



KARNATAK UNIVERSITY, DHARWAD
ACADEMIC (S&T) SECTION
ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ
ವಿದ್ಯಾಮಂಡಲ (ಎಸ್&ಟಿ) ವಿಭಾಗ



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NAAC Accredited
'A' Grade 2014

website: kud.ac.in

No. KU/Aca(S&T)/RIH-277/BOS /Social Work (UG) /20-21 1025

Date: 19 OCT 2020

NOTIFICATION

Sub: Regarding introduction of the syllabus of Social Work UG under C.B.C.S.
w.e.f. the academic year 2020-21 & onwards.

- Ref: 1. UGC Letter DO No. 1-1/2016(SECY), dt. 10.08.2016.
2. Special BOS Res. No. 01, dt. 27.07.2020.
3. Special Faculty Res. No. 11, dt. 07.08.2020.
4. Special Academic Council Res. No. 25, dt. 21.08.2020.
5. Vice-Chancellor's order dated 8 OCT 2020

Adverting to the above, it is hereby notified to the Principals of all constituent and affiliated degree colleges coming under the jurisdiction of Karnatak University, Dharwad that the Social Work UG syllabus for I to VI Semester which is annexed herewith in Annexure-A is introduced under C.B.C.S. from the academic year 2020-21 & onwards.

Hence, the contents of this notification may please be brought to the notice of the students and all the concerned. The prescribed C.B.C.S. syllabus may also be obtained through K.U.website (www.kud.ac.in).

(Dr. Hanumantappa K.T)
REGISTRAR

To,


1. The Chairman, BOS Social Work (UG), Dept. of Political Science, K.U.Dharwad.
2. The Chairman, Dept. of Social Work, K.U.Dharwad.
3. The Principals of all the constituted and affiliated degree colleges under the jurisdiction of Karnatak University, Dharwad.
4. The Registrar (Evaluation), K.U.Dharwad.

Copy fves to:

1. Dr. M.A.Jalihah, Dean, Faculty of Social Science, Dept. of Psychology, K.U.Dharwad.
2. The Director, IT Section, Examination Section, K.U.Dharwad for information and to upload on K.U.Website (www.kud.ac.in).

Copy to:

1. PS to Vice-Chancellor, K.U.Dharwad.
2. S.A. to Registrar, K.U.Dharwad.
3. O.S., Exam UG / Confl / QP / GAD Section, K.U.Dharwad.
4. The System Analyst, Computer Unit Exam Section, K.U.Dharwad.


KARNATAK UNIVERSITY
DHARWAD



BA: Social Work (Optional Paper)
SYLLABUS

For

B.A. I TO VI SEMESTER
SOCIAL WORK (Optional Paper)
As Discipline specific course (DSC) along with
Generic Elective(GE) and Skill Enhanced Course(SEC)
Under Choice Based Credit System (CBCS)

From

2020-21 and onwards B.A. SOCIAL WORK
(CBCS SEMESTER SCHEME) SYLLABUS

Annexure: 1 B: Programme structure: B.A.

Semester	*Core			Elective						Ability Enhancement Course						Total Credit
	DSC			**DSE			***GE			****SEC			AECC			
	Course	L+T+P	Credit	Course	L+T+P	Credit	Course	L+T+P	Credit	Course	L+T+P	Credit	Course	L+T+P	Credit	
I	DSC-1A	5+1+0	5+1=6										English-1	2+1+0	2+1=3	26
	DSC-2A	5+1+0	5+1=6										MIL-1	2+1+0	2+1=3	
	DSC-3A	5+1+0	5+1=6										ENVIRONMENTAL SCIENCE	2+0+0	2+0=2	
II	DSC-1B	5+1+0	5+1=6										English-2	2+1+0	2+1=3	26
	DSC-2B	5+1+0	5+1=6										MIL-2	2+1+0	2+1=3	
	DSC-3B	5+1+0	5+1=6										CONSTITUTION OF INDIA	2+0+0	2+0=2	
III	DSC-1C	5+1+0	5+1=6										English-3	2+1+0	2+1=3	24
	DSC-2C	5+1+0	5+1=6										MIL-3	2+1+0	2+1=3	
	DSC-3C	5+1+0	5+1=6													
IV	DSC-1D	5+1+0	5+1=6										English-4	2+1=0	2+1=3	24
	DSC-2D	5+1+0	5+1=6										MIL-4	2+1=0	2+1=3	
	DSC-3D	5+1+0	5+1=6													
V				DSE-1E	5+1+0	5+1=6	GE-1E	2+0+0	2	SEC-1E	2+0+0	2				22
				DSE-2E	5+1+0	5+1=6										
				DSE-3E	5+1+0	5+1=6										
VI				DSE-1F	5+1+0	5+1=6	GE-1F	2+0+0	2	SEC-1F	2+0+0	2				22
				DSE-2F	5+1+0	5+1=6										
				DSE-3F	5+1+0	5+1=6										
TOTAL			72			36			4			4			28	144

L+T+P= Lecturing in Theory + Tutorial + Practical Hours per Week

*If the core course is having practical. Hence, L+T+P = 4+0+2=6 credits (no tutorial for practical subject).

** Each DSE shall have at least two papers and student shall choose any one paper from each DSE.

***GE shall be from other than the discipline.

**** SEC shall be from any one DSC and study one each in 5th and 6th semesters (SEC may be practical or theory for 2 credits only).

Note: 1. Each DSC/DSE Shall have 60hrs syllabus / semester for 100 marks in theory (80 Sem. End exam +20 IA Exam) and 52 hrs practical/sem for 50 marks (40 Sem. End exam +10 IA Exam) wherever applicable.

2. English/MIL Shall have 45 hrs syllabus / semester for 100 marks in theory (80 Sem. End exam +20 IA Exam).

3. Environmental Science/ Constitution of India / SEC /GE shall have 30 hrs syllabus / semester for 50 marks in theory/ Practical (40 Sem. End exams +10 IA Exam).

B.A SOCIAL WORK (Optional Paper)

Preamble:

The courses in Social work are designed to be offered under the pattern of Under-Graduate Level **New Semester Scheme (CBCS) from academic year 2020-2021**. It is aimed to provide students, the basic knowledge and skills to work with people.

Specific Objectives are:

- a. To provide understanding of Society and Social problems.
- b. To orient them to acquire skills and the techniques of working with people.
- c. To provide basic knowledge of Social Work Professional practice.

Field Work programme for all the semester shall consist of orientation classes, group visits, individual placement, to understand the nature of Field Work programme and information about various social agency settings and their services, in Schools, VOs, GOs, NGOs, Community etc.

Students shall be provided with orientation lecture, group visits and individual placement to various Social Welfare/Community settings. Students shall be required to submit individual Field Work Report once in a week to their concerned Field Work faculty supervisors.

The course is spread over to 3 academic years (6 semesters). Following are some of the key component included in this syllabus as per the CBCS guidelines provided by the University Draft Regulations Governing the Acts of the Choice Based Credit System (CBCS) for Under Graduate Programmes (General) of Karnatak University, Dharwad (As per Section 44(1) © of K.S.U. Act 2000) effective from 2020-21.

- **Ability Enhancement Courses [AEC]:** Compulsory course Languages like English or MIL, Environmental Sciences, Indian Constitutions etc.
- **Discipline Specific Course [DSC]:** Are compulsory core courses of the programme.
- **Discipline Specific Elective [DSE]:** Offered under the main discipline/subject of study.
- **Generic Elective [GE] Course:** An elective course chosen from an unrelated discipline/subject, with an intention to seek exposure beyond discipline/s.
- **Skill Enhancement Courses [SEC]:** These courses may be chosen from a pool of courses designed to provide value-based and/or skill based knowledge and should contain theory and lab/hands on training/fieldwork.

Scheme of Examinations:

The student shall appear for Theory examination at the end of every semester, as notified by the university.

Each theory paper examination shall be conducted for period of 3 hours with Maximum Marks of 100.

Further, 80 Marks for theory paper and 20 Marks for internal assessment shall be allotted by the concerned course teacher by conducting two class tests in every semester.

Social Work Practicum Evaluation:

The Field Work Reports submitted by the student shall be evaluated by a committee of qualified examiners, consisting of one external and one internal examiner, for maximum marks of 50. Further 25 Marks is allotted for Internal assessment and 25 Marks is allotted for Viva-Voce examination conducted by the committee consisting of one internal and one external examiner. However, in such colleges, where no qualified examiner is available both the examiners shall be external.

Note: * In concurrent Field Work Programme, each students has to undergo 8 hours of Field Work Practicum per week. Two hours of Field Work Practicum is carried out by the students is equated to one hour of theory classes conducted in the Community/ Agency / Institution setting (8 hours i.e. Field Work two hours = 1 hour theory class). (8/2 = 4 Hrs. the work load for the practical is consider as 1: 8 The Ratio of one teacher shall has batch of 8 students) (each teacher has to spend 1 hour per student. i.e. 8 students = 8 hours). As per UGC Model Curriculum for Social Work Education [2001, p. 14].

B.A : SOCIAL WORK

Syllabus of B.A. in Social Work course (CBCS) (I to VI Semester)

The syllabus for said course is inclusive of the following theory as well as practical paper from I to VI Semester CBCS degree course.

B.A: Social Work (Optional Paper) (CBCS) I Semester

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	1.4	DSC-2A	Social Work Profession - History, Philosophy and Ideologies	4	3	20	80	100	4
2	1.5	DSC-3A	Social Work Practicum-I Orientation Lecture and Group Visit	8* (One day in a Week)	Viva Voce	25	25	50	2
Total								150	6

B.A: Social Work (Optional Paper) (CBCS) II Semester

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	2.4	DSC-2B	Social Case Work	4	3	20	80	100	4
2	2.5	DSC-3B	Social Work Practicum-II (School Visit)	8* (One day in a Week)	Viva Voce	25	25	50	2
Total								150	6

BA : Social Work (Optional Paper) (CBCS) III Semester

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	3.4	DSC-2C	Social Group Work	4	3	20	80	100	4
2	3.5	DSC-3C	Social Work Practicum-III (NGOs, GOs, VOs)	8* (One day in a Week)	Viva Voce	25	25	50	2
Total								150	6

BA : Social Work (Optional Paper) (CBCS) IV Semester

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	4.3	DSC-2D	Community Organization	4	3	20	80	100	4
2	4.4	DSC-3D	Social Work Practicum-IV Community Visits	8* (One day in a Week)	Viva Voce	25	25	50	2
Total								150	6

BA : Social Work (Optional Paper) (CBCS) V Semester

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	5.3	DSE-2E	a) Social Work Research and Statistics OR b) Fields of Social Work	4	3	20	80	100	4
2	5.4	DSE3E	Social Work Practicum-V Individual Placement	8* (One day in a Week)	Viva Voce	25	25	50	2
3		GE-1E	Foundations of Social Work Practice -I	2	1.5	10	40	50	2
4		SEC-1E	Life Skill Education for Social Workers	2	1.5	10	40	50	2
Total								250	10

BA : Social Work (Optional Paper) (CBCS) VI Semester

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	6.3	DSE-2F	a) Social Work Administration, Social Action and Policy OR b) Rural, Tribal and Urban Community Development	04	3	20	80	100	4
2	6.4	DSC -4F	Social Work Practicum-VI Individual Placement	8* (One day in a Week)	Viva Voce	25	25	50	2
3		GE-1F	Foundations of Social Work Practice -II	2	1.5	10	40	50	2
4		SEC-1C	Participatory Learning Approaches and Tools	2	1.5	10	40	50	2
Total								250	10

Note: * In concurrent Field Work Programme, each students has to undergo 8 hours of Field Work Practicum per week. Two hours of Field Work Practicum is carried out by the students is equated to one hour of theory classes conducted in the Community/ Agency / Institution setting (8 hours i.e. Field Work two hours = 1 hour theory class). (8/2 = 4 Hrs. the work load for the practical is consider as 1: 8 The Ratio of one teacher shall has batch of 8 students) (each teacher has to spend 1 hour per student. i.e. 8 students = 8 hours). As per UGC Model Curriculum for Social Work Education [2001, p. 14].

BA: Social Work (Optional Paper) (CBCS) I Semester

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	1.4	DSC-2A	Social Work Profession - History, Philosophy and Ideologies	4	3	20	80	100	4
2	1.5	DSC-3A	Social Work Practicum-I Orientation Lecture and Group Visit	8* (One day in a Week)	Viva Voce	25	25	50	2
			Total					150	6

Paper-1.4- DSC-2A: Social Work Profession - History, Philosophy and Ideologies

Course Objectives:

- a) To develop an understanding of the philosophic values, principles and goals of Professional Social Work.
- b) To gain information about contemporary ideologies of Social Work.
- c) To acquire a critical awareness of the tradition of Social Service in Indian Society and place of current professional approach to social work in this tradition..

Learning Outcomes: Able to understand social work as a profession and its evolution in west and India and contribution of various social reformers to it. Able to understand various ideologies of social work and contemporary social movements and to demonstrate awareness of values and ethics of social work profession.

Unit I

Social Work: Meaning, Definition, Objectives, Scope and Principles. Concept and Philosophy of Social work .Relationship of Social work with other Social Sciences.

Unit II

History of Social work: History of Social Work in West (UK and USA).History of Social work in India and its Present Status.

Unit – III

Philosophy of Social Work – Traditional and Professional; Introduction to Contemporary Ideologies for Social Change, Neo-liberalism and Globalization, Multi- Culturism, Ideology of Action Groups and Social Movement and Human Rights.

Unit IV

Indian History of ideologies for Social Change: Ancient period: Vedic, Vedantic and NonVedic ideologies, Spirituality; Medieval period: Zoroastrianism and Islamism in India. Mysticism of Bhakti and Sufi movements, Sikhism; Modern Period, Ideology of the Indian Constitution, Ideology of Voluntary Organizations, and Non Government Organization

Unit V

Social Work as a Profession: Meaning, Definition and Characteristics of a Profession, Attributes of a Profession, Ethical Issues and Limitations.

References:

1. Agarwal.M.M 1998 : “Ethics & Spirituality”, Shimla, Indian institute of Advance Study.
2. Diwakar V.D 1991 : “ Social Reform Movements in India”, Popular Prakashan, Mumbai.
3. Fink.A.B: The Field of Social Work, New York, Henry Holl and Co. 1945.
4. Friedlander Walter A: Concepts and Methods of Social Work, New Delhi, Prentice hall. 1964.
5. Gore. M.S: Social Work and Social Work Education, Bombay, Asia Publishing House, 1965.
6. Nair T.Krishnan 1981 : “Social Work Education and Social Work Practice in India”, ASSWI Madras
7. Patel Chhaya (Ed) 1999 : “ Social Work Practice: Religion- Philosophical Foundation”, Rawat Publication, New Delhi.
8. Pillari Vimala 2002 : “ Social Work Practice- Theories and Skills”, Allyn and Bacon, Boston.
9. Desai, M. 2000. Curriculum Development on History of Ideologies for Social Change and Social Work. Mumbai: Social Work Education and Practice, TISS.
10. Desai, M. 2002. Ideologies and Social Work: Historical and Contemporary Analysis. Mumbai: Social Work Education and Practice, TISS.
11. Encyclopedia of Social Work India. 1987. New Delhi: Ministry of Welfare.
12. Gunjal, B.S. and Moolenkal, G. 2012. Social Work Education in India. Bangalore: IBH Prakashana.
13. Jacob, K.K. (Ed). 1991. Social Work Education in India – Retrospective and Prospect. Udaipur:Himansu Publications.
14. Jirlimat, S. 2014. Samajakaryada Parichaya (Kannada). Belagavi: BIRDS.
15. Joseph, Sherry (Ed.) 2000, Social Work: In the Third Millennium (Some Concerns and Challenges), Sriniketan, Department of Social Work, Visva-Bharati.
16. Marulasiddaiah, H.M. (ed.). 1994. “Samajakarya Vishwakosha”, Vol. I. Hampi: Kannada Visavidyalaya.
17. Journals: Indian Journal of Social Work, Foot Prints of Social Work/ Samaja Karyada Hejjegalu, South Asian Journal of Participative Development.

1.5: DSC-2A Social Work Practicum-I Orientation Lecture and Group Visit

Course Objectives:

1. To provide information regarding importance of practicum.
2. To provide knowledge of field work training.
3. To enable the students to acquire skills of listening, observation and recording.
4. To understand problem situations and mobilize available resources.

Learning Outcomes: to understand the concept and place of field work in social work education, to develop self awareness, orientation to field work and to explore the role of social workers in different settings to develop their skills and techniques in report writing, observation and analysis.

Field work Orientation Lectures and Orientation visits:

Orientation lecture 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;

Orientation visits; group visits to various community settings catering to the needs of children, youth, women, elderly, disabled etc. The total number of visits shall be 10 visits during the semester, spread over to 8 hours for 1 day per week. Besides one hour of individual conferences per week and one hour of group conferences once in fortnight shall be organized. The students shall be required to submit two Field Work Report in a week regularly to their faculty supervisors.

