: Sage Publications.
- Eade Deborah and Litingen Ernst. (ed) 2006 Debating development-NGOs and the Future, New Delhi: Rawat.
- Fernandes, Walter Tondon, Rajesh (Ed) (1981) Participatory Research and Evaluation, New Delhi: Indian Social Institute.
- Ghosh, A.S. 1990. Project Management. New Delhi: Anmol Publishers.
- Ginbery, Leon.H 2001 Social Work Evaluation - Principles and Methods, Singapore, Allyn and Bacon.
- Goel, B. B. and Faculty of Arts, Punjab University (1987) Project Management – A Development Perspective, New Delhi: Deep and Deep Publication.
- Kandasamy.M 1998 Governance and Financial Management in Non – Profit Organization, New Delhi, Caritas India.
- Kappor, K.K(Ed) 1986 Directory of Funding Organizations, New Delhi, Information and News Network.
- Kumar, A 2003 Social Change through NGO's, New Delhi, Anmol Publishers.
- Marsden, David, Oaklay, Peer (Ed) (1990) Evaluating Social Development Project; Oxford, UK: Oxfam.
- Moder, Joseph. 1986. Project Management with CPM and PERT. New Delhi.
- Mukharjee, Amitava (2004) Participatory Rural Appraisal- Methods and Applications in Rural Planning, New Delhi: Concept Publishing Company.
- Mukharjee, Neela (2002) Participatory Learning and Action with 100 Field Methods, New Delhi: Concepts Publishing Company.
- Mukherjee, Amitarva (Ed). 1995 Participatory Rural Appraisal: Methods and Application in Rural Planning, New Delhi, Vikas.
- Mukherjee, K.K and Mukherjee 1986 Voluntary Organization: Some Perspectives, Sutapa Hyderabad, Gandhi Peace Centre.
- Mukherjee, Neela (1996) Participatory Rural Appraisal and Questionnaire Survey, New Delhi: Concept Publishing Company.
- Prasanna, C. 1993. Project Preparation. New Delhi: Tata McGraw Hill.
- PRIA (1995) A manual for participatory Training Methodology in Development, New Delhi: PRIA.
- Robin Lall. 2004 The Dynamics of NGO's New Delhi, Dominant Publishers.
- Rossi. 1992. Evaluating Social Programmes. New York: Seminar Publications. C.B.S.
- Sachs Wolfgang (Ed.) (1992) The Development Dictionary- A Guide to Knowledge as Power, London, New Jersey: Zed Books.
- Sakararan and Rodrigues 1983 Hand Book for the Management of Voluntary Organisation Madras, Alfa.
- Somesh Kumar (2002) Methods for Community Participation, New Delhi: Vistar Publication.
- Sooryamoorthy R and Gangrade K.D. 2006 NGOs in India - A cross Sectional study New Delhi: Rawat.

Paper Code: SW 6.8b

Paper Type: Skill Enhancement Course (SEC)

Paper Title: Skills of Social Entrepreneurship

Objectives:

1. To understand the need and role of social entrepreneurs in society
2. To understand self to become entrepreneur and to share ideas, concepts with team
3. To understand entrepreneur as individual
4. To understand entrepreneur/social entrepreneur as change maker
5. To learn elements of entrepreneurship process
6. To learn social entrepreneurship as a method for social value creation.

Unit I

Entrepreneurship-Basic Concepts: Concept, Entrepreneurship and Indian Social System, Social Entrepreneurship: Definition of Social Entrepreneurship, Evaluation of Social Entrepreneurship in India, and characteristics, perspective on social problems, Social Entrepreneurial Motivation, role of innovation in making of social enterprise.

Unit II

Starting the venture: Generating business idea – sources of new ideas, opportunity recognition; environmental scanning, competitor and industry analysis; feasibility study – market feasibility, technical/operational feasibility, financial feasibility; drawing business plan; preparing project report; presenting business plan to investors.

Unit III

Social Entrepreneurship as business model: Sectors: Financial services, FMCG products, Livelihood, Environment and energy. Contemporary issues in social engagement, Trends in Social Entrepreneurship,

References

- (1) Enterprising nonprofits: a toolkit for Social entrepreneurs; Wiley e Book;
- (2) Social Entrepreneurship: New Models of sustainable social change: By:- Alex Nicholls; Oxford University Press
- (3) How to change the world Social Entrepreneurs and the power of new Ideas – By : David Bornstein – Oxford Press
- (4) The New Social Entrepreneurship What awaits social entrepreneurial Ventures ? Edited By : Francesco Perrini ; Published By : Edward Elgar Publishing Ltd.
- (5) Entrepreneurship As social Change – A third Movements in Entrepreneurship Book – Edited By :- Chirs Steyaert and Daniel Hjorth ; Edward Elgar Publishing Limited
- (6) Social Entrepreneurship : A modern Approach to social value Creation ; Arthur C. Brooks ;
- (7) Principles of labour Welfare M.V. Murthy.
- (8) Human Resource Management – Gargy Dessler & Biju varkkery Prentice Hall India/Pearson Education.-2003 Eleventh Edition.
- (9) Human Resource Management – Chandra prasanna, Pearson education, second edition 2006.
- (10) Human Resource Management – John M. Ivancewitch – Tata Mc graw Hill Ninth Edition