BA: Social Work (Optional Paper) (CBCS) II Semester

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	2.4	DSC-2B	Social Case Work	4	3	20	80	100	4
2	2.5	DSC-3B	Social Work Practicum-II (School Visit)	8 (One day in a Week)	Viva Voce	25	25	50	2
			Total					150	6

Paper 2.4: DSC-1B SOCIAL CASE WORK

Course Objectives:

1. To develop an understanding of behavior and coping capacities of individuals.
2. To understand the Principles and techniques of work with individual.
3. To understand the applications of social case work in various setting.

Learning outcomes: able to demonstrate familiarity with case work principles, process, tools, techniques, skills, and application of case work in different settings.

Unit I

Social Case Work: Introduction, Meaning, Definition, Nature and Scope of Social Case Work. Historical Development of Social Casework, Different Types of Problems Faced By Individual and Families; Individual Differences and Needs.

Unit II

Principles of Social Casework, Components of Social Case Work – Person, Problem, Place and Process.

Unit III

Social Case Work Process: Intake, Study, Analysis and Assessment, Diagnosis, Treatment, Evaluation, Termination and Follow-Up.

Unit IV

Tools/ Techniques of Social Case Work: Communication, Relationship, Observation, Listening, Interview, Home Visit; Use of Self with Awareness, Recording its Importance and Types.

Unit V

Application of Social Case Work: Role of Social Case Worker in different fields; Children, Adolescents, Women, Disabled And Aged Etc.

Reference:

1. Perlman, H.H (1957): Social Case Work-A problem solving process, Chicago, University press of Chicago.
2. Hamilton. G (1959): Theory and Practice of Social Case Work NY: Columbia University press.
3. Aptekar, H H: Basic concepts in case work.
4. Friedlander, W A (1978): Concepts and methods of social work Englewood Cliffs: Printice hall.
5. Grace Mathew: Social Case Work, Tata Institute of Social Science, Deonar, Mumbai
6. Roberts, Robert and Robert Nee (eds) 1970: Theories of Social Case Work Chicago: University of Chicago press.
7. Robert Foren and Royston Bailey: Authority in Case Work
8. Timms, N 1964: Social Case Work: Principals and practice, London: Routledge and Kegan Paul.
9. Turner: Social Work Treatment
10. Richmond, Mary E. 1917: Social Diagnosis, New York, Free Press

2.5: DSC-2B Social Work Practicum –II (School Visit)

Course Objectives:

1. To provide information regarding importance of practicum.
2. To provide knowledge of field work training.
3. To enable the students to acquire skills of listening, observation and recording.
4. To understand problem situations and mobilize available resources.

Learning Outcomes: to understand the programmes and projects in schools, and to critically appraise them and to understand the role of professional workers in school settings and develop skills of recording and writing.

Orientation Classes/Orientation visits by Faculty Members:

Orientation group visits to various school setting (Government/ Private/ Aided/ Unaided) community settings viz, children, youth and women, elderly etc. The total number of visits shall be 10 visits, during the semester spread over to 8 hours for 1 day per week. Besides one hour of individual conferences per week and one hour of group conferences once in fortnight shall be organized. The students shall be required to submit two Field Work Reports regularly to their faculty supervisors.

BA in Social Work (Optional Paper) (CBCS) III Semester

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	3.4	DSC-2C	Social Group Work	4	3	20	80	100	4
2	3.5	DSC-3C	Social Work Practicum-III (NGOs, GOs, VOs)	8 (One day in a week)	Viva Voce	25	25	50	2
			Total					150	6

Paper-3.4: DSC-2C SOCIAL GROUP WORK

Course Objectives:

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

Learning outcomes: able to demonstrate familiarity with Group Work principles, components, process, techniques, skills, and application of group work in different settings.

Unit I

Social Group Work: Introduction, Meaning, Definition, Objectives, Purpose, Scope, Components and Principles of Social Group Work. Historical Development of Social Group Work in india and abroad.

Unit II

Types of Groups: Recreational, Educational, Skill Development Groups: Its Purpose, Membership and Processes. Group Dynamics: Role, Leadership, Decision Making, Sub Groups, Isolation, Scapegoat, Conflict and Group Control.

Unit III

Processes of Group Work: Fact- Finding, Study, Analysis and Assessment, Treatment, Evaluation, Termination and Follow-Up.

Unit IV

Problem Solving Techniques: Program Planning, Principles of Programme Planning and Development, Program Media, Use Of Programmes,

Unit V

Application Of Group Work Method In Various Settings, Skill And Knowledge Of Group Worker And His/Her Role In Various Situations/ Settings.

References

1. Balgopal, P.R. and Vassal, T.V: Group on Social work-An Ecological Perspective, Macmillan Publication., Co., New York, 1983.
2. Kemp, C.G: Perspective on the Group Processes, Houghton Mifflin Co. Boston.
3. Sanjay, Battacharya: Social Work An integrated approach, Deep & Deep Publications Pvt.Ltd, 2012.
4. Klein, A.F: Social Work through Groups Process, School of Social Welfare-State University of New York, Albany.1970.
5. Alissi A.S. (1980): Perspective in social group work practice: A Book of Readings. NY. The Free Press.
6. Book of Readings. NY. The Free Press.
7. Treacker H.B: Social group Work.

3.5: DSC-3C Social Work Practicum – III (NGOs, GOs, VOs)

Course Objectives:

1. To provide an opportunity to understand the GO, VO and NGOs.
2. To understand the problems of GO, VO, and NGOs in field.
3. To understand the opening setup and services provided by GO, VO, and NGOs to needy.
4. To develop skills of interviewing, observation, analysis and recording.

Learning Outcomes: to understand programmes and projects in GO, VO, and NGOs, and to critically appraise them and to understand the role of professional workers in GO, VO, and NGOs settings and develop skills of recording and writing and engage in meaningful discussions during interactions

Orientation group visits to various Government, non-government and voluntary organizations.

This ongoing learning practice is an opportunity provided to the students to develop how to form NGOs, Organization Structure, Registration procedure, Bylaw and proposal writing skills. The total number of visits shall be 10 visits, during the semester spread over to 8 hours for 1 day per week. Besides one hour of individual conferences per week and one hour of group conferences once in fortnight shall be organized. The students shall be required to submit two Field Work Reports regularly to their faculty supervisors.

BA in Social Work (Optional Paper) (CBCS) IV Semester

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	4.3	DSC-2D	Community Organization	4	3	20	80	100	4
2	4.4	DSC-3D	Social Work Practicum-IV Community Visit	8 (One day in a week)	Viva Voce	25	25	50	2
			Total					150	6

Paper 4.3: DSC-1D COMMUNITY ORGANIZATION

Course Objectives:

- a) To highlight the relevance of community Organization as a method of social work.
- b) To understand the process of community organization.
- c) To enhance the skills of Community Organizer.

Learning Outcomes: able to demonstrate familiarity with community organization, to develop skills of collecting and collating information, to understand community, its structure, components, practice at micro and macro level, and experience the exposure to understand the relationship of community organization with other methods of social work.

Unit-I

Introduction; Meaning, Definitions, Characteristics, And Types Of Community; Urban, Rural And Tribal Communities. Community Organization Method: Meaning, Definitions, Objectives, Components, Principles, Scope And Historical Development Of Community Organization. Community Organization As A Method Of Social Work, Community Organization And Its Relationships With Other Methods Of Social Work.

Unit-II

Methods Community Organization: Methods Of Community Organization: Organizing Meetings, Conflict Resolution, Recording And Documentation. Skills, Techniques And Attributes Of Community Organizer.

Unit-III

Community Organization Process: Initial Contact, Fact Finding Through Participatory Rural Appraisal (PRA), Identification And Analysis Of Problems, Planning – Resource Mobilization, Implementation, Evaluation And Sustainability.

Unit-IV

Issues And Approaches: Directives And Non- Directives Approaches, Working With Groups, Leadership Functions. Issues-Gender, Caste And Class Inequality-Its Effect On The Process.

Unit-V

Roles Of Community Organizer: As A Guide, Enabler, Catalyst, Expert, And Therapist In Various Formal/ Informal Settings.

References:

1. Dunham, Arthur E: The Community Welfare Organization, Thomas Y, Crowell, New York, 1970.
2. Gangrade, K.D: Community Organization in India, Popular Prakashan, Bombay, 1971.
3. Jones, David and Mayo, Marjorie (Ed):Community Work,Routledge and Kegan Paul,London, 1974.
4. Jainendra Kumar Jha (Editor-in-Chief): Social Work and Community Development, Institute for Sustainable Development, Lucknow, and Anmol Publications Pvt.Ltd. New Delhi, 2002.
5. Kramer, Ralph M. and Specht, Harry (Eds): Readings in Community Organization Practice, Prentice Hall, London, 1975.
6. Marulasiddaiah, H.M: Community: Area and Regional Development in India, Bangalore University, Bangalore, 1987.
7. Mc Miller, W: Community Organization for Social Welfare, University of Chicago Press, Chicago, 1945.
8. Milson, Fred: An Introduction to Community Work, Routledge and Kegan Paul, London, 1974.
9. Mukherji, B: Community Development in India, Orient Longman, New Delhi, 1961.
10. Murphy, C.G: Community Organization Practice, Houghton Mifflin co., Boston, 1954.
11. National Conference on Community Organization: Community Organization, Columbia University, New York, 1961.
12. Ross, Murray G: Community Organization: Theory, Principles and Practice, Harper and Row, New York, 1967.
13. Singh, K: Rural Development – Principles, Policies and Management, Sage Publications, New Delhi, 1986.
14. Somesh Kumar: Methods for Community Participation – A Complete Guide for Practitioners, Vistaar Publications, New Delhi, 2002.

4.4: DSC-2D Social Work Practicum-IV: Community Setting.

Course Objectives of Field Placement:

- a) To develop the ability to observe and analyze social realities.
- b) To understand the characteristics of social systems and their dynamics.
- c) To appreciate society's response to people needs problems and social issues.
- d) To enhance writing skills to document practice appropriately.
- e) To provide an exposure to and understanding of the services provided in response to people's need.

Learning Outcomes: to understand programmes and projects in community setting and to critically appraise them and to understand the role of professional workers in community and to develop skills of recording and writing and engage in meaningful discussions during interactions

Orientation group visits to Community setting. This ongoing learning practice is an opportunity provided to the students to develop Community structure and awareness, Social Realities, Social Problems and Social Issues. The total number of visits shall be 10 visits, during the semester spread over to 8 hours for 1 day per week. Besides one hour of individual conferences per week and one hour of group conferences once in fortnight shall be organized. The students shall be required to submit two Field Work Reports regularly to their faculty supervisors.

BA : Social Work (Optional Paper) (CBCS) V Semester

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	5.3	DSE-2E	a) Social Work Research and Statistics OR b) Fields of Social Work	4	3	20	80	100	4
2	5.4	DSE3E	Social Work Practicum-V Individual Placement	8 (One day in a week)	Viva Voce	25	25	50	2
3		GE-1E	Foundations of Social Work Practice -I	2	1.5	10	40	50	2
4		SEC-1E	Life Skill Education for Social Workers	2	1.5	10	40	50	2
			Total					250	10

Paper 5.3 : DSE-2E a) Social Work Research and Statistics

Course Objectives:

- a) To understand research strategies and importance of social work research.
- b) To develop an ability to see the linkages between social work practice and theory of research.
- c) To understand the use of statistics in social work research.

Learning Outcomes: able to demonstrate ability to conduct research, develop skills of data collection, analysis, report writing and application of different methods and tools of research.

Unit I:

Introduction to Research: Meaning, Definition, Objectives, Scope and Significance. Social Work Research as a Method Of Social Work Profession.

Unit II:

Research Process: Problem Formulation, Designing the Study, Data Collection, Data Processing, Analysis and Interpretation, Writing The Research Report.

Unit III:

Sources of Data: Primary and Secondary. Tools and Techniques of Data Collection, Observation, Questionnaires and Interview Schedule.

Unit IV:

Knowledge of Statistics for Social Worker: Meaning, Definitions, Scope, Functions and Limitations. Use of Statistics in Social Work Research.

Unit V:

Sampling: Meaning, Definition, Types Of Sampling. Data Processing and Analysis; Editing, Coding and Tabulation.

References:

1. Kothari, C.R: Research Methodology – Methods and Techniques, Second Edition, Wishwa Prakashan, New Delhi, 1990.
2. Krishnaswamy, O.R: Methodology of Research in Social Sciences, Himalaya Publishing House, Bombay, 1993.
3. Lal das, D.K: Practice of Social Research, - Social Work Perspective, Rawat Publications, Jaipur, 2000.
4. McMillan: Statistical Methods for Social Workers, University of Chicago Press, Chicago, 1952.
5. Moser, C.A and Kalton, G: Survey Methods in Social Investigation, ELBS and Heinemann, London Educational Books, 1974.
6. Polansky, N.A(Ed): Social Work Research, University of Chicago, Chicago, 1960.
7. Raj, Hans: Theory and Practice in Social Work Research, Surjeet Publications, Delhi, 1987. Aggarwal, Y.P: Statistical Methods, Sterling Publishers Pvt.Ltd. Bangalore, 1988.
8. Goode, W.J. and Hatt, P.K: Methods in Social Research, McGraw Hill, New York, 1962.
9. Gupta, S.P: Statistical Methods, Sultanchand and Sons, New Delhi, 1984.
10. Bhattacharyya, G. K., and R. A. Johnson, (1997). Statistical Concepts and Methods, John Wiley and Sons, New York.
11. STOCKS, J. (2001). Statistics for social workers. In Thyer, B. A. The handbook of social work research methods (pp. 80-129). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781412986182

Paper 5.3: DSE-2E: b) Fields of Social Work:

Course Objectives:

- To develop an understanding of the areas of social work practice.
- To develop skills required for professional social work practice
- To develop an understanding of the different areas of social work practice.

Learning Outcomes: able to gain opportunity in understanding contemporary fields of social work profession and able to influence to practice, analyze and evaluate social work interventions.

Unit-I

Family welfare: Changes in Family, Structure, functions and Characteristics. Marriage : concept, types and Changes in Marriage Patterns; Services and Programmes available for the Welfare of Family.

Unit-II

Women welfare: Status of Women in India; Crimes Against Women; Rights of Women, Services for Women's Welfare; Problems of Tribal, Rural and Urban Women; Legislations and Programmes. Role of social workers in empowerment of women

Unit-III

Child Welfare: Development of Children's services, Legislation (Child Labour Act) and schemes for Children's; Social Work Intervention for Child Development and Welfare.

Unit-III

Social Work with Differently Abled: Understanding Disability: Concept, Types, needs, problems and causative factors at the individual and societal level. Major Policies and programmes for differently abled in India. Social work practice with differently- abled

Unit-V

Social Work in Education: Education, Socialization and Social Work. education programmes in India: Sarva Shiksha Abhiyan and Right to Education, Non-Formal Education, Adult Education. Challenges in school social work practice

REFERENCES

1. Hartman, A. and Laird 1983 Family Centered Social Work Practice, New York Free Press
2. Tata Institute of Social Sciences.1994 Enhancing the role of family as an agency for Social and Economic Development.
3. Gore, M.S. 1980 Organization and Family change, Popular Prakashan,Bombay
4. Rapp-Paglicei,L.A.,Dulmus,C.N. & Wodarski,J.S.(Eds) 2003 Handbook of Prevention Interventions for children and Adolescents, New York, John Wiley & Sons.
5. Pecora, P.,Whittaker,I.,Maluccio,A.,Barth,R.P. and Plotnick,R.D.2000 The Child Welfare Challenge: Policy, Practice, and Research,Aldine de Gruyter, New York (Unit-1)

6. Rani,A. 1986 Children in difficult situation in India-A Review,TISS.Bombay (Unit-1)
7. Singh, R.R. 1987 Social Care of Child in Delhi: Policy, Programme and Process, Department of Social Work, University of Delhi.(Unit-1)
8. Fuchs,E.(ed.) 1976 Youth in a Changing World: Cross Cultural Perspectives on Adolescence, Mouton Publishers, Paris (Unit-2)
9. Pandey,R. 1984 Sociology of Youth, Sterling Publication, New Delhi (Unit-2)
10. Oliver 1993 Social Work-Disabled People and Disabling Environment, Jessica Kingsley Publishers, London (Unit-3)
11. The Gazette of India 1995 The persons with Disabilities-(equal opportunities, protection of rights and full participation), Act.1995. (Unit-3)
12. Samnta, R.K. 2005 Rural Women; Issues, opportunities and Approaches, B.K. World of Books. (Unit-4)

Paper 5.5: Field Work Practicum - V Individual Placement:

Course Objectives of Social Work Practicum:

1. To develop an understanding with varieties of social welfare agencies.
2. To understand the various social issues dealt by the social agencies
3. To develop professional skills of working with people affected by the problems and professional services offered.
4. To involve in practical activities of the agencies.

Learning Outcomes: able to observe, analyze social realities and to learn to make use of professional relationship and referral to deal with human problems, to develop an ability to narrate the learning experiences, assessment of services and resources, to participate in service deliver areas, able to imbibe the ethics and values of social work profession, to write process oriented analytical reports.

Course Content

Placement in Community/ social welfare agencies/ Institutions etc., to conduct Case work, Group Work, Organizing need based community awareness/ Development Programmes. Further, the students are required to put in 8 hours of Field Work every week and they have to submit their weekly two reports to their concerned Field Work Faculty Supervisors for seeking guidance in their Field Work.

Paper GE-1E: Foundations of Social Work Practice-I

Course Objectives

1. To understand the basic concepts of social work.
2. To Gain and understanding about contemporary ideologies of social work
3. To Orient students about the recent trends and theoretical perspectives to social work Practice

Learning Outcomes: Able to understand social work as a profession, to understand various ideologies of social work, to demonstrate awareness of values and ethics of social work profession.

Unit-I:

Social Work: Concept, definition, goals, scope and functions of professional social work. Social service, social welfare, social reform, social development, social justice and social security

Unit-II

Values and Principles Social Work in Profession: Assumptions, values, principles of social work. Social work as a profession, theoretical Perspectives to Social Work Practice Systems and ecological perspectives, Radical and Marxist approaches and Integrated approach to social work practice

Unit III:

Contemporary Perspectives for Social Work: Postmodernism: Relevance and significance of postmodern theory to social work, Social Work Engagements, Social work with marginalized, Empowerment and advocacy Role of professional social worker

References:

1. Chambon, Adrienne .S; Irving,I; Epstein, L. (Eds)1999 Reading Foucault for Social Work. NewYork: Columbia University Press (Unit IV)
2. Bradford,W. Sheafor, Charles,R. Horejsi, Gloria A.1997 Techniques and Guidelines for Social Work,Fourth Edition. London; Allayn and Bacon,Viacom Company (Unit I).
3. Dasgupta,Sugata 1964 Towards a Philosophy of Social Work inIndia, New Delhi; Popular Book Services(Unit I)
4. Desai,Murli 2002 Ideologies and Social Work (Historical and Contemporary Analysis) Jaipur; Rawat Publication. (Unit I & II).
5. Diwakar,V.D. 1991 Social Reform Movements in India,Mumbai;Popular Prakashan. (Unit I).
6. Dobois,Brenda,Krogurnd,Kalra,Micky IIIrd Edition 1999 Social Work An Empowering profession,London;Allay & Bacon. (Unit I, II& V).

7. Charles, Guzzetta, Katz Arthur J. and English Richard A 1984 Education for Social Work Practice, selected International Models, New York; Council on Social Work Education. (Unit II).
8. Desai, M. 2000 Curriculum Development on History of Ideology for Social Change and Social Work, Social Work Education and Practice Cell, Mumbai. (Unit IV).
9. Timms Noel & Timms, Rita 1997 Perspective in Social Work, London, Routledge & Kegan Paul. (Unit II, III & IV).
10. Skidmore, R.A. & others 1991 Introduction to Social Work, New Jersey, Prentice Hall (Unit I & II)
11. Friedlander, W. & Apte, Z 1982 Introduction to Social Welfare, 5th ed. New Delhi, Prentice Hall (Unit I & II).
12. Davies, Martin 1981 Essential Social Worker A Guide to Positive Practice, London, Heinemann (Unit I & II).

Paper SEC – 1E: Life Skill Education for Social Workers:

Course Objectives:

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

Learning Outcomes: able to understand the significance of life skill education, to develop understanding about the application and coping strategies of life skills in various settings.

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>

BA : Social Work (Optional Paper) (CBCS) VI Semester

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	6.3	DSE-2F	a) Social Work Administration, Social Action and Policy OR b) Rural ,Tribal and Urban Community Development	04	3	20	80	100	4
2	6.4	DSC -4F	Social Work Practicum-VI Individual Placement	8 (One day in a week)	Viva Voce	25	25	50	2
3		GE-1F	Foundations of Social Work Practice -II	2	1.5	10	40	50	2
4		SEC-1C	Participatory Learning Approaches and Tools	2	1.5	10	40	50	2
			Total					250	10

Paper No: 6.3 DSE- 2F : a) Social Work Administration, Social Action and Policy

Course Objectives:

- a) To understand concept principle and functions of social welfare administration.
- b) To develop and understand of social welfare administration in related departments.
- c) To understand concept process of social action and various social policy.

Learning Outcomes: able to understand the concept of social welfare, administration, its concept, structure, component and functions. To understand the relevance of social welfare administration to social work profession. to demonstrate familiarity with methods and processes of social action and social policies for social work profession.

Unit I

Social Welfare Administration: Concept, Meaning, Definition, Objectives, Principle, Scope And History of Social Welfare Administration.

Unit II

Structures and Processes: Central and State Social welfare boards, Min of Women and Children, Social welfare Directorate. Establishment of human service organization, Group processes in welfare administration

Unit III

Emerging Trends in Welfare Administration :Fund Raising Resource Mobilization, Grant-in-aid Practice of Social Welfare Administration in different settings. Social welfare Administration as an instrument of Social Change

Unit IV

Social Action: Meaning Definitions, Objectives, Scope Of Social Action. Social Action As A Method Of Social Work.

Unit V

Social Policy: Concept and significance, Historical perspective Social policy in relation to the Idea of social justice Models of Social Policy

References:

1. Booth, David, (1994), Rethinking Social Development, Longman London.
2. Chopra, P.N., (1991), Development Planning and Policy Making, Galaxy Publication, New Delhi.
3. Drez J. and Sen A., (2007), Indian Development, Oxford University Press, New Delhi.
4. Dreze, Jean and SenAmritya (eds) 1997, Indian Development: Selective Regional Perspective, Oxford University Press..
5. Dyson, T; Cassen, R, Leela ,Visaria (2004), Twenty First Century India : Population, Economy Human Development and the Environment. New York Oxford University
6. Goel S. L. and Jain .R. K Social Welfare Administration for Vol I & II
7. Paul Chowdary. D. Social Work Administration, Atma Ram and Sons, New Delhi
8. Government of India Encyclopedia of Social Work Vol I to IV

Paper No: 6.3 DSE- 2F: b): Rural, Tribal and Urban Development

Course Objectives:

1. To sensitize trainees to the structure, problems and needs of rural, tribal and urban community.
2. To develop in them a critical understanding of the schemes and programs of rural, tribal and urban development in India.

Learning Outcomes: able to understand the rural, tribal and urban scenario and to get familiarized with various policies, programmes and projects, to acquire knowledge about social work intervention at different levels for the development and empowerment of rural, tribal and urban community and future perspective

Unit I:

Rural Community: Introduction, Meaning, Characteristics, Problems of Rural Community and Measures Undertaken To Solve These Problems. Dynamics of Rural Community.

Unit II:

Tribal Community: Introduction to Tribal Society: Meaning, definition, and characteristics of tribal community, historical analysis of tribal society.

Unit III:

Urban Community: Meaning, Characteristics, Urbanization in India- Factors and Extent of Urbanization in India. Urban Problems and Measures Undertaken to Solve the Urban Problems.

Unit IV:

Rural, Tribal and Urban Development in India: Experiments of Rural Development in Pre and Post Independent India; Agencies and Programmes of Rural Development. Urban Development in India: Need and Scope. Policy and Programmes; Urban Livelihood, Poverty Alleviation, Skill Enhancement Programs and major Urban Development Authorities in Karnataka.

Unit V:

Social Work Intervention at Micro, Mezzo and Macro Levels of Community Development; Recent Developments and Future Perspectives. Role of Social Workers in Rural, Tribal and Urban Development.

References:

1. Barnabas,A.P: Rural Community Development in India, In Encyclopaedia of Social Work in India, Vol.II,
2. Brahmananda, P.R: Narayan, B.K and Kalappa, A. (Eds): Dimensions of Rural Development in India, Himalaya Publishing House, Bombay, 1987.
3. Dayal, R: Panchayath Raj in India, Metropolitan Book Co., Delhi, 1970.
4. Doshi, S.L and Jain, P.C: Rural Sociology, Rawat Publications, Jaipur, 1999.
5. .Krishnamurthy, J: Rural Development – Challenges and Opportunities, Rawat Publications, Jaipur, 2000.
6. Nahar, U.R and Chandani, Ambika (Eds.): Sociology of Rural Development, Rawat Publications, Jaipur, 1995.
7. Nair, T.K and Anbarasan,R.S (EDs): Training Social Workers for Rural Development,ASSWI,1981.
8. Narwani, G.S: Training for Rural Development, Rawat Publications, Jaipur, 2002. Aziz Abdula : Urban Poor and Urban Informal Sector, Ashish Publishing House, New Delhi, 1984.
9. Bharadwai, R.K: Urban Development in India, National Book Trust, New Delhi, 1962.
10. Bose Ashish : Studies in India's Urbanization (1901 to 1971), Tata McGraw Hill, New Delhi, 1973.
11. Cullingworth, J.B: Problems of Urban Society, Vol 1 The Social Framework of Planning, London – George Allen and Unwin Ltd, 1973.
12. Desai A.R. and Pillai, S.D. (Eds): Slums and Urbanization, Popular Prakashan, Bombay.
13. Diddee, Jaymala and Rangaswamy, Vimla (Eds): Urbanization – Trends Perspectives and Challenges, Rawat Publications, Jaipur 1993.
14. Gangrade, K.D: Community Organization in India, Popular Prakashan, Bombay, 1971.
15. House Peter : The Urban Environmental System, Sage Publications, London, 1973.
16. Institute of Economic Growth India's Urbanization. 1901-2001, part Two concepts, Definitions and sources of Data, 2nd Edition, Studies in Demography, No. 10.
17. Kramer, R.M. and specht, H: Readings in Community Organization practice, Englewood Cliffs: Prentice-Hall. 1983.
18. Bhalla, Alok and Bumke, Peter J. (EDs): Images of Rural India in the 20th Century, Sterling Publishers Pvt. Ltd. New Delhi, 1992.

Paper 6.4: DSC-4F: Field Work Practicum - VI Individual Placement:

Course Objectives of Social Work Practicum:

1. To develop an understanding with varieties of social welfare agencies.
2. To understand the various social issues dealt by the social agencies
3. To develop professional skills of working with people affected by the problems and professional services offered.
4. To involve in practical activities of the agencies.

Learning Outcomes: able to observe, analyze social realities and to learn to make use of professional relationship and referral to deal with human problems, to develop an ability to narrate the learning experiences, assessment of services and resources, to participate in service deliver areas, able to imbibe the ethics and values of social work profession, to write process oriented analytical reports.

Course Content

Placement in Community/ social welfare agencies/ Institutions etc., to conduct Case work, Group Work, Organizing need based community awareness/ Development Programmes. Further, the students are required to put in 8 hours of Field Work every week and they have to submit their weekly two reports to their concerned Field Work Faculty Supervisors for seeking guidance in their Field Work.

Paper GE – 1F: Foundations of Social Work Practice- II

Course Objectives

1. To understand the basic concepts of social work
2. To give an overview of history of social work
3. To provide orientation about professional social work

Learning Outcomes: Able to gain opportunity in understanding contemporary methods of social work profession, to practice, analyze and evaluate social work intervention.

Unit I:

History of Social Work: Concept and definitions of social work .Emergence of professional social work in Europe, U.S.A. and UK , Emergence of professional social work in India.

Unit-II

Social Case Work and Social Group Work: Concept, Meaning, Objectives, Principles, values and Components of social case work and group work.

Unit-III

Community organization and Social Welfare Administration: Concept of community: Sociological, cultural and social work Functions of community
Social Welfare Administration Concept, functions and Principles establishment of organization.
Role of Social Worker in Social Work Profession.

References:

1. Banerjee, G.R. 2000 Papers on Social Work, Mumbai: T.I.S.S. (Unit I)
2. Dominelli, L. 2004 Social Work: Theory and Practice for a Changing Profession, UK: Polity. (Unit II)
3. Nair, T.K. 1981 Social Work Education and Social Work Practice in India, Madras: Association of Schools of Social Work. (Unit III & IV)
4. Wadia, A.R.(Eds.) 1968 History and Philosophy of Social Work in India, Mumbai: Allied Publisher Private Ltd. (Unit III & IV)
5. Beistek, F.P. 1957 The Casework Relationship. Chicago: Loyola University Press.(Unit-IV)
6. Hamilton, G. 1956 Theory and Practice of Social Casework. New York: Columbia University Press. (Unit-V)
7. Mathew, G. 1992 An Introduction to Social Casework. Bombay: Tata Institute of Social Sciences.(Unit-II)
8. Pearlman, H.H. 1957 Social Casework: A Problem Solving Process.
9. Balgopal, P.R.& Vassil, T.V. 1983 Groups in Social Work: An Ecological Perspective. New York: Macmillan.(Unit-I)
10. Brown, Allan 1994 Group Work. Hampshire: Ashgate.(Unit-I)
11. Douglas, T. 1972 Group Processes in Social Work: A Theoretical Synthesis. Chicester: Johan Wiley & Sons.(Unit-II)
- 12.

Paper : SEC – 1C : Participatory Learning Approaches and Tools:

Course 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 agro forestry training programmes.

Learning Outcomes: able to demonstrate various participatory techniques in rural appraisal, to understand strategies and implementation of participatory rural appraisal techniques in various settings.

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.

MODEL QUESTION PAPER
BACHELOR OF ARTS (SOCIAL WORK)
I to VI Semester Examination (Semester Scheme)

Time: 3 hours

Max. Marks: 80

Note: All questions are compulsory.

1 x 5 = 5 Marks

- 1.
- 2.
- 3.
- 4.
- 5.

15 x 5 = 75 Marks

- a. Answer any five questions choosing at least one alternative from each unit.
- b. All units are compulsory.
- c. All questions carry equal marks.

UNIT I ; a)
Or
b)

UNIT II : a)
Or
b)

UNIT III: a)
Or
b)

UNIT IV: a)
Or
b)

UNIT V: a)
Or
b)

MODEL QUESTION PAPER FOR GE AND SEC
BACHELOR OF ARTS (SOCIAL WORK)
I to VI Semester Examination (Semester Scheme)

Time:2 hours

Max. Marks: 40

Note:

10 x 4 = 40

- a. Answer any Three questions choosing at least one alternative from each unit.
- b. All units are compulsory.
- c. Question Number Four should be compulsory attempted
- d. All questions carry equal marks.

UNIT I ; a)

Or

b)

UNIT II : a)

Or

b)

UNIT III: a)

Or

b)

Question 4:

KARNATAK



UNIVERSITY

DHARWAD



BSW SYLLABUS

For

**I TO VI SEMESTER
BACHELOR OF SOCIAL WORK
Under Choice Based Credit System**

From

**2020-21 Onwards
B.S.W. (CBCS SEMESTER SCHEME) SYLLABUS
BACHELOR OF SOCIAL WORK**

Preamble:

Bachelor of Social Work (BSW) is a professional course at under graduate level. Its curriculum consists of Theory papers as well as Social Work Practicum/Fieldwork and Structured Experienced Laboratory (SEL).

Theory papers are structured to provide basic understanding of Society, Social problems, Human behavior and Political and Economic systems along with understanding History, Philosophy, Methods, Concepts, Principles, Values, Knowledge, Skills and Techniques of Social Work Practice.

Besides, the students are required to carry out two days of faculty supervised concurrent Field Work in a week throughout each semester. Duration of Field Work is 16 hours per week. The duration of Structured Experienced Laboratory (SEL) two hours per week.

The course is spread over to 3 academic years (6 semesters). Following are some of the key components included in this syllabus as per the CBCS guidelines provided by the University Draft Regulations Governing the Acts of the Choice Based Credit System (CBCS) for Under Graduate Programmes (General) of Karnatak University, Dharwad (As per Section 44(1) © of K.S.U. Act 2000) effective from 2020-21.

- **Ability Enhancement Courses [AEC]:** Compulsory course Languages like English or MIL, Environmental Sciences, Indian Constitutions etc.
- **Discipline Specific Course [DSC]:** Are compulsory core courses of the programme.
- **Discipline Specific Elective [DSE]:** Offered under the main discipline/subject of study.
- **Generic Elective [GE] Course:** An elective course chosen from an unrelated discipline/subject, with an intention to seek exposure beyond discipline/s.
- **Skill Enhancement Courses [SEC]:** These courses may be chosen from a pool of courses designed to provide value-based and/or skill based knowledge and should contain theory and lab/hands on training/fieldwork.

Eligibility: Criteria for admission of BSW course as per notification of the university from time to time.

SOCIAL WORK PRACTICUM:

Course Content:

Supervised Concurrent Field Work / Social Work Practicum is an integral part of Social Work Training Programme. It consists of practicing Social Work under the guidance of trained field instructors in selected Social Welfare Agencies and other type of placements. The educational programme is incomplete without guided practice learning satisfactorily provided. Practicum is designed to provide a variety of opportunities to develop and enhance professional skills. It enables the students to see the applicability of theoretical knowledge taught in the class room to actual situations requiring Social Work Intervention. Learning is added through Observation, Analysis of social realities and Experience of participation in designing and providing social work intervention. Students are encouraged to acquire various skills from simple to complex, to become gradually independent workers. Practicum programme is to be carried out for 16 hours for two days in a week.

Structured Experienced Laboratory (SEL) : The duration of Structured Experienced Laboratory two hours per week is designed to demonstrate the reality through experiencing situations in laboratory setting, using imagination and fantasy to foresee consequences in the society. The SEL helps the students to recognize their inner strength, limitation, behavioral pattern, Skills and Techniques to apply Social Work Methods.

Workload : Ratio of Teachers and Students for practicum shall be 1:8

Note: * In concurrent Field Work Programme, every students has to undergo 16 hours of Field Work Practicum per week. Two hours of Field Work Practicum is carried out by the students is equated to one hour of theory classes conducted in the Community/ Agency / Institution setting (16 hours of Field Work i.e. two hours = 1 hour theory class). ($16/2 = 8$ Hrs. the work load for the practical is consider as 1: 8 The Ratio of one teacher shall has batch of 8 students) (each teacher has to spend 1 hour per student. i.e. 8 students = 8 hours). As per UGC Model Curriculum for Social Work Education [2001, p. 14].

Evaluation:**Scheme of Examination and Evaluation:**

There shall be a University Examination at the end of each semester for both Theory and Social Work Practicum. Duration of examination per theory paper of 80 marks shall be for three hours. Each theory paper shall comprise of five questions from all the 5 units of the syllabus. Each of these questions shall have an alternate /internal choice, either in the form of main question or short notes.

Internal Assessment:

Internal Assessment shall be for total 20 marks for theory Test /Home Assignment/Seminars etc., 10 marks each in a semester for each paper, separately. Results of the students shall be declared as per the University rules and regulations.

Social Work Practicum Evaluation:

At the end of each semester the Social Work Practicum report shall be assessed for total 100 marks out of which 50 marks each for Internal Assessment and 50 marks for Viva-Voce Exam conducted by the committee consisting of one internal and one external examiner. However, in such colleges, where no qualified examiner is available both the examiners shall be external.

B.S.W - I Semester

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	1.1	AECC	English Language	4	3	20	80	100	3
2	1.2	AECC	MIL	4	3	20	80	100	3
3	1.3	AECC	Environmental Science	2	1.5	10	40	50	2
4	1.4	DSC-1A	Introduction to Social Work	4	3	20	80	100	4
5	1.5	DSC-2A	Sociology for Social Workers	4	3	20	80	100	4
6	1.6	DSC-3A	Psychology for Social Workers	4	3	20	80	100	4
7	1.7	DSC-4A	Social Work Practicum-I (Field work Orientation Lectures and Orientation visits)	16*	Viva Voce	50	50	100	4
8	1.8	SEL	Structured Experienced Laboratory (SEL)	2	Viva Voce	25	25	50	2
Total								700	26

B.S.W - II Semester

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	2.1	AECC	English Language	4	3	20	80	100	3
2	2.2	AECC	MIL	4	3	20	80	100	3
3	2.3	AECC	Constitution of India	2	1.5	10	40	50	2
4	2.4	DSC-1B	Ideologies to Social Change And Social Work	4	3	20	80	100	4
5	2.5	DSC-2B	Social Case Work	4	3	20	80	100	4
6	2.6	DSC-3B	Social Group work	4	3	20	80	100	4
7	2.7	DSC-4B	Social Work Practicum-II (Orientation Lectures and Orientation visits)	16*	Viva Voce	50	50	100	4
8	2.8	SEL	Structured Experienced Laboratory (SEL)	2	Viva Voce	25	25	50	2
Total								700	26

BSW III SEMESTER

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	3.1	AECC	English Language	4	3	20	80	100	3
2	3.2	AECC	MIL	4	3	20	80	100	3
3	3.3	DSC-1C	Human Growth and Development	4	3	20	80	100	4
4	3.4	DSC-2C	Political Economy for Social Work	4	3	20	80	100	4
5	3.5	DSC-3C	Community Organization	4	3	20	80	100	4
6	3.6	DSC-4C	Social Work Practicum-III School Setting (Individual Placement)	16*	Viva Voce	50	50	100	4
7	3.7	SEL	Structured Experienced Laboratory(SEL)	2	Viva Voce	25	25	50	2
			Total					650	24

BSW IV SEMESTER

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	4.1	AECC	English Language	4	3	20	80	100	3
2	4.2	AECC	MIL	4	3	20	80	100	3
3	4.3	DSC-1D	Introduction to Fields of Social Work	4	3	20	80	100	4
4	4.4	DSC-2D	Social Welfare Administration and Social Action	4	3	20	80	100	4
5	4.5	DSC-3D	Social Work Research and Statistics	4	3	20	80	100	4
6	4.6	DSC-4D	Social Work Practicum: IV (NGO, VO, GO Individual Placement)	16*	Viva Voce	50	50	100	4
7	4.7	SEL	Structured Experienced Laboratory(SEL)	2	Viva Voce	25	25	50	2
			Total					650	24

BSW V SEMESTER

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	5.1	DSC-1E	Rural Tribal and Urban Development	4	3	20	80	100	4
2	5.2	DSC-	Social Work Practicum-V	16*	Viva Voce	50	50	100	4
3	5.3	DSC-	Social Work Camp	2	Viva Voce	25	25	50	2
4	5.4	DSE-1E	a) Health Care OR b) Gender Development	4	3	20	80	100	4
5	5.5	DSE-2E	a) Disaster Management OR b) Social Work with Differently Abled	4	3	20	80	100	4
6	5.6	GE-1E	Social Work as a Profession	2	2	10	40	50	2
7	5.7	SEC	Social Entrepreneurship	2	2	10	40	50	2
			Total					550	22

BSW VI SEMESTER

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	6.1	DSC-1E	Legal System in India	4	3	20	80	100	4
2	6.2	DSC-	Social Work Practicum-VI	16*	Viva Voce	50	50	100	4
3	6.3	DSC-	Project Work / Dissertation	4	Viva Voce	25	25	50	2
4	6.4	DSE-1E	a) Communication and Development OR b) Social Work with Elderly	4	3	20	80	100	4
5	6.5	DSE-2E	a) Welfare of Underprivileged OR b) Social Legislation and Human Rights	4	3	20	80	100	4
6	6.6	GE-1E	Fields of Social Work Practices	2	2	10	40	50	2
7	6.7	SEC	Skills in NGOs Management	2	2	10	40	50	2
			Total					550	22

Note: * In concurrent Field Work Programme, each students has to undergo 16 hours of Field Work Practicum per week. Two hours of Field Work Practicum is carried out by the students is equated to one hour of theory classes conducted in the Community/ Agency / Institution setting (16 hours i.e. Field Work two hours = 1 hour theory class). (16/2 = 8 Hrs. the work load for the practical is consider as 1: 8 The Ratio of one teacher shall has batch of 8 students) (each teacher has to spend 1 hour per student. i.e. 8 students = 8 hours). As per UGC Model Curriculum for Social Work Education [2001, p. 14].

BSW I Semester

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	1.1	AECC	English Language	4	3	20	80	100	3
2	1.2	AECC	MIL	4	3	20	80	100	3
3	1.3	AECC	Environmental Science	2	1.5	10	40	50	2
4	1.4	DSC-1A	Introduction to Social Work	4	3	20	80	100	4
5	1.5	DSC-2A	Sociology for Social Workers	4	3	20	80	100	4
6	1.6	DSC-3A	Psychology for Social Workers	4	3	20	80	100	4
7	1.7	DSC-4A	Social Work Practicum-I (Field work Orientation Lectures and Orientation visits)	16*	Viva Voce	50	50	100	8
8	1.8	SEL	Structured Experienced Laboratory (SEL)	2	Viva Voce	25	25	50	2
			Total					700	26

Note: * In concurrent Field Work Programme, each students has to undergo 16 hours of Field Work Practicum per week. Two hours of Field Work Practicum is carried out by the students is equated to one hour of theory classes conducted in the Community/ Agency / Institution setting (16 hours i.e. Field Work two hours = 1 hour theory class). (16/2 = 8 Hrs. the work load for the practical is consider as 1: 8 The Ratio of one teacher shall has batch of 8 students) (each teacher has to spend 1 hour per student. i.e. 8 students = 8 hours).

BSW I SEMESTER

Paper 1.1 to 1.3 [AEC] : Common Papers for Under Graduate approved by the University.

Paper-1.4-DSC-1A : INTRODUCTION TO SOCIAL WORK

Course Objectives:

- d) Introduce the trainees to goals, ideals and ethics of social work.
- e) Introduce the trainees to the professionalization of social work.
- f) Introduce the trainees to history of Social Work in India and West.

Learning Outcomes: Able to understand social work as a profession and its evolution in west and India and contribution of various social reformers to it.

Unit I

Social Work: Meaning, Definition, Objectives And Principles, Nature, Scope, Changing Orientation Of Social Work- Welfare To Sustainability; Social Work And Other Concepts: Social Service, Social Reform, Social Welfare, Social Security & Social Work- Similarities And Distinction.

Unit II

Social Work Profession: Meaning And Characteristics/Attributes of Profession, Social Work As Profession-Beginning of Social Work Education; Professional Attributes of Social Work, Professional Association of Social Work: National And International; Professional & Voluntary Social Work – Interface.

Unit – III

Functions and Process of Social Work: Goals, Functions-Remedial, Developmental, Preventative, Roles-Educator, Guide, Advocate, Therapist, Enabler, Facilitator, Resource Mobilizer And Motivator; Processes of Social Work-Engagement, Assessment, Planning, Intervention, Evaluation And Termination In Brief.

Unit IV

History of Social Work In West (UK And USA) In Brief: Emergence, Elizabethan Poor Law Code-1601, Private And Public Charities, Christian Socialist And Association For Improving The Conditions of Poor, Charity Organization Societies And Settlement House Movement; Present Status of Social Work.

Unit V

History of Social Work In India: Ancient Period-Vedic And Vedantic Periods; Medieval Period-Variou Dynasties And Their Contribution To Social Work, Social Work During Mohammadan Period; Modern Period – Religious And Social Reform Movements, Social Work After Independence.

References:

1. Agarwal.M.M 1998 : “Ethics & Spirituality”, Shimla, Indian institute of Advance Study.
2. Diwakar V.D 1991 : “ Social Reform Movements in India”, Popular Prakashan, Mumbai.
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17. Journals: Indian Journal of Social Work, Foot Prints of Social Work/ Samaja Karyada Hejjegalu, South Asian Journal of Participative Development.

Paper 1.5- DSC-2A: SOCIOLOGY FOR SOCIAL WORKERS

Course Objectives:

- a) To understand the Social Concepts to Examine Social Phenomenon
- b) To develop Skills to Analyze Indian Society and Social Change
- c) To understand processes of Social Change and Conflicts

Learning Outcomes: Able to understand the basic sociological concepts and Impact of Social Change on Present Society.

Unit I:

Society: Meaning, Definition, Characteristics and Need for the knowledge of Indian Society For Social Workers. Theories of Origin and Evolution of Society.

Unit II:

Basic Concepts: Role, Status, Folkways, Norms, Customs, Social Stratification, Socialization and Culture.

UNIT III:

Social Institutions: Family, Marriage, Kinship, Religion and Caste.

UNIT IV:

Social Process and Social Change: Social Process; Co-operation, Competition Conflict, Assimilation and Accommodation.

Social Change: Meaning, Definition, Characteristics, Factors of Social Change, Impact of Social Change on Present Society.

UNIT V:

Social Work and other Social Sciences: Relevance of the Knowledge of other Social Sciences viz; Psychology, Economics, Political Science, Criminology & Anthropology for Social Worker.

References:

1. Ahuja, Ram: Society in India, Rawat Publications, Jaipur, 1999.
2. McIver, K.B. and Page, C.H: Society: An Introductory Analysis, Madras, Macmillan India Limited, 1985.
3. Rao, Shankar C.N: Sociology- Primary Principles, S.Chand and Company Ltd., New Delhi, 2002.
4. H.M.Johnson: A Systematic Introduction to Sociology
5. K.Davis: Human Society
6. Ogburn and Nimkoff: A Handbook of Sociology
7. Asha Sachdev and Vidyabhushan: An Introduction to Sociology
8. H.B.Mali: Samaja Shastra
9. D.K.Shivanna: Shamajshastra
10. C.N.Shankar Rao: Samajashastrada Moolatatvagalu
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Paper 1.6-DSC 3A : PSYCHOLOGY FOR SOCIAL WORKERS

Course Objectives:

- a. To understand the Fundamentals of Psychology.
- b. To understand the Role of Heredity and Environment on Human Behavior.
- c. To understand various Psychological situations.

Learning Outcomes: Able to understand the basic psychological concepts, processes, determinants of personality development social attitude and psycho-social behavior and its relevance to social work.

Unit: I

Introduction, Meaning and Definition of Psychology. Branches of Psychology. Need For Knowledge of Psychology for Social Workers.

Unit: II

Basic Concepts; Motivation, Perception, Cognition, Emotion, Attitude and Learning.

Unit: III

Understanding Human Behavior; Heredity and Environment. Heredity; Concept and Mechanisms, Environment; Internal and External. Interplay of Heredity and Environment on Shaping Human Behavior.

Unit: IV

Socio-Psychological Situation; Group, Crowd, Mob, Audience, Leadership and Public Opinion.

Unit V:

Personality–Meaning, Definitions and Types of Personality, Theories of Personality Development, Culture and Personality, Defense and Adjustment Mechanisms; Meaning and Types of Personality Tests.

References:

1. Anastasi, Anne: Psychological Testing, New York, Macmillan Publishing Company 1988.
2. Anitha Kumar and Usha Rao: General Psychology, Himalaya Publishing House, Mumbai, 1988.
3. Bisacre, M and Carlisle: The Illustrated Encyclopedia of Human Development (Ed), London, Marshal Govendish books Ltd, 1975.
4. Brophy, J.E: Child Development and Socialization, Chicago, Science Research Associations, 1977.
5. Coleman, James C: Abnormal Psychology and Modern Life, Bombay, D.B.Taraporevala Sons and Co.1976.
6. Davidoff, L.L: Introduction to Psychology, Auckland; McGraw Hill inc. Book co. 1981.
7. Feldman, Robert S: Understand Psychology, Fourth Edition, Tata McGraw-Hill Publishing Company Ltd., New Delhi, 1997.
8. Hall, C.S. and Lindsey: Theories of Personality, New York, Wiley G, 1978.

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Paper 1.7-DSC 4A : Social Work Practicum-I

Course Objectives:

5. To provide information regarding importance of practicum.
6. To provide knowledge of field work training.
7. To enable the students to acquire skills of listening, observation and recording.
8. To understand problem situations and social sources available.

Field work Orientation Lectures and Orientation visits :

Orientation lecture 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;

Orientation visits; group visits to various community settings catering to the needs of children, youth, women, elderly, disabled etc. The total number of visits shall be 20 visits during the semester, spread over to 16 hours for 2 days per week. Besides one hour of individual conferences per week and one hour of group conferences once in fortnight shall be organized. The students shall be required to submit three field work report in a week regularly to their faculty supervisors.

Learning Outcomes: to understand the concept and place of field work in social work education, to develop self awareness, orientation to field work and to explore the role of social workers in different settings to develop their skills and techniques in report writing, observation and analysis.

Paper 1.8: Structured Experienced Laboratory (SEL)

Course Objectives:

- a) To understand situations in the world of reality through experiencing situations in laboratory setting, using imagination and fantasy.
- b) To reflect over one's own behavior and its effect on self and others.
- c) To observe other's behavior and with the help of the facilitator, understand the same.
- d) To confront situations wherein conflicts, decision making and reflections are necessary.
- e) To observe self, recognize own strengths and limitations and also to observe behavior patterns that call for change.

Facilitator's competency must reflect in the ability to:

1. Be open to learning through involvement in the experience. Understand self and role of a Facilitator.
2. Provide emotional and social support to learners.
3. Foresee consequences.
4. Aid learning through reflection and discussion and understand its application.
5. Be prepared and organized for sessions. Understand that process and goals are both equally important for such experiences.

It is necessary that facilitators undergo these experiences each year prior to taking on the role of being Facilitators/Teacher-in-Charge.

Learning Outcomes: able to demonstrate the reality through experiencing situations in laboratory setting, using imagination and fantasy to foresee consequences in the society. The SEL helps the students to recognize their inner strength, limitation, behavioral pattern, Skills and Techniques to apply Social Work Methods.

B.S.W - II Semester

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	2.1	AECC	English Language	4	3	20	80	100	3
2	2.2	AECC	MIL	4	3	20	80	100	3
3	2.3	AECC	Constitution of India	2	1.5	10	40	50	2
4	2.4	DSC-1B	Ideologies to Social Change And Social Work	4	3	20	80	100	4
5	2.5	DSC-2B	Social Case Work	4	3	20	80	100	4
6	2.6	DSC-3B	Social Group work	4	3	20	80	100	4
7	2.7	DSC-4B	Social Work Practicum-II (Orientation Lectures and Orientation visits)	16*	Viva Voce	50	50	100	4
8	2.8	SEL	Structured Experienced Laboratory (SEL)	2	Viva Voce	25	25	50	2
			Total					700	26

Note: * In concurrent Field Work Programme, each students has to undergo 16 hours of Field Work Practicum per week. Two hours of Field Work Practicum is carried out by the students is equated to one hour of theory classes conducted in the Community/ Agency / Institution setting (16 hours i.e. Field Work two hours = 1 hour theory class). (16/2 = 8 Hrs. the work load for the practical is consider as 1: 8 The Ratio of one teacher shall has batch of 8 students) (each teacher has to spend 1 hour per student. i.e. 8 students = 8 hours).

BSW II SEMESTER

Paper 2.1 to 2.3 [AEC] : Common Papers for Under Graduate approved by the University.

Paper 2.4-DSC 1B: IDEOLOGIES TO SOCIAL CHANGE AND SOCIAL WORK

Course Objectives:

- a) To gain information about contemporary ideologies of Social work and Social Change.
- b) To develop the skills of decision making at different levels.
- c) To understand the values of Social work and consciously apply those in practice.

Unit -I

Ethical Base of Social Work - Traditional And Professional Philosophy; Professional Values, Ethics and Principles; Code of Ethics of Professional Social Work: Ethical Responsibilities of Social Worker With Client, Colleagues and Society, Towards Profession, Agency and As Professionals, Decision Marking and Ethical Dilemmas at Different Levels of Practice.

Learning outcomes: able to understand various ideologies of social work and contemporary social movements and to demonstrate awareness of values and ethics of social work profession.

Unit - II

Religious Philosophy/Ideologies of Social Work: Zoroastrian; Judeo-Christian; Hinduism-Mysticism and Bhakti Movement, Sikhism.

Unit - III

Social Philosophy/Ideologies of Social Work: Secular Humanism, Rationalism; Welfarism; Democracy; Utilitarianism; Socialism and Human Rights, Feminism, Multiculturalism.

Unit – IV:

Contemporary Ideologies of Social Work Profession; Marginalization of Vulnerable Groups, Recent Trends In Social Work- Clinical Social Work, Ecological Social Work , Radical Social Work , Critical Social Work and Anti Oppressive Social Work.

Unit – V:

Contemporary Social Movements: Dalit Movement, Gandhian Ideologies, Sarvodaya and Bhoodan Movement, Movements of Modern Period Towards Protection of People and Environment. Sustainable and People Centered Development, Social Movements, Resurgence of Civil Society.

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10. Chowdhary D Paul : Introduction to Social Work, New Jersy Prentice hall.
11. Wadia A R (1961) : History and Philosophy of Social Work in India.

Paper 2.5-DSC 2B: SOCIAL CASE WORK

Course Objectives:

- a) To develop an understanding behavioral and coping capacities of individuals.
- b) To develop an understanding of principles and techniques of individual.
- c) To develop an understanding of application of social casework in various settings.

Learning outcomes: able to demonstrate familiarity with case work principles, process, tools, techniques, skills, and application of case work in different settings.

Unit-I

Social Casework: Introduction, Meaning, Definition, Nature and Scope of Social Case Work. Historical Development of Social Casework, Different Types of Problems Faced by Individual and Families; Individual Differences and Needs.

Unit-II

Principles of Social Casework, Components of Social Casework – Person, Problem, Place and Process.

Unit-III:

Tools/Techniques of Social Casework: Communication, Relationship, Observation, Listening, Interviewing, Home Visit; Use of Self with Awareness. Recording and Documentation - its Types and Importance.

Unit-IV:

Social Casework Process: Initial Contact, Study, Analysis and Assessment, Treatment, Evaluation, Termination and Follow-Up.

Unit-V:

Application of Social Case Work: Role of Social Caseworker in Different Fields Viz; Children, Adolescents, Women, Disabled and Aged Etc.

References:

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3. Banerjee, G. R. Papers on Social Work - An Indian Perspective, Bombay, Tata Institute of Social Sciences.
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8. Skidmore, R.A. & Thakhary, M.G. 1982 Introduction to Social Work. New Jersey: Prentice Hall. (Unit-I)
9. Timms, N. 1964 Social Casework: Principles and Practice. London: Routledge and Kegan Paul.(Unit-I)
10. Timms, N. 1972 Recording in Social Work. London: Routledge and Kegan Paul.(Unit-IV)
11. Younghusband, E. 1966 New Development in Case Work. London: George Allen and Unwin.(Unit-III)

Paper-2.6-DSC 3B: SOCIAL GROUP WORK

Course Objectives:

- a) To Develop an Understanding of types of groups, processes, and techniques of group work.
- b) To develop skills to apply group work method.
- c) To understand applications of group work method in various settings.

Learning outcomes: able to demonstrate familiarity with Group Work principles, components, process, techniques, skills, and application of group work in different settings.

Unit I

Social Group Work: Understanding The Group, Meaning, Definition, Objectives, Nature, Scope, Components and Principles of Social Group Work. Historical Development of Social Group Work.

Unit II

Types of Groups: Recreational, Educational, Task, Skill Development Groups: Their Purpose, Membership and Processes; Group Dynamics: Role, Leadership, Decision Making, Sub Groups, Isolation and Scapegoat Conflict, and Group Control.

Unit III

Processes of Group Work: Formation, Study and Analysis, Programme Development , Treatment, Evaluation, Termination and Follow-Up.

Unit IV

Programme Development: Principles, Use of Programme, Programme Planning and Development, Program Media And Use of Resources.

Unit V:

Application of Group Work Method in Various Settings: School, Hospital, Women and Child. Skill and Knowledge Required for Group Worker and Role.

References:

1. Balgopal, P.R. and Vassal, T.V: Group on Social work-An Ecological Perspective, Macmillan Publication., Co., New York, 1983.
2. Kemp, C.G: Perspective on the Group Processes, Houghton Mifflin Co. Boston.
3. Sanjay, Battacharya: Social Work An integrated approach, Deep & Deep Publications Pvt.Ltd, 2012.
4. Klein, A.F: Social Work through Groups Process, School of Social Welfare-State University of New York, Albany.1970.
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6. Book of Readings. NY. The Free Press.
7. Treacker H.B: Social group Work.
8. Konopka G: Group Work in the institution.
9. Tom Douglas: Group Practice.
10. Garvin C.D.: Contemporary Group Work.
11. Douglas, Tom. 1979. Group Processes in Social Work. Chichester: John Wiley & Sons.
12. Konopka, Gisela. 1954. Group Work in the Institution. New York: Association Press.
13. Konopka, Gisela. 1963. Social Group Work: A Helping Process. Englewood Cliffs, N.J: Prentice Hall.
14. Toseland, Ronald and Rivas, F. Robert. 1999. Introduction to Group Work Practice. Allyn andBacon, 3rd edition.
15. Trecker, Herleigh B. 1970. Social Group Work - Principles and Practices. New York:Association Press.
16. Trevithick, Pamela. 2000. Social Work Skills - A Practice Handbook. Philadelphia: Open University Press.

Paper 2.7-DSC 4B: Social Work Practicum-II

Field work Orientation Lectures and Orientation visits :

Course Objectives:

1. To provide an opportunity to understand the real life situation.
2. To understand the problems of client system.
3. To understand the opening setup and services provided to the needy.
4. To develop skills of interviewing, observation, analysis and recording.

Field work Orientation Lectures and Orientation visits :

Orientation lecture 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;

Orientation visits; group visits to various community settings catering to the needs of children, youth, women, elderly, disabled etc. The total number of visits shall be 20 visits during the semester, spread over to 16 hours for 2 days per week. Besides one hour of individual conferences per week and one hour of group conferences once in fortnight shall be organized. The students shall be required to submit three field work report in a week regularly to their faculty supervisors.

Learning Outcomes: to understand the concept and place of field work in social work education, to develop self awareness, orientation to field work and to explore the role of social workers in different settings to develop their skills and techniques in report writing, observation and analysis.

Paper 2.8: Structured Experienced Laboratory (SEL)

Course Objectives:

- a) To understand situations in the world of reality through experiencing situations in laboratory setting, using imagination and fantasy.
- b) To reflect over one's own behavior and its effect on self and others.
- c) To observe other's behavior and with the help of the facilitator, understand the same.
- d) To confront situations wherein conflicts, decision making and reflections are necessary.
- e) To observe self, recognize own strengths and limitations and also to observe behavior patterns that call for change.

Facilitator's competency must reflect in the ability to:

1. Be open to learning through involvement in the experience. Understand self and role of a Facilitator.
2. To provide emotional and social support to learners.
3. Foresee consequences.
4. Aid learning through reflection and discussion and understand its application.
5. Be prepared and organized for sessions. Understand that process and goals are both equally important for such experiences.

It is necessary that facilitators undergo these experiences each year prior to taking on the role of being Facilitators/Teacher-in-Charge.

Learning Outcomes: able to demonstrate the reality through experiencing situations in laboratory setting, using imagination and fantasy to foresee consequences in the society. The SEL helps the students to recognize their inner strength, limitation, behavioral pattern, Skills and Techniques to apply Social Work Methods.

BSW III SEMESTER

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	3.1	AECC	English Language	4	3	20	80	100	3
2	3.2	AECC	MIL	4	3	20	80	100	3
3	3.3	DSC-1C	Human Growth and Development	4	3	20	80	100	4
4	3.4	DSC-2C	Political Economy for Social Work	4	3	20	80	100	4
5	3.5	DSC-3C	Community Organization	4	3	20	80	100	4
6	3.6	DSC-4C	Social Work Practicum-III School Setting (Individual Placement)	16*	Viva Voce	50	50	100	4
7	3.7	SEL	Structured Experienced Laboratory(SEL)	2	Viva Voce	25	25	50	2
			Total					650	24

Note: * In concurrent Field Work Programme, each students has to undergo 16 hours of Field Work Practicum per week. Two hours of Field Work Practicum is carried out by the students is equated to one hour of theory classes conducted in the Community/ Agency / Institution setting (16 hours i.e. Field Work two hours = 1 hour theory class). (16/2 = 8 Hrs. the work load for the practical is consider as 1: 8 The Ratio of one teacher shall has batch of 8 students) (each teacher has to spend 1 hour per student. i.e. 8 students = 8 hours).

BSW III Semester

Paper 3.1 to 3.2 [AEC] : Common Papers for Under Graduate approved by the University.

PAPER 3.3-DSC 1C: HUMAN GROWTH AND DEVELOPMENT

Course Objectives:

- a) To develop an understanding of the Characteristics needs, and normal development stages of human life cycle.
- b) To develop an understanding about behavior at different stages of development.
- c) To develop an understanding about abnormal behavior pattern, its causes and treatment.

Learning Outcomes: able to understand the human life cycle its growth and development from infancy to old age their issues and concerns and its relevance to social work profession.

Unit – 1:

Introduction to Human Life Cycle: Principles of Human Growth and Development, Methods of Studying Human Behavior. Prenatal Period; Characteristics, Conception, Maternal Health, Stages of Prenatal Growth, Birth Process, Prematurity.

Unit – II:

Infancy and Childhood: Infancy: Characteristics, Major Adjustment areas Physical, Motor, Sensory, Language, and Social Development in Infancy.

Childhood: Characteristics, Physical, Emotional, Social and Sexual Development in Childhood. Hazards of Infancy and Childhood.

Unit –III:

Puberty and Adolescence: Characteristics, Physical, Psychological, Social and Sexual Development During Puberty and Adolescence. Issues of Concern Related to Puberty and Adolescence.

Unit –IV:

Adulthood and Middle Age; Characteristics, Interest and Various Adjustments in Different Stages and Issues of Concern (Vocational, Marital, Familial, and Sexual behaviour).

Unit –V:

Old Age: Concept, Characteristics, Interest and Various Adjustments in These Stages. Issues of Concern: Sexual, Loss of Spouse, Singlehood, Health, Retirement, Care and Support.

References:

1. Anastasi, Anne: Psychological Testing, New York, Macmillan Publishing Company 1988.
2. Anitha Kumar and Usha Rao: General Psychology, Himalaya Publishing House, Mumbai, 1988.
3. Bisacre, M and Carlisle: The Illustrated Encyclopaedia of Human Development (Ed), London, Marshal Govendish books Ltd, 1975.
4. Brophy, J.E: Child Development and Socialization, Chicago, Science Research Associations, 1977.
5. Coleman, James C: Abnormal Psychology and Modern Life, Bombay, D.B.Taraporevala Sons and Co.1976.
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7. Feldman, Robert S: Understand Psychology, Fourth Edition, Tata McGraw-Hill Publishing Company Ltd., New Delhi, 1997.
8. Hall, C.S. and Lindsey: Theories of Personality, New York, Wiley G, 1978.
9. Hurlock, Elizabeth B: Child Growth and Development, New Delhi; Tata McGraw-Hill Publishing Company, 1978.
10. Hurlock, Elizabeth B: Developmental Psychology, New Delhi; Tata McGraw-Hill Publishing Company,1975.
11. Lindgren, H.C. and Byrne, D: Psychology: An Introduction to a Behavioural Science, New York, John Wiley and Sons, Inc., 1971.
12. Kuppuswamy, B: Introduction to Social Psychology, Bombay, Asia Publishing House, 1961.
13. Munn, Norman L: Fernald L Dodge, and Fernald, Peter S: Introduction to Psychology, New Delhi: Oxford and IBH Publishing Co.1972.
14. Morgan, Clifford T., King Richard A, Weisz, John R and Schopler, John: Introduction to Psychology,
Seventh Edition, Tata McGraw-Hill Publishing Company Ltd., New Delhi, 2002.
16. Weiner, E.A. and Stewart, B.J: Assessing Individuals: Psychological and Educational Tests and Measurements, Boston, Little, Brown and Co., 1984

Paper 3.4-DSC 2C: POLITICAL ECONOMY FOR SOCIAL WORK

Course Objectives;

- a) To understand the Political and Economic systems and processes.
- b) To understand the concept of Democracy and Constitutional foundation of India.
- c) To understand the Economic development and planning and its impact on various areas.

Learning Outcomes: to understand the basic concepts, structure and planning of economic, to explore the knowledge about political frame work in the context of social welfare.

Unit- I:

Political Economy: Need for Understanding Political and Economic Systems and Processes. Political Concepts; State and Government - Origin, Definition and Functions. Legislature, Executive and Judiciary: Composition, Powers and Functions.

Unit-II:

Indian Democracy: Concept of Democracy: Meaning, Types, Features, Merits and Limitations. Role and Functions of Political Parties, Pressure Groups and Change.

Unit-III:

Economic Development: Concept and Meaning, of Economic Growth and Development. Causes for India's Underdevelopment. Indicators of Economic Development In India. Distinction Between Economic Growth and Economic Development.

Unit-IV:

National Income and Per Capita Income: Meaning and Definition of National Income, Concept of Per- Capital Income. National Income: Composition and Distribution. Current Trends of National Income In India.

Unit-V:

Economic Planning In India: Meaning and Objectives of Economic Planning In India: NITI AYOGA and Economic Development. Economic Reforms Liberalization, Privatization and Globalization.

References:

1. Ackerman Fank(ED)1997: "Human Well being and Economic gains". Washington: DC, Islan press.
2. Balli A.E 1993: "Modern Politics and Government". London, Macmillian.
3. Carse Robert, vijaya joshi(ED) 1995: "The Future of Economic Reforms". Delhi, Oxford University press.
4. Chatterjee, Partha 1997. "State And Politics in India", Delhi, Oxford University Press.
5. Agrawal A. N.: "Economics and Development and planning", Lala Kumdan 1989, New Delhi, Vikas Publishing House, pvt. Ltd.
6. Iqbal, Narain P.C and Mathew 1994: "Politics in changing India", Jaipur, Rawat Publication.
7. Rugman Alan 2000: "The End of Globalization", London, Random House.
8. Augushine, John. S. (ED) 1989: "Strategies For Third World Development", New delhi, Sage Publications.
9. Tandan B. B. K.K Tandon 1997: "Indian Economy", New Delhi, Tata Megraw, Hill publishing company Ltd.
10. Sing C. Chew, Robert A. Denmark (ed) 1996: "The Under Development of Development" New Delhi, Sage Publication.
11. Chaudhri, P: The Indian Economy: Poverty and Development, Bombay, Vikas Publishing, 1978
12. Hanumantha Rayappa p., And Grover, D: Employment Planning for the Rural Poor, New Delhi, Sterling publishers,1980.
13. Samuelson, P., A: Economics: An Introductory Analysis, New Yark, Mc Graw Hill Book Co.inc 1961.
14. Bagchi, A.K: The Political Economy of Underdevelopment, Cambridge, Cambridge University Press, 1982.
15. Bardhan, P: The Political Economy of development in India, Delhi, Oxford University Press, 1984.

Paper 3.5- DSC 3C: COMMUNITY ORGANIZATION

Course Objectives:

- d) To highlight the relevance of community Organization as a method of social work.
- e) To understand the process of community organization.
- f) To enhance the skills of Community Organizer.

Learning Outcomes: able to demonstrate familiarity with community organization, to develop skills of collecting and collating information, to understand community, its structure, components, practice at micro and macro level, and experience the exposure to understand the relationship of community organization with other methods of social work.

Unit-I

Introduction; Meaning, Definitions, Characteristics, and Types of Community; Urban, Rural and Tribal Communities. Community Organization Method: Meaning, Definitions, Objectives, Components, Principles, Scope and Historical Development of Community Organization. Community Organization as a Method of Social Work, Community Organization and Its Relationships With Other Methods of Social Work.

Unit-II

Methods Community Organization: Methods of Community Organization: Organizing Meetings, Conflict Resolution, Recording and Documentation. Skills, Techniques and Attributes of Community Organizer.

Unit-III

Community Organization Process: Initial Contact, Fact Finding Through Participatory Rural Appraisal (PRA), Identification and Analysis of Problems, Planning – Resource Mobilization, Implementation, Evaluation and Sustainability.

Unit-IV

Issues and Approaches: Directives and Non- Directives Approaches, Working with Groups, Leadership Functions. Issues-Gender, Caste and Class Inequality-Its Effect on the Process.

Unit-V

Roles of Community Organizer: as a Guide, Enabler, Catalyst, Expert, and Therapist in Various Formal/ Informal settings.

References:

1. Dunham, Arthur E: The Community Welfare Organization, Thomas Y, Crowell, New York, 1970.
2. Gangrade, K.D: Community Organization in India, Popular Prakashan, Bombay, 1971.
3. Jones, David and Mayo, Marjorie (Ed):Community Work,Routledge and Kegan Paul,London, 1974.
4. Jainendra Kumar Jha (Editor-in-Chief): Social Work and Community Development, Institute for Sustainable Development, Lucknow, and Anmol Publications Pvt.Ltd. New Delhi, 2002.
5. Kramer, Ralph M. and Specht, Harry (Eds): Readings in Community Organization Practice, Prentice Hall, London, 1975.
6. Marulasiddaiah, H.M: Community: Area and Regional Development in India, Bangalore University, Bangalore, 1987.
7. Mc Miller, W: Community Organization for Social Welfare, University of Chicago Press, Chicago, 1945.
8. Milson, Fred: An Introduction to Community Work, Routledge and Kegan Paul, London, 1974.
9. Mukherji, B: Community Development in India, Orient Longman, New Delhi, 1961.
10. Murphy, C.G: Community Organization Practice, Houghton Mifflin co., Boston, 1954.
11. National Conference on Community Organization: Community Organization, Columbia University, New York, 1961.
12. Ross, Murray G: Community Organization: Theory, Principles and Practice, Harper and Row, New York, 1967.
13. Singh, K: Rural Development – Principles, Policies and Management, Sage Publications, New Delhi, 1986.
14. Somesh Kumar: Methods for Community Participation – A Complete Guide for Practitioners, Vistaar Publications, New Delhi, 2002.

Paper 3.6 DSC - 4C: Social Work Practicum-III

School Setting (Individual Placement)

Course Objectives of Field Placement:

- a. To develop the ability to observe and analyze social realities.
- b. To understand the characteristics of social systems and their dynamics.
- c. To appreciate society's response to people needs problems and social issues.
- d. To enhance writing skills to document practice appropriately.
- e. To provide an exposure to and understanding of the services provided in response to people's need.

Course Content: Concurrent Field Work placement in a school setting (Government/ Private/ Aided/ Unaided) where they are required to undertake, Case Work, Group Work and need based programmes for students, teachers and parents.

Learning Outcomes: to understand the programmes and projects in schools, and to critically appraise them and to understand the role of professional workers in school settings and develop skills of recording and writing.

Paper 3.7: Structured Experienced Laboratory (SEL)

Course Objectives:

- f) To understand situations in the world of reality through experiencing situations in laboratory setting, using imagination and fantasy.
- g) To reflect over one's own behavior and its effect on self and others.
- h) To observe other's behavior and with the help of the facilitator, understand the same.
- i) To confront situations wherein conflicts, decision making and reflections are necessary.
- j) To observe self, recognize own strengths and limitations and also to observe behavior patterns that call for change.

Facilitator's competency must reflect in the ability to:

6. Be open to learning through involvement in the experience. Understand self and role of a Facilitator.
7. Provide emotional and social support to learners.
8. Foresee consequences.
9. Aid learning through reflection and discussion and understand its application.
10. Be prepared and organized for sessions. Understand that process and goals are both equally important for such experiences.

It is necessary that facilitators undergo these experiences each year prior to taking on the role of being Facilitators/Teacher-in-Charge.

Learning Outcomes: able to demonstrate the reality through experiencing situations in laboratory setting, using imagination and fantasy to foresee consequences in the society. The SEL helps the students to recognize their inner strength, limitation, behavioral pattern, Skills and Techniques to apply Social Work Methods.

BSW IV SEMESTER

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	4.1	AECC	English Language	4	3	20	80	100	3
2	4.2	AECC	MIL	4	3	20	80	100	3
3	4.3	DSC-1D	Introduction to Fields of Social Work	4	3	20	80	100	4
4	4.4	DSC-2D	Social welfare administration and social action	4	3	20	80	100	4
5	4.5	DSC-3D	Social Work Research and Statistics	4	3	20	80	100	4
6	4.6	DSC-4D	Social Work Practicum: IV (NGO, VO, GO Individual Placement)	16*	Viva Voce	50	50	100	4
7	4.7	SEL	Structured Experienced Laboratory(SEL)	2	Viva Voce	25	25	50	2
			Total					650	24

Note: * In concurrent Field Work Programme, each students has to undergo 16 hours of Field Work Practicum per week. Two hours of Field Work Practicum is carried out by the students is equated to one hour of theory classes conducted in the Community/ Agency / Institution setting (16 hours i.e. Field Work two hours = 1 hour theory class). (16/2 = 8 Hrs. the work load for the practical is consider as 1: 8 The Ratio of one teacher shall has batch of 8 students) (each teacher has to spend 1 hour per student. i.e. 8 students = 8 hours).

BSW IV SEMESTER

**Paper 4.1 to 4.2 [AEC] : Common Papers for Under Graduate approved by the University.
Paper 4.3-1D: Introduction to Fields of Social Work:**

Course Objectives:

- To create awareness about enlarging scope of social work profession.
- To familiarize with problems in various fields of social work
- To enable students to acquire skills for working in different areas of social work

Learning Outcomes: able to gain opportunity in understanding contemporary fields of social work profession and able to influence to practice, analyze and evaluate social work interventions.

Unit I

Family and Child Welfare: Family Welfare Services: Foster Care, Adoption Services, Family Counseling Centre, Premarital Counseling. School Social Work: Adjustment Problems, Scholastic Backwardness, Learning Disability and Dropouts, Role of School Social worker.

Unit II

Medical and Psychiatric Social Work: Meaning and Definition Concept of health & leisure, Patient as a Person. Social and Emotional factors involved in disease, Death & Dying. Reaction to terminal illness. Role of Social Worker in Medical and Psychiatric settings.

Unit III

Community Development: Issues of Rural, Tribal & Urban community- food security, agriculture development, water resources, employment and skill promotion, quality of rural life, health and sanitation.– poverty alleviation, skill development, environment protection, and climate change. Role of Social Worker in Community Development.

Unit IV

Correctional Social Work: Meaning, and Definition, Scope of Criminology, Crime. Definition, forms and extent. Scope for Social Work practice in Institutional and Non institutional Services, Role of Social Worker in Correctional Setting.

Unit V

Industrial Social Work: Meaning and importance, Problems of Industrial labour: Absenteeism, Stress, Occupational Hazards. Role of Social Workers in Industrial Setting.

REFERENCES:

1. Herbert Hewitt Stroup, 2008 first Indian reprint Social Work, An Introduction to the Field, Surjeet Publications, Delhi.
2. Fink.A.B, 1945 The Field of Social Work, New York, Henry Holl and Co..
3. Friedlander Walter A: Concepts and Methods of Social Work, New Delhi, Prentice hall. 1964.
4. Gore. M.S: Social Work and Social Work Education, Bombay, Asia Publishing House, 1965.
5. A R Wadia, History & Philosophy of Social Work in India:
6. R Popple & Leslie Leighninger Social Work, Social Welfare & American society: Philip
7. Anjali Gandhi , School Social Work, Delhi.
8. Govt. of India, Publication Division, 1987 , Encyclopedia of Social Work vol I to IV, New Delhi
9. Sanjay, Battacharya, 2012 Social Work An integrated approach, Deep & Deep Publications, Delhi

Paper 4.4-DSC 2D: SOCIAL WELFARE ADMINISTRATION AND SOCIAL ACTION

Course Objectives:

- d) To understand concept principle and functions of social welfare administration.
- e) To develop and understand of social welfare administration in related departments.
- f) To understand concept process of social action.

Learning Outcomes: able to understand the concept of social welfare, administration, its concept, structure, component and functions. To understand the relevance of social welfare administration to social work profession. to demonstrate familiarity with methods and processes of social action for social work profession.

Unit I

Social Welfare Administration: Introduction, Meaning, Definition, Objectives, Principle, Scope and Functions POSDCORB View.

Unit II

Registration of Social Welfare Organizations: Karnataka Societies Registration Act, Indian Trust Act. Classification of Organizations: Voluntary Organization, Government Organization and Non-Government Organization at National and International Level.

Unit III

Structure and Functions of Central and State Social Welfare Boards: Department of Disabled and Senior Citizens Welfare Department of Social Welfare.

Unit IV

Social Action: Meaning Definitions, Objectives, Scope of Social Action. Social Action as a Method of Social Work.

Unit V

Process of Social Action: Awareness Building Stage, Organizing Stage, Strategy Development Stage, Action Stage and Social Reform.

References:

1. Goel S. L. and Jain .R. K Social Welfare Administration for Vol I & II
2. Paul Chowdary. D. Social Work Administration, Atma Ram and Sons, New Delhi
3. Government of India Encyclopedia of Social Work Vol I to IV
4. Willikindon and Bhandarakar Methods of Techniques of Social Research
5. Agnihotri. B Techniques of Social Research.
6. Tata Institute of Social sciences Indian Journal of Social Work.
7. Lal Das. D. K Social Work Resear.

Paper- 4.5-DSC 3D: SOCIAL WORK RESEARCH AND STATISTICS

Course Objectives:

- d) To understand research strategies and importance of social work research.
- e) To develop an ability to see the linkages between social work practice and theory of research.
- f) To understand the use of statistics in social work research.

Learning Outcomes: able to demonstrate ability to conduct research, develop skills of data collection, analysis, report writing and application of different methods and tools of research.

Unit I:

Introduction to Research: Meaning, Definition, Objectives, Scope and Significance. Social Work Research as a Method of Social Work Profession.

Unit II:

Research Process: Problem Identification and Formulation, Hypothesis, Designing the Study, Types of Data. Sources of Data: Primary and Secondary. Tools and Techniques of Data Collection, Observation, Case Study, Questionnaires and Interview Schedule.

Unit III:

Knowledge of Statistics For Social Worker: Meaning, Definitions, Scope, Function and Limitations. Use of Statistics in Social Work Research.

Unit IV:

Sampling: Meaning, Definition, Types of Sampling. Data Processing; Editing, Coding and Tabulation, Data Analysis and Interpretation,

Unit V:

Use of Computer applications Microsoft word, Excel and SPSS, Measures of central tendency (Arithmetic mean, Median, Mode) Writing the Research Report.

References:

1. Kothari, C.R: Research Methodology – Methods and Techniques, Second Edition, Wishwa Prakashan, New Delhi, 1990.
2. Krishnaswamy, O.R: Methodology of Research in Social Sciences, Himalaya Publishing House, Bombay, 1993.
3. Lal das, D.K: Practice of Social Research, - Social Work Perspective, Rawat Publications, Jaipur, 2000.
4. McMillan: Statistical Methods for Social Workers, University of Chicago Press, Chicago, 1952.
5. Moser, C.A and Kalton, G: Survey Methods in Social Investigation, ELBS and Heinemann, London Educational Books, 1974.
6. Polansky, N.A(Ed): Social Work Research, University of Chicago, Chicago, 1960.
7. Raj, Hans: Theory and Practice in Social Work Research, Surjeet Publications, Delhi, 1987. Aggarwal, Y.P: Statistical Methods, Sterling Publishers Pvt.Ltd. Bangalore, 1988.
8. Goode, W.J. and Hatt, P.K: Methods in Social Research, McGraw Hill, New York, 1962.
9. Gupta, S.P: Statistical Methods, Sultanchand and Sons, New Delhi, 1984.
10. Bhattacharyya, G. K., and R. A. Johnson, (1997). Statistical Concepts and Methods, John Wiley and Sons, New York.
11. STOCKS, J. (2001). Statistics for social workers. In Thyer, B. A. The handbook of social work research methods (pp. 80-129). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781412986182

Paper 4.6 – DSC 4D: Social Work Practicum: IV

(NGO, VO, GO Individual Placement)

Course Objectives of Individual Placement:

1. To provide an opportunity to understand the GO, VO and NGOs.
2. To understand the problems of GO, VO, and NGOs in field.
3. To understand the opening setup and services provided by GO, VO, and NGOs to needy.
4. To develop skills of interviewing, observation, analysis and recording.

Concurrent Field Work during IV semester the student trainee shall be placed in various government, non-government and voluntary organizations. Practicum is designed in form of field placement activities at various community based agencies.

This ongoing learning practice is an opportunity provided to the students to develop how to form NGOs, Organization Structure, Registration procedure, Bylaw and proposal writing skills. The student may be encouraged to participate in programmes of the agency where he/she placed.

The Field Work Reports submitted by the students shall be certified by both the concerned faculty members as well as head of the institution at the end of the semester before placing the same for final valuation.

Learning Outcomes: to understand programmes and projects in GO, VO, and NGOs, and to critically appraise them and to understand the role of professional workers in GO, VO, and NGOs settings and develop skills of recording and writing and engage in meaningful discussions during interactions.

Paper 4.7 : Structured Experienced Laboratory(SEL)

Course Objectives:

- a) To understand situations in the world of reality through experiencing situations in laboratory setting, using imagination and fantasy.
- b) To reflect over one's own behavior and its effect on self and others.
- c) To observe other's behavior and with the help of the facilitator, understand the same.
- d) To confront situations wherein conflicts, decision making and reflections are necessary.
- e) To observe self, recognize own strengths and limitations and also to observe behavior patterns that call for change.

Facilitator's competency must reflect in the ability to:

1. Be open to learning through involvement in the experience. Understand self and role of a Facilitator.
2. Provide emotional and social support to learners.
3. Foresee consequences.
4. Aid learning through reflection and discussion and understand its application.
5. Be prepared and organized for sessions. Understand that process and goals are both equally important for such experiences.

It is necessary that facilitators undergo these experiences each year prior to taking on the role of being Facilitators/Teacher-in-Charge.

Learning Outcomes: able to demonstrate the reality through experiencing situations in laboratory setting, using imagination and fantasy to foresee consequences in the society. The SEL helps the students to recognize their inner strength, limitation, behavioral pattern, Skills and Techniques to apply Social Work Methods.

BSW V SEMESTER

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	5.1	DSC-1E	Rural, Tribal and Urban Development	4	3	20	80	100	4
2	5.2	DSC-	Social Work Practicum-V	16*	Viva Voce	50	50	100	4
3	5.3	DSC-	Social Work Camp	2	Viva Voce	25	25	50	2
4	5.4	DSE-1E	a) Health Care OR b) Gender Development	4	3	20	80	100	4
5	5.5	DSE-2E	a) Disaster Management OR b) Social Work with Differently Abled	4	3	20	80	100	4
6	5.6	GE-1E	Social Work as a Profession	2	1.5	10	40	50	2
7	5.7	SEC	Social Entrepreneurship	2	1.5	10	40	50	2
			Total					550	22

Note: * In concurrent Field Work Programme, each students has to undergo 16 hours of Field Work Practicum per week. Two hours of Field Work Practicum is carried out by the students is equated to one hour of theory classes conducted in the Community/ Agency / Institution setting (16 hours i.e. Field Work two hours = 1 hour theory class). (16/2 = 8 Hrs. the work load for the practical is consider as 1: 8 The Ratio of one teacher shall has batch of 8 students) (each teacher has to spend 1 hour per student. i.e. 8 students = 8 hours).

BSW V Semester

Paper 5.1-DSC 1E: RURAL, TRIBAL AND URBAN DEVELOPMENT

Course Objectives:

1. To sensitize trainees to the structure, problems and needs of Rural, Tribal and Urban community.
2. To develop in them a critical understanding of the schemes and programs of Rural, Tribal and Urban development in India.

Learning Outcomes: able to understand the rural, tribal and urban scenario and to get familiarized with various policies, programmes and projects, to acquire knowledge about social work intervention at different levels for the development and empowerment of rural, tribal and urban community and future perspective.

Unit I:

Rural and Tribal Community: Introduction, Meaning, Characteristics, Problems; Poverty, Migration, Land Alienation, Indebtedness, and Measures Undertaken to Solve these Problems. Dynamics in Rural Community-Caste/Class, Relationships, Control of Power, Conflict and Integration.

Tribal Community: Introduction to Tribal Society: Meaning, definition, and characteristics of tribal community, Historical analysis of Tribal Society.

Unit II:

Urban Community: Meaning, Characteristics, Urbanization in India- Factors and Extent of Urbanization in India. Urban Problems- Congestion and Population Growth, Housing and Slums, Environmental Pollution, Lack of Adequate Civic Amenities, Measures Undertaken to Solve these Urban Problems.

Unit III:

Rural and Tribal Development In India: Experiments of Rural Development in Pre and Post Independent India; Agencies and Programmes of Rural Development; Panchayat Raj System: Structure, Functions Types. Panchayati Raj System in Karnataka.

Tribal Development Problems/ issues faced by tribal communities (displacement, resettlement, land rights, and identity); programmes undertaken by government and non-government organization in tribal society.

Unit IV:

Urban Development In India: Need and Scope. Policy and Programmes; Urban Livelihood and Poverty Alleviation and Skill Enhancement Programs. Major Urban Development Authorities in Karnataka. Non Government Organizations Engaged in Urban Development and Welfare of Different People in Urban Area.

Unit V:

Social Work Intervention at Micro, Mezzo and Macro, Levels of Community Development; Recent Developments and Future Perspectives. Role of Social Workers in Rural, Tribal and Urban Development. Community Participation in Community Development and Empowerment.

References:

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2. Brahmananda, P.R: Narayan, B.K and Kalappa, A. (Eds): Dimensions of Rural Development in India, Himalaya Publishing House, Bombay, 1987.
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12. Desai A.R. and Pillai, S.D. (Eds): Slums and Urbanization, Popular Prakashan, Bombay.
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21. 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.
22. Government of India, Ministry of Home Affairs: Report of the Commission on SC/ST, Part II.1977-78, New Delhi, 1979.
23. Government of Karnataka, Department of Law and Parliamentary Affairs: The KarnatakaZilla Parishads, Taluk Panchayath Samithis, Mandal Panchayaths and NyayaPanchayaths Act, 1983.
24. Jha, D: Cooperative Movement, in. Encyclopaedia of Social Work in India, Vol.I, Ministry of Welfare, Government of India, New Delhi, 1987.
25. Kumar, A: Tribal Development in India, Sarup and Sons, New Delhi, 2002.
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27. 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.
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31. Singh, Hoshiar: Administration of Rural Development in India, Sterling Publishers Pvt. Ltd.New Delhi, 1995.
32. Singh, K: Rural Development: Principles, Policies and Management, Sage Publications, New Delhi, 1986.
33. Sinha, B. B: Society in Tribal India, B.R. Publishing Corporation, Delhi, 1982.

Paper 5.2: DSC: Social Work Practicum V : (Individual Placement)

Course Objectives of Social Work Practicum:

5. To develop an understanding with varieties of social welfare agencies.
6. To understand the various social issues dealt by the social agencies
7. To develop professional skills of working with people affected by the problems and professional services offered.
8. To involve in practical activities of the agencies.

Course Content

Placement in Community/ social welfare agencies/ Institutions etc., to conduct Case work, Group Work, Organizing need based community awareness/ Development Programmes.

Learning Outcomes: able to observe, analyze social realities and to learn to make use of professional relationship and referral to deal with human problems, to develop an ability to narrate the learning experiences, assessment of services and resources, to participate in service deliver areas, able to imbibe the ethics and values of social work profession, to write process oriented analytical reports.

Paper- 5.3- DSC: Social Work Camp:

In this semester, the students are taken to a rural setting, so that, they live with a rural community, experiencing rural lifestyle and participating with various stake holders in a developmental activities. Organizing rural camp is an integral part of the curriculum program. The camp shall be directed by member of the teaching staff (Permanent or Teaching Assistant) for a period of 7 days in a rural setting. Student trainees are required to submit individual reports of the camp work and their experiences on return from the camp. The students are exposed to the existing resource system in rural areas and interventions used by them, besides enabling students to acquire skills in planning, organizing, coordinating, decision making, budgeting, team spirit, handling relationship and conflicts, and evaluation etc. (As the pre camp preparation the concerned faculty has to engage one hour of theoretical classes about Social Work Camp in that whole semester. (two hours per week). The Marks for Social Work Camp will be evaluated for 50 marks (25 Marks for Internal Assessment and 25 Marks for Viva Voce).

Learning Outcome: to get acquainted with rural/tribal scenario and their socio economic aspects to get familiarized with group dynamics and power structures, to hone skills of rapport formation, situational analysis, awareness, stimulating group living and to acquire and develop attitudes for effective team work an art of organizing and managing events relating to rural community.

PAPER 5.4 – DSE -1E: (a) HEALTH CARE:

Course Objectives:

- a) To understand about dimensions of health.
- b) To know the various factors affecting health
- c) To gain knowledge about health care systems, Mental Health and community health, Policies, programmes and health services.
- d) To acquire skills to work with health setting.

Learning Outcomes: able to identify health issues and concerns with the role of professional social workers in diverse health settings.

Unit 1:

Understanding Health

Meaning, Definition Concept, Dimensions, Determinants and Indicators: Physical, Mental and Community Health,

Unit II:

Health and Disease

Types of Diseases: communicable, non-communicable and life style diseases

Communicable Diseases: Respiratory Illness, Gastrointestinal Disorders, Insect Born Diseases, Skin Diseases, Sexually Transmitted Diseases; HIV/AIDS – Symptoms, Mode of Transmission, Treatment and Prevention. Impact of disease on individual and community, Prevention and control of disease

Unit III:

Mental Health

Mental health, mental illness, mental disorders, Understanding normality and abnormality, Mental health care system

Unit IV:

Health Care policies and Programmes

Major health policies, Trends in health care programmes, Reproductive and Child Health Programmes Immunization, Family Planning Methods, Health Education, Mother and Child Health, ICDS Programme. Role of Social Worker in Health Care.

Unit V:

Social Work Response to Public Health

Community Health Care Resources. Alternative Systems of Medicine: (Ayurveda, Unani, Yoga, Naturopathy And Homeopathy). Parameters of Community Health. Analysis of Factors Affecting Health: Undernourishment, Malnutrition, Poverty, Ignorance and Superstition and Belief. Occupational Health, Environment and Health, Social Work Professionals Roles and Responsibilities in Health care.

References:

1. Park, K. 1994 Preventive and Social Medicine, Banarasidas Bhanot Publishers, Jabalpur. (Unit I & II)
2. Mahajan, Guppy, 1991 Preventive and Social Medicine, Jaypee Brothers, New Delhi. Unit I & II). 28
3. Christie, AB. 1980 Infectious Diseases:
4. Epidemiology and Clinical Practice, Churchill Livingstone, London. (Unit II & III)
5. Ghosh, B.N., 1959 A Treatise on Hygiene and Public Health, 14th edition, Scientific Publishing Co., Calcutta. (Unit I, II & III)
6. Kawta, K 1963 Environmental Sanitation in India, Lucknow Publishing House, Lucknow. (Unit III & IV)
7. Lankenster, T 1992 A Setting Up Community Health Programme: A Practical Approach for Use in Development Countries, London, Macmillan (Unit IV & V)
8. GOI 1991 Integrated Nutrition Education, A Handbook, Food and Nutrition Board, Department of Food, Ministry of Food and Civil Supplies. (Unit IV & V)
9. Ramachandras L Dharamlingam 1990 Health Education: A New Approach, Vikas Publishing House Pvt., Ltd. (Unit V)
10. Carson, R.C. and Butcher, J.N 1996 Abnormal Psychology and Modern Life, New York, Harper Collins. (Unit I & II)

PAPER 5.4 – DSE -1E: (b) GENDER AND DEVELOPMENT**Course Objectives:**

1. To understand key concepts, issues in gender and development
2. To give awareness about reciprocal relationship between women & men in society
3. To create awareness about the magnitude of gender disparities in the present context

Learning Outcomes: able to understand the gender issues and role of women, various issues and challenges faced by them and to understand policies, programmes and legislations pertaining to women and role of social worker in gender development.

Unit-I

Gender – Definition and related concepts : Sex and Gender, Gender Stereotypes, Gender statistics, Gender Bias, Feminism, Women Empowerment, Women Studies

Unit-II

Status and Role of women- Women and Family, Women and Religion, Women and Education, Women and Economy, Women and Media, Women and Environment, Women and Health Changing Roles and Status of Women in India & Karnataka.

Unit-III

Gender issues and Legislation for Women- Problems of Disserted, Widows, Unwed Mothers, Single Women, Girl Children, Working Women. Domestic Violence, Dowry Death, Sexual Harassment, Female infanticide

Unit-IV

Women and Indian Society- Models of Development- Implications for Women in Family, Education, Employment, Economy, Politics, Decision Making and Environment, Impact of Globalisation on Women

Unit-V

Programmes for the Development of Women- Programmes of Central and State Governments, Women Empowerment. Legislation to Protect the Interests of women. National & State Commission for Women.

Reference:

1. Women & Society: G.Vijayaswari Rao
2. Gender Studies: Anne Cranny Francis, Vendy, Waring, Pan Stavropoulos
3. Women & Indian Society: Andal N
4. Social Status of Women in India: Maya Majundar
5. Indian Women through the ages: S.K. Gosh
6. Women in a Developing Society: Usha Rao
7. Women & The Law: Srivastav T.N.

PAPER 5.5 – DSE 2E :(a): DISASTER MANAGEMENT

Course Objectives:

- a) To understand the factors contributing to disaster.
- b) To develop an understanding of the process of disaster management.
- c) To develop an understanding of the Social Worker's role in the team of disaster managements.

Learning Outcomes: able to understand the impact of hazards and respond to vulnerable and emergency management to restore the quality of life in disaster management.

Unit- I:

Introduction to Disaster: Meaning, Definition and Phases of Disaster. Need of the Knowledge of Disaster Management in Social Work Practice.

Unit- II:

Classification of Disaster: Natural - Famine, Drought, Storms, Cyclones, Tsunami, Floods Earthquakes, Manmade Disasters; Biological Warfare, Militancy, and Insurgency, Eviction, Accidents.

Unit- III:

Disaster Management Process: Pre-Disaster- Prevention, Preparation, Education, Preparedness. during Disaster: Rescue, Relief, Resource Mobilization, Recovery, Restoration; Post Disaster; Rehabilitation, Mitigation of Negative Effects.

Unit IV:

Disaster Management Frame Work: Disaster Management Authorities in India and Karnataka, Disaster Related Legislations and Polices. National and International Agencies in Disaster Management.

Unit- V:

Role of Non - Government Organizations, Local Groups, Community Participation and Role of Social Worker in Disaster Management.

References:

1. Birnbaum, F., Coplon, J., & Scarff, T. 1973 : "Crisis Intervention after a Natural Disaster", Social Casework, vol. 54, No - 09, 545 - 551.
2. Blanford, It, & Leviue, J. 1973 : "Crisis Intervention in an Earthquak". Social Work, Vol. 17, No. 4, 16-19.
3. Haff, A. 1978. "People in Crisis", Understading and helping, California: Addison Worley publishing company.
4. Shadar, I And Schwatz A. 1966. "Management of Disaster, "Social Work, Vol - 11, No - 2 99-1-4.
5. Wolfensterin, M. 1977 : Disaster : A Psychological Essay, New York : Arno Press.
6. Goel S.L. (2005) : Encyclopedia of of Disaster Management (Set in 3 Volumes) Deep & Deep Publications, Pvt, Ltd. New Delhi - 27.

PAPER 5.5 – DSE 2E : (b) Social Work With Differently Abled

Course Objectives:

- a) To understand the different types of disability, its causes and effects. Services necessary for rehabilitation of the disability.
- b) To acquire understanding of the needs and problems of differentially abled persons and their families at different stages in the person's life of challenged person.
- c) To understand the role of social work intervention to work with disability.

Learning Outcomes: able to learn concepts and models of disability, to understand the issues and challenges faced by them and to understand various policies, programmes and legislations pertaining to disability.

Unit I:

Concept of Disability, Types of Disability, Causative Factors at the Individual and Societal Levels, Statistical Profile of Sensory, Intellectual and Physical Disabilities in India and Regional Analysis.

Unit II:

Needs and Problems of Differently Abled Persons: Barrier-Free Environment for Persons with Disabilities (Attitudinal, Development, Environmental, Learning) and Measures to Overcome; Need for Early Identification and Intervention, Tools for Screening and Assessment Procedures.

Unit III:

Statutory Provisions, Government Policies, Schemes and Services. Salient Features of Person with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, National Trust Act 1999.

Unit IV:

Rehabilitation Council of India: Role, Significance of Right to Information (RTI), Right to Education (RTE), Rehabilitation of Differently Abled Persons.

Unit V:

Social Work and Disabilities: Need for Social Work Interventions for Differently Abled Persons. Role of Governmental and Non Governmental Organizations in Welfare of Differently Abled.

REFERENCES:

1. Helander, E. (1993) Prejudice and Dignity. UNDP, N.Y.
2. The Salamanca Statement and Framework for Action on Special Needs Education. World Conference on Special Needs Education: Access and Quality, Salamanca, Spain, 7-10 June 1994. UNESCO and Ministry of Education and Science, Spain 1994.
3. Jönsson, T. (1995) Inclusive Education. UNDP, Geneva
4. WCEFA. (1990) World Declaration on Education for All, Inter-Agency Commission for the World Conference on Education for All, 1990
5. Gloria Burrett, Mita Nundy. (1994) Convention on the Rights of the Child, The Disabled Child
6. Lindqvist, B. (1994) Special Needs Education: Conceptual Framework, Planning and Policy Factors. Paper presented at the World Conference on Special Needs Education, Salamanca, Spain (From: NU News on Health Care in Developing Countries 2/95, vol.9)

7. Ture Johnsson, (2003) Inclusive education CD developed for CBR Network's distance education programme
 8. Rao Indumati, From Panchayat parliament, (2000), CBR NETWORK
 9. Rao Indumathi, (2002) Country status on inclusive education/special needs documentation good practices, UNICEF, Regional Office
 10. Rao Indumathi, (2001), Understanding inclusive education from heart, EENET newsletters and web publication
 11. Mani MNG (2000) Inclusive education, Ramakrishna Vidyalaya, Coimbatore
 12. Inclusive Education in the Indian Context, Author: Rao, I Date: 2003
 13. Blacher J. (ED).1984: Severely handicapped young children and their families, New York: Academic Press.
 14. Bloom, Fredday, 1974: Our Deaf children Martine's publisher Limited.
 15. Bowley, A, and: The Handicapped child: Educational and psychological.
 16. Gardener L. Guidance for the organically handicapped London: E and S Livingstone limited.
 17. Sachdeva, D.R: Social Welfare Administration in India, Kebab Mahal, Allahabad, 1995.
- Thomas, Gracious (ed.): Social Work Intervention with Communities and Institutions, Vol. II, IGNOU, New Delhi, 2010.

Paper-5.6- GE 1E: Social Work as a Profession

Course Objectives

1. To understand the basic concepts of social work
2. To give an overview of history of social work
3. To provide orientation about professional social work

Learning Outcomes: able to develop understanding of different methods of social work, to know how the roles and functions of social workers is apt for working in different settings.

Unit I:

Basic Concepts of Social Work : Concept and definitions of social work .Emergence of Professional Social Work in Europe, U.S.A. and UK , Emergence of Professional Social Work in India. Fundamental of Social Work :Values, Ethics and Principles of Social Work , Basic Skills of Social Work Practice and Functions of Social Work.

Unit-II

Social Case Work and Social Group Work: Concept, Meaning, Nature, Objectives and Importance, Historical Development of Social Case Work, Principles of Social Case Work, Components of Social Case Work : Person, Problem, Place and Process

Social Group Work: Concept and Meaning, Characteristics, Types and Significance of Group Work: Evolution, Characteristics and Objectives. Basic Values and Principles of Group Work. Models of Group Work Practice

Unit-III

Community organization and Social Welfare Administration: Concept of Community: Sociological, Cultural and Social Work Perspective of Community - Geographical and Functional Community . Functions of Community. Historical Development of Community Work.

Social Welfare Administration: .Concept, Functions, Principles, Establishment of Organization: Personnel Administration, Board / Committees, Executive, Fundraising, Project Formulation, Public Relation. Role of Social Worker in Social Work Profession.

References:

1. Banerjee, G.R. 2000 Papers on Social Work, Mumbai: T.I.S.S. (Unit I)
2. Dominelli, L. 2004 Social Work : Theory and Practice for a Changing Profession, UK: Polity. (Unit II)
3. Nair, T.K. 1981 Social Work Education and Social Work Practice in India,
4. Madras: Association of Schools of Social Work. (Unit III &IV)
5. Wadia, A.R.(Eds.) 1968 History and Philosophy of Social Work in India, Mumbai: Allied Publisher Private Ltd. (Unit III& IV)
6. Beistek, F.P. 1957 The Casework Relationship. Chicago: Loyola University Press.(Unit-IV)
7. Hamilton, G. 1956 Theory and Practice of Social Casework. New York: Columbia University Press. (Unit-V)
8. Mathew, G. 1992 An Introduction to Social Casework. Bombay: Tata Institute of Social Sciences.(Unit-II)
9. Pearlman, H.H. 1957 Social Casework: A Problem Solving Process.
10. Balgopal, P.R.& Vassil, T.V. 1983 Groups in Social Work: An Ecological Perspective. New York: Macmillan.(Unit-I)
11. Brown, Allan 1994 Group Work. Hampshire: Ashgate.(Unit-I)
12. Douglas, T. 1972 Group Processes in Social Work: A Theoretical Synthesis. Chicester: Johan Wiley & Sons.(Unit-II)

Paper 5.7 : SEC : Social Entrepreneurship

Course Objectives:

1. The basic objective of this paper is to make the students aware of the various aspects of entrepreneurship and research.
2. The paper aims to acquaint the students with challenges of starting new ventures and enable them to investigate, understand and internalize the process of setting up a business.
3. To familiarize the participants with the concept and overview of entrepreneurship with a view to enhance entrepreneurial talent.
4. To impart knowledge on the basics of entrepreneurial skills and competencies to provide the participants with necessary inputs for creation of new ventures.

Learning Outcome: able to understand the basics of entrepreneurial skills, their qualities and attributes to be a successful entrepreneur and also to understand the ability and skills of successful entrepreneurs.

Unit I

Idea and Foundation of Social Entrepreneurship: Introduction to Social Entrepreneurship: Definition, Need, Role Theory and Conceptual issues.

Foundations of Social Entrepreneurship: Traits and characteristics of a Successful Social Entrepreneur Social entrepreneurial Motivation and competency Development.

Unit II

Business Plan Writing and Marketing: Business Plan: Designing a Competitive Model Conducting a Feasibility Analysis, Crafting a Winning Business Plan, Deciding on Forms of Ownership

Marketing considerations, Pricing, Strategies, Creating a Successful Financial Plan, Fundraising for Social Enterprises: Sources of Funds: Equity and Debt, Crowd Funding, and Angel Investors, New Venture Team and Planning.

Unit III

Communication with Social Entrepreneurs, Interaction with Leading and Successful Social Entrepreneurs in the City .Visits can be done to know the Functioning of Leading Social Enterprises in the City. An Inter Collegiate Business Plan Competition can be arranged as part of the course.

References:

1. Scarborough, N. (2014). Essentials of Entrepreneurship and Small Business Management, 7/E. Prentice Hall
2. Martin, R & Osberg, S. (2007). Social Entrepreneurship: The Case for Definition. Stanford
3. Social Innovation Review. Pp 29-39.
4. Osberg, S. (2009). Framing the Change and Changing the Frame: A New Role for Social Entrepreneurs. *INNOVATIONS -Social Entrepreneurship: Shifting Power Dynamics*. Skoll World Forum & MIT Press
5. CASE. (2008). Developing the Field of Social Entrepreneurship: A Report from the Center for Advancement of Social Entrepreneurship. Durham: Duke University
6. Germak, A & Singh, K.(2010). Social Entrepreneurship: Changing the Way Social Workers Do Business. *Administration in Social Work*, 34:79-95.
7. Goodley, T. (2002). Defining and Conceptualizing Social Work Entrepreneurship. *Journal of Social Work Education*, 38 (2) 291-302.

BSW VI SEMESTER

Sl. No.	Paper Code	Course Type	Title of the Paper	Instruction Hours per week	Duration of Exam	Max. Marks			Credits
						IA	Exam	Total	
1	6.1	DSC-1E	Legal System in India	4	3	20	80	100	4
2	6.2	DSC-	Social Work Practicum-VI	16*	Viva Voce	50	50	100	4
3	6.3	DSC-	Project Work / Dissertation	4	Viva Voce	25	25	50	2
4	6.4	DSE-1E	a) Communication and Development OR b) Social Work With Elderly	4	3	20	80	100	4
5	6.5	DSE-2E	a) Welfare of Underprivileged OR b) Social Legislation and Human Rights	4	3	20	80	100	4
6	6.6	GE-1E	Fields of Social Work Practices	2	1.5	10	40	50	2
7	6.7	SEC	Skills in NGOs Management	2	1.5	10	40	50	2
			Total					550	22

Note: * In concurrent Field Work Programme, each students has to undergo 16 hours of Field Work Practicum per week. Two hours of Field Work Practicum is carried out by the students is equated to one hour of theory classes conducted in the Community/ Agency / Institution setting (16 hours i.e. Field Work two hours = 1 hour theory class). (16/2 = 8 Hrs. the work load for the practical is consider as 1: 8 The Ratio of one teacher shall has batch of 8 students) (each teacher has to spend 1 hour per student. i.e. 8 students = 8 hours).

BSW VI SEMESTER

Paper 6.1 – DSC-1E : LEGAL SYSTEM IN INDIA

Course Objectives:

- a) To acquire information on the legal Rights of people.
- b) To understand the legal system and the role of the police, prosecution, judiciary and correction.
- c) To gain insight into the problems faced by the people belonging into different strata of society in interacting with this system.

Learning Outcomes: able to understand various legal rights under constitution, to promote knowledge in understanding the criminal justice system, legal aid, legislative remedies, social work intervention and role of social worker in judicial system

Unit-I:

Introduction to Rights: Meaning, Definition, Characteristics. Legal Rights, Civil Rights and Criminal Procedure Code, Rights of Children, Women, Scheduled Castes and Scheduled Tribes.

Unit-II:

Criminal Justice System in India: Police-Structure, Reporting, Case Registration and Investigation, Arrest, Bail, Prosecution, Judiciary and Correction. District Court, Session Courts, High Court and the Supreme Court- Structure and Functions.

Unit-III:

Legal Aid: Meaning, Definition, Need and Schemes of Legal Aid. Public Interest Litigation; Meaning, Definition, Historical Development in India, Processes and Problems.

Unit-IV:

Legislative Remedies: Right to Information (RTI) Act 2005, Right to Education (RTE) Act, 2009 Karnataka Sakala Service Act 2011 and National Food and Security Act 2013 Salient Features of these Acts.

Unit-V:

Role of Social Worker in Judicial System: Social Work Intervention; Need, Methods and Problems.

References:

1. Aranha T.: Social Advocacy – Perspective of Social Work, Bombay, College of Social Work.
2. Bayley D.M.1969: The Police and Political Development in India, New Jersey, Princeton.
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. I.
5. GOI: Reports of the Legal Aid Committee (1971, 1973 and others). Iyer V.R.K 1984: Justice in Words and Justice in Deed for Depressed Classes, New Delhi; Indian Social Institute.
6. Khanna H.R. 1980: The Judicial System, New Delhi: II P.A.

7. Mathow P.D: Legal Aid Series, Delhi: Indian Social Institute.
8. Peak K.J.1998: Justice Administration – Police Courts and Correction, New Jersey, Printice Hall.
9. Sharma, Brig Kishore: Introduction to the Constitution of India, prentice hall of India Pvt Limited, New Delhi 2007.
10. Chaudhary, Jayant : Handbook of Human Rights, Wisdom Press, New Delhi , 2004
11. Kagzi, M.C. Jain: The Constitutional of India Vol.1 & 2. -New Delhi: India Law House,2001.
12. Pylee, M.V: Our Constitution Government and Politics, New Delhi: Universal Law Publishing, 2002.
13. Rai, Kailash: Constitutional Law of India Allahabad: Central Law Publications, 2001.

Paper 6.2 – DSC: SOCIAL WORK PRACTICUM –VI: Individual Placement

Course Objectives of Social Work Practicum:

1. To develop an understanding with varieties of social welfare agencies.
2. To understand the various social issues dealt by the social agencies
3. To develop professional skills of working with people affected by the problems and professional services offered.
4. To involve in practical activities of the agencies.

Learning Outcomes: able to observe, analyze social realities and to learn to make use of professional relationship and referral to deal with human problems, to develop an ability to narrate the learning experiences, assessment of services and resources, to participate in service deliver areas, able to imbibe the ethics and values of social work profession, to write process oriented analytical reports.

Paper-6.3 – DSC : PROJECT WORK / DISSERTATION

Students are given broader guidelines for undertaking empirical evidence-based research in the Sixth Semester independently. Students doing the research work shall have to select an appropriate topic for their research dissertation and adopting random method of selection. The project shall comprise of selection of the topic, introduction, and review of literature, methodological details, analysis, interpretation and suggestion made. The research report shall be type written and well bound. It shall be submitted to the University before commencement of semester examination and it shall be signed by the concerned research guide and Principal of the College. The respective college / the department of the university shall follow the guidelines as given by BOS. Evaluation of the Research Project shall be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of social work practicum or a separate committee may be constituted if required. The Marks for Research dissertation will be evaluated for 100marks (20 internals and 80 external).

Learning Outcomes: able to understand how to initiate and conduct research, identifying and selection of topic, review of literature and data collection, different steps involved in conducting research associated with limitations, able to analyze and interpret the data and report writing involved with ethics of research.

Paper : 6.4 – DSE – 1E : (a) : Communication and Development

Course Objectives:

- To understand communication in the context of development.
- To acquire skills in effective communication.
- To enhance the capacities in application of development communication tools.

Learning Outcomes: able to develop communicative competency, to understand technicality structure appropriate use of style and skills of communication and its effective relevance to the contemporary society.

Unit I:

Understanding Communication: Concept, Significance, Principles, Process. Forms of Communication: Formal and Informal, Types of Communication: Verbal and Non-Verbal. Barriers for Effective Communication. Significance of Communication in Social Work Profession.

Unit II:

Use of Self Communication: Self Awareness, Active Listening, Attentiveness, Prejudice, Observation, Openness and Non Judgmental, and Non- Biased, and Informative.

Unit III:

Channels / Network of Communication: Channels of Communication; Interpersonal, Group Communication and Mass Communication. Process of Communication. Communication as a Tool for Social Change and Development.

Unit IV:

Tools of Communication: Use of Different Tools of Communication; Propaganda, Public Opinion. Posters, Pamphlets, Projectors, Puppet Show, Role Play, Street Play, Conference, Lecture, Seminar, Campaign, Print and Electronic Media.

Unit V:

Communication for Development Practice: Information, Education and Communication (IEC)-Relevance, Types, Effective Usage and Development Practice. Participatory Communication and Development: Group Discussion, Focus Group Discussion and Panel Discussion, Debates.

REFERENCES:

1. Gamble, T.K. & Gamble, M 2002 'Communication Works'. McGraw Hill.
2. Knapp, M.L. & Miller, G.R. 1985 'Handbook of Interpersonal Communication'. Sage Publications.
3. Melkote, Srinivas 1991 'Communication for Development in the Third World, Theory and Practice' Sage Publications.26
4. Owen, Hargie 2006 ' The Handbook of Communication Skills'. Routledge.
5. Treholm, Sarah 1993 'Thinking through Communication: AN Introduction to the Study of Human Communication'. Allyn & Bacon.
6. Thompson, Neil 2003 'Communication and Language: A Handbook of
7. Theory and Practice' Palgrave. Macmillan.
8. Morreale, Spitzberg & Barge 2001 "Human Communication: Motivation, Knowledge

Paper : 6.4 – DSE – 1E : (b) : Social Work With Elderly:

Course 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.

Learning Outcomes: able to demonstrate familiarity with the issues and concerns of elderly and a perspective towards their issues and problems, to understand constitutional provisional and legal frame work available for the old age. To understand the scope of government and non governmental efforts in welfare, developmental and empowerment of senior citizens.

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

Health Care 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.

Unit - V:

Social Work Intervention in Implementation of Policies and Programmes for older persons. Role of Social Worker in Empowering older persons.

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Journals:

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2. R & D Journal of Helpage India . C-14, Qutab Institutional Area, New Delhi, 110016.

Paper : 6.5 – DSE – 2E : (a) : Welfare of Under Privileged

Course Objectives:

- a) To understand historical process contributing to the low status of weaker sections.
- b) To analyze the social, political and economic situations of the weaker sections.
- c) To assess different strategies used by government and non-governmental organizations for the development of weaker sections.

Learning Outcomes: able to demonstrate familiarity with the issues and concerns of under privileged and a perspective towards their issues and problems, to understand constitutional provisional and legal frame work available for the underprivileged groups. to understand the scope of government and nongovernmental efforts in welfare, developmental and empowerment of underprivileged groups.

Unit-I

Introduction: Meaning, Definition, Classification of Weaker Sections and Need for Understanding Weaker Sections. Historical Evolution and Current Socio-Economic Status of Weaker Sections.

Unit-II

Definition and Problems of Scheduled Castes and Scheduled Tribes. Constitutional Provisions for the SC/ST. Government Polices and Government and Non-Governmental Programmes for Development of SC/ST.

Unit-III

Weaker Sections- Types: Bonded Labour, Agricultural Labour, Unorganized Labour, Differently Abled, Children Aged and their Problems. Socio Economic Status of Weaker Sections. Measures Undertaken by Government and Non-Governmental Organizations for the Welfare of Weaker Sections.

Unit-IV

Women and Society: Position of Women in Ancient, Medieval and Modern Period. Problems of Women; Violence and Atrocities, Gender Discrimination – Preventive Measures. Issues of Health, Education, Economic and Social, Sex Ratio, Female Infanticide Measures Undertaken by Government and Non-Governmental Organizations for the Welfare of Women.

Unit-V

Role of Social Worker in Empowering Weaker Sections. Social Work Intervention in Implementation of Policies and Programmes at Community Level.

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Paper : 6.5 – DSE – 2E : (b) : Social Legislation and Human Rights

Course Objectives:

- To gain knowledge about social Legislations and Human Rights
- To understand the different social legislations
- To acquire competency to apply knowledge of human rights and social legislation in social work practice

Learning Outcome: to understand the cause and effects of discrimination and operations, application of human rights to various practice domains of the profession and prepare model strategies for advocacy to bring sustainable social change based on social work intervention.

Unit-I

Meaning, Scope, Social Justice, Social Protection, Social Defence, an overview. Constitution of India: The Preamble, Fundamental Rights and Duties and the Directive Principles of State Policy,

Unit-II

Social Legislation and Personal Laws; Nature, Scope and Impact Social Legislation for the Women, Children, Elderly and Marginalized Groups (SC,ST,OBC, Minorities and Trans Gender)

Unit-III:

Concept and Historical Context of Human Rights, the Universal Declaration of Human Rights 1948 UN Convention of Human Rights: Civil, Political, Economic, Social and Cultural

Unit-IV:

Statutory Provisions- National Human Rights Commission, Protection of Human Rights Act. Code of Ethics of Social Work and Protection of Human Rights. Initiatives of Civil Society and Social Work practice with Victims of Human Rights Violations

Unit-V:

Mechanism and Strategies of Social Work approach: Human Rights perspective in social work approach: ethnic sensitive approach, feminist approach, social work with diverse groups. Human rights activism and civil society initiatives in India

References:

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Paper : 6.6 : GE – 1E : Fields of Social Work Practices:

Course Objectives:

- To develop an understanding of the areas of social work practice.
- To develop skills required for professional social work practice
- To develop an understanding of the different areas of social work practice.
- To develop skills to work with various areas of social work practice

Learning Outcomes: able to observe and analyze social realities, needs, problems and programmes for different target groups and to imbibe the ethics and values of social work profession.

Unit-I

Social Work with Family and Child: Changing patterns of family in India Needs and problems of families Needs and challenges for children, Family and child welfare polices and programmes in India. Emerging role of social workers in dealing with families and children in difficult

Unit-II

Social Work with Youth:Problems of youth in contemporary society, Youth and welfare (Major polices and Programmes), factors influencing development of youth .Youth and Leadership, Role of youth in nation building, Role of social workers in working with youth in difficulties.

Unit-III

Social Work in Education: Education, Socialization and Social Work. education programmes in India: Sarva Shiksha Abhiyan and Right to Education, Non-Formal Education, Adult Education. Working in schools to deal with school phobia, depressed, grieving , suicidal students, school community collaborative initiatives and home visiting. Role of professional organizations. Challenges in school social work practice

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Paper :6.7: SEC : Skills in NGO Management

Course Objectives:

1. To develop an understanding of non-governmental organizations
2. to acquire skills and competence in managing NGOs

Learning Outcomes: able to understand the concept and basic features of NGO, to develop legal understanding about the organization, and how the knowledge of project formulation is helpful for social workers.

Unit-I:

Conceptual Framework and Historical Development : Basic concepts: NGOs, Voluntary Organization, Civil Society Organisations (Community Based Organization). Interface between GOs and NGOs . Historical development of NGOs in India.

Unit-II:

Establishment and Management of NGO : Formation, Registration (Documentation, Bylaws) of an organization and Relevant Legislations, Formulation of project proposal, Project Implementation Managing NGO. Planning, Organizing, Staffing, Directing, Coordinating, Reporting & Budgeting, and Monitoring & Evaluation, Training and Development , Capacity Building

Unit-III:

Project Planning and Resource Mobilization: Project formulation steps, eligibility criteria Evaluation, Monitoring, Supervision. Mobilizing human and material resources Fund raising and Grant-in-aid. Local, State, National and International Level, Project monitoring and Evaluation. Demo with visiting or inviting experts from various NGOs.

References:

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2. Bhatia S.K. "Training &Development",Deep& Deep Publication Pvt. Ltd.
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MODEL QUESTION PAPER

BACHELOR OF SOCIAL WORK (CBCS) SEMESTER SCHEME

I to VI Semester Examination

Time: 3 Hours

Max marks- 80

Note: All questions are compulsory.

1 x 5 = 5 Marks

- 1.
- 2.
- 3.
- 4.
- 5.

15 x 5 = 75 Marks

- d. Answer any five questions choosing at least one alternative from each unit.
- e. All units are compulsory.
- f. All questions carry equal marks.

UNIT I ; a)
Or
b)

UNIT II : a)
Or
b)

UNIT III: a)
Or
b)

UNIT IV: a)
Or
b)

UNIT V: a)
Or
b)

MODEL QUESTION PAPER FOR GE AND SEC

BACHELOR OF SOCIAL WORK (BSW)

I to VI Semester Examination (CBCS) (Semester Scheme)

Time:1.5 hours

Max. Marks: 40

Note:

10 x 4 = 40

- e. Answer any Three questions choosing at least one alternative from each unit.
- f. Question Number Four should be compulsorily attempted
- g. All questions carry equal marks.

UNIT I ; a)

Or

b)

UNIT II : a)

Or

b)

UNIT III: a)

Or

b)

Question 4: