



ST.PHILOMENA'S COLLEGE (AUTONOMOUS), MYSURU
(AFFILIATED TO UNIVERSITY OF MYSORE)
REACCREDITED BY NAAC WITH A GRADE

PROGRAMME- BSW

Three-year six semesters Choice Based Credit System (CBCS) with
Learning Outcome Based Curriculum framework (LOCF)
And Continuous Assessment & Grading Pattern (CAGP)
Undergraduate Programme under Autonomous Structure

The academic year 2018-19 onwards

DEPARTMENT OF SOCIAL WORK

VISION AND MISSION OF THE COLLEGE

VISION

The college is guided by the visionary zeal of providing value- based education to everyone irrespective of religion, caste, creed or sex by which the character is formed, intellect is explained and one can stand on his/her feet.

MISSION:

To transform young men and women who come to learn not from books, but also from life and to share the experience of working and playing together, this inculcates life skills to become good citizens with integrity and discipline.

VISION AND MISSION OF THE DEPARTMENT:

Vision: *‘Each One Reach One’*

Mission: *‘There is more Happiness in Giving than in Receiving’*

Programme Educational Objectives (PEO):

PEO1	Graduates will be able to master and display competency and leadership to become successful professionals, employees and entrepreneurs or pursue higher education and research.
PEO2	Graduates will be able to demonstrate the commitment towards professional ethics, gender sensitivity, preservation of environment and sustainable development
PEO3	Graduates will continue to learn and advance their careers through activities such as participation in professional organizations, attainment of professional certification and seeking higher education

Mapping of Mission of the College with PEO			
Mission	PEO-1	PEO-2	PEO-3
Mission -1	✓	✓	✓

Programme Outcome (PO):

Programme :BSW

PO-1	Disciplinary Knowledge Graduates will be able to analysis and Evaluate different concepts and approaches in the area of social work.
PO-2	Enriching the Practical Skills They will understand the coherent knowledge about the field of study ,its different learning areas and application.
PO-3	Problem Solving : The BSW graduates will able to use knowledge, understanding and skills required for identifying problems and issues.
PO-4	Cognitive and Active Listening Skills: The Students will learn to apply one's disciplinary knowledge and transferable skills to work with individual, groups and communities.
PO-5	Research Skills: The graduates will learn o examine the basic skills, process needed in research to provide a foundation in the field of social work research.
PO-6	Professional Employability: To reflect one's professional skills and behavioural competencies that meet the need of the situation.
PO-7	Digital Learning: Students are given knowledge about the role of digital skills in the field of social work practice.
PO-8	Ethics: They will be imbibed with ethical, moral and social values in personal, Professional and social life.
PO-9	Social Interaction Skills: Students will master the ability to develop skills in field work report writing , recording the observation visits and engage in meaningful discussions during group interaction.
PO-10	Lifelong Learning: Capable of self - paced and self-directed continuous learning aimed at personal/professional development and for improving knowledge, attitude and as also re-skilling in diverse areas.

PEO No.	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10
PEO-1			✓		✓					✓
PEO-2	✓	✓						✓		
PEO-3				✓		✓	✓		✓	

Programme Specific Outcome (PSO)

PSO NO.	Upon Completion of the Programme the student will be able to
PSO-1	Master the knowledge in social work allied fields capable of working at various levels of micro, meso and macro systems and about social work - its evolution & methods ; to understand the economic condition in India.
PSO-2	Create awareness about the ways of working with individuals and families, to get diverse technical knowledge on various Acts and legislations related to Social Work practice.
PSO-3	Facilitate interdisciplinary approach for better understanding of social problems, situations and issues of development, to understand knowledge of human behavior and the social environment.
PSO-4	Demonstrate to make learners- the young professionals sensitive to the needs of the people at individuals, group and community levels and to social problems in changing social, cultural and techno-economic context.
PSO-5	Understand about the tribals and the possibility of social work in their areas , to gather information about NGOs , to demonstrate the social work in health care settings.
PSO -6	Recognise clearly the types of Urban , Rural , Tribal social systems. To demonstrate the knowledge, values, and skills to be critical consumers of research for effective practice and to possess basic skills to evaluate their practice and to emphasize the need of women empowerment.

Mapping of Programme Educational Objectives with PSO

PEO No.	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
PEO-1	✓			✓		✓
PEO-2		✓	✓		✓	
PEO-3			✓			✓

GENERAL SCHEME FOR ASSESSMENT OF CREDITS

Semester	DSC/ H C	DSE/ SC	SEC/OE	Total Credits	Total Marks
I	5+5+5+4=19	-	-	19	400
II	5+5+4=14	2	-	16	350
III	5+5+4=14	2	2	18	400
IV	5+5+5+4=19	-	-	19	400
V	4+4+4+4+4=20	2	2	24	600
VI	4+4+4+4+4+4=24	2	-	26	650
Total	110	08	04	122	2800

Semester	I Language	II Language	Foundation Course	Total Credits	Total Marks
I	04	04	03	11	300
II	04	04	03	11	300
III	04	04	03	11	300
IV	04	04	----	08	200
Total	16	16	12	41	1100



**SCHEME OF STUDY AND EXAMINATION
I SEMESTER**

Papers	Course Code	Type	Teaching hours per week	Credits	Examination Scheme			
					Duration In hours	Theory/ Practical Max. Marks	I A-Max Marks	Total Marks
1.Introduction to Social Work	QA210	DSC	05	05	03	70	30	100
2.Social Sciences for Social Workers – I (Economics and Sociology)	QA220	DSC	05	05	03	70	30	100
3.Social Work Practicum-I	QA250	DSC	08 (practicum)	04	03	70	30 (Viva)	100
4.Fields of Social Work Or Introduction to Family Life Education	QA230 QA240	DSC	05	05	02	70	30	100
		Total	23	19	Total Marks			400

II Semester

Papers	Course Code	Type	Teaching hours per week	Credits	Examination Scheme			
					Duration In hours	Theory/ Practical Max. Marks	I A-Max Marks	Total Marks
1.Social Sciences for Social Workers – II (Political Science and Anthropology)	QB210	DSC	05	05	03	70	30	100
2.Work With Individuals and Families	QB220	DSC	05	05	03	70	30	100
3.Social Work Practicum-II	QB250	DSC	08 (practicum)	04	03	70	30 (Viva)	100
4.Legal Information for Social Workers Or Prevention and Treatment of Alcohol and Drugs	QBY001 QBY006	DSE	02	02	02	30	20	50
	Total		20	16	Total Marks			350

III Semester

Papers	Course code	Type	Teaching hours per week	Credits	Examination Scheme			
					Duration In hours	Theory Max. Marks	I A-Max Marks	Total Marks
1.Human Growth and Development	QC210	DSC	05	05	03	70	30	100
2.Social Problems and Social Development	QC220	DSC	05	05	03	70	30	100
3.Social Work Practicum-III	QC250	DSC	08 (practicum)	04	03	70	30 (Viva)	100
4.Gandhian Philosophy of Social Workers Or Social Action for Social Changes	QCY002 QCY007	DSE	02	02	02	30	20	50
Skill Enhancement		SEC	02	02	02	30	20	50
	Total		22	18	Total Marks			400

IV Semester

Papers	Course Code	Type	Teaching Hours per week	Credits	Examination Scheme			
					Duration in hours	Theory Max. Marks	I A-Max Marks	Total Marks
1.Work With Groups	QD210	DSC	05	05	03	70	30	100
2.Work With Communities	QD220	DSC	05	05	03	70	30	100
3.Administration of Social Welfare Organisations	QD230	DSC	05	05	03	70	30	100
4.Social Work Practicum-IV	QD250	DSC	08 (practicum)	04	03	70	30 (Viva)	100
	Total		23	19	Total Marks			400

Papers	Course Code	Type	Teaching Hours per week	Credits	Examination Scheme			
					in	Theory/ Practical Max. Marks	I A-Max Marks	Total Marks
1.Social Work Research	QE210	DSC	04	04	03	70	30	100
2.Social Work and Health Care	QE220	DSC	04	04	03	70	30	100
3.Social Work With Tribal Communities	QE230	DSC	04	04	03	70	30	100
4.Voluntary Action	QE240	DSC	04	04	03	70	30	100
5.Social Work Practicum-V	QE260	DSC	08 (practicum)	04	03	70	30 (viva)	100
1.Communication and Counseling Or Case Studies	QEY003 QEY004	DSE	02	02	02	30	20	50
1.Skill Enhancement		SEC	02	02	02	30	20	50
	Total		28	24	Total Marks			600

V Semester

VI Semester

Papers			Type	Teaching Hours per week	Credits	Examination Scheme			
		Course code				Duration in hours	Theory/ Practical Max. Marks	I A-Max Marks	Total Marks
1.Social Work with Rural Communities		QF210	DSC	04	04	03	70	30	100
2.Women’s Empowerment		QF220	DSC	04	04	03	70	30	100
3.Social Work with Urban Communities		QF230	DSC	04	04	03	70	30	100
4.Social Work Practicum-VI		QF250	DSC	04	04	03	70	30	100
5.Block Field Work (Block Field Work: 70 Marks. Viva-Voce: 30 Marks)		QF260	DSC	08	04	03	70	30	100
6.Minor Research Project		QF280	DSC	08	04	03	70	30	100
Population Dynamics and Family Welfare Or Disaster Management		QFY008 QFY005	DSE	02	02	02	30	20	50
	Total			34	26	Total			650



Preamble

We the faculty of BSW under the enlightened guidance of our Board of Studies deem it as our supreme obligation to offer a degree programme in Social Work. Our Syllabus is a roadmap leading towards a sublime human virtue of *'Each One Reach One'*. Through our syllabus, we aim at inculcating in the young minds that *'There is more Happiness in Giving than in Receiving'*. The Syllabus is drafted to inflate the young minds with the qualities of a good social worker like *COMMUNICATION, EMPATHY, TIME MANAGEMENT, PROBLEM-SOLVING* and setting a high ethical standard.

We have divided our Syllabus into Discipline Specific Course (DSC) Papers and Discipline Specific Elective (DSE) Papers. We have strived to make our syllabus a multi-disciplinary one. Counselling, Communication, Health Care, Family-life education, Legal literacy awareness, ill-effects of anti-social practices, a study on NGOs, Disaster Management, Administration challenges with Gandhian touch are covered under the course of study. This effort is believed to provide a student with an all-round understanding of the course. Field Visits, Internship, Orientation Visits, Annual Special Rural Camps, provide impetus for the expansion of academic and practical knowledge of various social challenges and issues. The thrust areas on which we have based our syllabus is creating a social-minded, public-spirited and informed social activists and social doctors who can work on an avalanche of social challenges with an unbiased attitude and provide the panacea. The syllabus aims at motivating the youth not only to view Social Work as a Profession but also a Way of Life.

ST. PHILOMENA'S COLLEGE (AUTONOMOUS), MYSORE 570015

SUBJECT: SOCIAL WORK

UNDER CBCS -LOCF SCHEME

FROM THE ACADEMIC YEAR 2018-19 ONWARDS

I - SEMESTER – SOCIAL WORK

INTRODUCTION TO SOCIAL WORK - DSC

MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100

4 Hrs/week = 60Hrs.

COURSE OBJECTIVE:

1. Understanding of the History of evolution of the Social Work profession, both in India and the West.
2. Gain in-depth knowledge about the origin and development of system approaches.
3. Comprehend the values of Social Work and demonstrate the same in practical settings
4. Hone the competence to design a framework and adopt problem-solving skills
5. Identification, nature of work, location tasks, skills for change and outline mode evaluation for an integrated approach to practice

TEACHING METHOD:

- (a) Lectures
- (b) Poster making
- (c) Group discussions
- (d) Presentations
- (e) Assignments
- (f) Quiz

COURSE LEARNING OUTCOME:

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	Understand the social service culture in Indian tradition	Understanding
CO-02	Understand the impact of various social movements	Understanding
CO-03	Discuss the emergence of professional Social work and Social welfare in post independent India	Remember
CO-04	Analyse the social work concepts	Analyse
CO-05	Identify the values and ethics in Social Work as a Profession	Apply

	Unit 1: Origins of Social Work:	12 Hours
1.1	Social service tradition in Indian culture	
1.2	Religious roots of charity and philanthropy	
1.3	Approaches to persons in need	
1.4	Role of institutions like Joint family, Caste groups and the Panchayats in meeting human needs	
1.5	The emergence of the rationalistic – humanistic tradition.	
	Unit 2: Influences on Social Work:	12 Hours
2.1	Social reform movements	
2.1.1	Sati and child marriage	
2.1.2	Education of women	
2.1.3	Abolition of slavery	
2.2	Contribution of major saints and social reformers of the 19 th and 20 th century and their contributions to social welfare.	
2.2.1	Social reform movements pertaining to women	
2.2.2	Social reform movements pertaining to depressed classes	
2.2.3	Social reform movements pertaining to untouchability	
	Unit 3: Social work and social welfare:	12 Hours
3.1	Historical development of social work in the international perspective reference reference to the ideal of the welfare state	
3.2	Emergence and the development of professional social work	
3.3	Development of social welfare in India after independence	
	Unit 4: Concepts of Social Work:	12 Hours
4.1	Methods of social work:	
4.1.1	Primary methods	
4.1.2	Secondary methods	
4.2	Social welfare:	
4.3	Social services:	
4.4	Social development	
4.4	Social change	
	Unit 5: Goals and values of social work:	12 Hours
5.1.1	Developmental	
5.1.2	Promotional	

5.1.3	Remedial
5.1.4	Ameliorative
5.2.1	Belief in inherent worth and dignity of an individual
5.2.2	Acceptance of physical, emotional, social and spiritual needs of the individual
5.2.3	Capacity of the individual for growth and change
5.2.4	Right to self-fulfillment

References:

1. Friedlander Walter A and Apte Robert Z: Introduction to Social Welfare, New Delhi, Prentice-Hall.1982.
2. Friedlander Walter A: Concepts and Methods of Social Work, New Delhi, Prentice-Hall.1964.
3. Gore.M.S Social Work and Social Work Education, Bombay, Asia Publishing House, 1965.
4. Jainendra Kumar Jha: An Introduction to Social Work, Institute for Sustainable Development, Lucknow, and Anmol Publications Pvt., Ltd., New Delhi 2002.
5. Publication Division, Ministry of Welfare, Govt of India: Encyclopaedia of Social Work in India (All Volumes) 1987.
6. Skidmore, Rex A and Thackeray, Milton G: Introduction to Social Work, Prentice-Hall, Englewood Cliffs, New Jersey, 1982.

I– SEMESTER–SOCIAL WORK

SOCIAL SCIENCE FOR SOCIAL WORKERS - DSC

MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100

4hrs/week = 64 hrs.

COURSE OBJECTIVES

1. To incorporate sociological and economic perspectives for professional social work practice
2. To provide knowledge about various sociological concepts, social institutions & its use in the social work profession

TEACHING METHOD

- (a) Classroom lectures
- (b) Presentations
- (c) Quiz

(d) Assignments

COURSE LEARNING OUTCOME (CO):

CO	After the completion of this course the student will be able to;	Cognitive level
CO-01	Understand the relationship with economics and social work	Understand
CO-02	Discuss social and economic indicators	Create
CO-03	Understand the relevance of sociology for social work	Understand
CO-04	Explain the society and culture	Understand
CO-05	Analyse the social inequality and social stratification	Analyse

Unit 1:		12 Hours
1.1	Relationship between Economics and Social Work	
1.1.1	Definition of economics	
1.1.2	Examples from theory and Practice	
1.2	Elementary concepts in Economics Theory of value	
1.3	Economics of Underdevelopment	
1.4	Urban-rural continuum	
Unit 2:		12 Hours
2.1	Social and economic indicators	
2.1.1	Poverty	
2.1.2	Unemployment	
2.1.3	Urbanization	
2.1.4	Industrialization	
2.1.5	Social services	
2.1.6	Education	
2.1.7	Housing	
2.1.8	Health	
2.2	Underdevelopment	
2.2.1	Genesis and manifestations of underdevelopment	
2.3	Migration and population	
Unit 3:		12 Hours
3.1	Planning with respect to the Indian economy reference to the ideal of the welfare state	

3.1.1	Indian experiences during the post-independence period with respect to specific programs
3.1.2	Analysis of basic economic strategies
3.2	Introduction to sociology
3.2.2	Scope of Sociology as a discipline
3.2.3	Sociology and the other Social Sciences
3.2.4	The relevance of Sociology for Social Work
Unit 4	12 Hours
4.1	Society and culture
4.1.1	Society and the individual – Social Interactions
4.1.2	The Process of Socialization mechanisms and the agents of Socialization
4.2	Social Control and Deviance
4.2.1	The Process and Mechanisms of Social Control
4.2.2	Social Causation and Consequences of deviance
4.3	Social Groups
4.3.1	Primary and Secondary relation
4.3.2	Type of Social Groups
4.4	Organizations and bureaucracy
Unit 5	12 Hours
5.1	Social Inequality and Social Stratification
5.1.1	Class and Caste Stratification
5.1.2	Gender roles and Gender Inequality
5.2	Urban, Rural and Tribal Society Social Change
5.2.1	Theories of Social Change
5.2.2	Sources of Change
5.2.3	Social Development
5.3	Collective Behavior and Social Movements

Text Books:

1. Ahuja, Ram: Society in India, Rawat Publications, Jaipur, 1999.
2. Ahuja, Ram: Social Problems in India, Second Edition, Rawat Publications, Jaipur, 1997.
3. Bardhan, P: The Political Economy of Development in India, Delhi, Oxford University Press, 1984.

4. Bottomore, T.B.: Sociology: A Guide to Problems and Literature, London, George Allen and Unwin, 1962.
5. Chaudhri, P: The Indian Economy: Poverty and Development, Bombay, Vikas Publishing, 1978.
6. Hanumantha Rayappa p., and Grover, D: Employment Planning for the Rural Poor, New Delhi, Sterling Publishers, 1980.
7. Inkeles, A: What is Sociology? An Introduction, Poona, Deshmukh Prakashan, 1982.

**I - SEMESTER –SOCIAL WORK
FIELDS OF SOCIAL WORK - DSC**

MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100

4hrs/week = 60 Hrs

COURSE OBJECTIVES:

1. To gain insight into the different fields of social work and the services available in the respective fields.
2. To understand the different problems of individuals families and group in various settings
3. To ensure the application of the principles of social work and social work intervention process in various fields of social work

TEACHING METHODS

- (a) Classroom lectures
- (b) Visit to different organizations
- (c) NGO Mela
- (d) Assignments
- (e) Quiz

COURSE LEARNING OUTCOMES:

CO	After the completion of this course the student will be able to;	Cognitive level
CO-01	Explain family and child welfare	Understand
CO-02	Analyse medical and psychiatric social work	Analyse
CO-03	Define the rural and urban community development	Remember
CO-04	Discuss criminology, school social work and industrial social work	Create
CO-05	Define community health and disaster management	Remember

Unit 1:		12 Hours
1.1	Family & Child Welfare	
1.1.1	Foster Care	
1.1.2	Adoption Services	
1.1.3	Family Counseling Centre	
1.1.4	Child Guidance Clinics	
1.1.5	Sex Education	
1.1.6	Premarital Counseling	
Unit 2:		12 Hours
2.1	Medical & Psychiatric Social Work	
2.1.1	Multidisciplinary Approach	
2.1.2	Concept of Patient as a Person	
2.1.3	Social & Emotional factors involved in disease	
2.1.4	Death & Dying	
2.1.5	Reaction to terminal illness	
2.1.6	Role of medical social worker	
2.1.7	Role of psychiatric social worker	
Unit 3:		10 Hours
3.1	Rural & Urban Community Development reference to the ideal of the welfare state	
3.1.1	Panchayat Raj	
3.1.2	Decentralized Planning	
Unit 4		14 Hours
4.1	Criminology	
4.1.1	Meaning, Definitions and Scope	
4.1.2	Social Welfare Administration	
4.2	School Social Work	
4.2.1	Adjustment Problems	
4.2.2	Scholastic Backwardness	
4.2.3	Learning Disability and Dropouts	
4.3	Industrial social work	
4.3.1	Problems of industrial workers	
4.3.2	Absenteeism	
4.3.3	Stress	

4.3.4	Occupational Hazards
Unit 5	12 Hours
5.1	Disaster Management
5.1.1	Crisis Intervention
5.2	Working with the elderly
5.3	Working with Mentally & Physically Challenged
5.4	Community Health

BOOK OF REFERENCE

1.	Social Work- An Introduction to Field: Stroup H .H, American Book Co., 1960
2.	Field Of Social Work: Fink A E, Holt, Rinehart and Winston, 1974
3.	School Social Work: Anjali Gandhi, Commonwealth Publishers, 2008
4.	Encyclopedia of Social Work, Jainendra Kumar Jha, Anmol Publications Pvt. Ltd., 2002
5.	Social Work with Older people: Crawford Walker Learning Matters, second edition, 2008
6.	Introduction to criminology, Frank E. Hagan, SAGE Publications, seventh edition, 2007

I– SEMESTER- SOCIAL WORK

**Title: INTRODUCTION TO FAMILY LIFE EDUCATION - DSC
MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100**

4hrs/week = 60 hrs.

COURSE OBJECTIVES:

- (a) To familiarize the students about the concept of family life
 - (b) To ensure that the students understand the importance and advantages of family life education
 - (c) To orient the students with respect to the roles of institutions related to family life
- To help students understand the concepts of personality and moral values as part of family life education

TEACHING METHODS

- (a) Lectures
- (b) Quiz
- (c) Assignments
- (d) Presentations
- (e) Group discussion

COURSE LEARNING OUTCOMES:

CO	After the completion of this course the student will be able to;	Cognitive level
CO-01	Explain the concept of family life	Understand
CO-02	Define family life education	Remember
CO-03	Explain the importance of family life education	Understand
CO-04	Discuss the role of home, school and religion in imparting family education	Create
CO-05	Students will develop personality and moral values	Analyse

Unit 1:		12 Hours
1.1	Concept of family life	
1.1.1	Social institution of Family and Marriage	
1.1.2	Concept of Family in the UN Declaration	
1.1.3	Family Life in Indian Context and relationship and bonding in Family life	
Unit 2:		12 Hours
2.1	Family life Education	
2.1.1	Concept and meaning	
2.1.2	Defining family life education	
2.1.3	Contents of family life education	
2.2	Traditional Indian values related to Family life Education	
2.2.1	Importance of different types of values in family life education	
2.3	Advantages of Family life Education	
Unit 3:		12 Hours
3.1	Importance of family life education reference to the ideal of the welfare state	
3.2	Objectives of Family life Education	
3.3	Role of individual, family and community in Family life and Education	

Unit 4:		12 Hours
4.1	Role of Home, School and religion in imparting family life education	
4.2	Methods of imparting family life education	
Unit 5:		12 Hours
5.1	Development of personality and moral values in life	
5.2	Nature, definition and development of personality	
5.3	Theoretical approach to personality development	
5.4	Development of moral values	
5.5	Theories of Moral development	
5.6	Environment influences on moral development	

References:

1. Alphonse. H. Clemens, Marriage and family, Prentice-Hall INC- Englewood; N.J.
2. Ann& John Murphy, Sex Education and successful parenting, Pauline Books, St. Paul Press Training School; Mumbai
3. Areus, M.E. Schvaneveldt, J.D, Moss J.J. (eds) (1993), Hand book of Family life education (Foundation of Family Life Education), saga Publications Vol. 1, Vol.2
4. Ceshadri.C. and Pandey J.L, Population Education- A National source Book, NCERT, New Delhi
5. Fletcher; Ronald (1988), The abolitionists: the Family and Marriage Under attack Routledge, London.
6. G. Ginott, Dr. Haim, Between Parent and Child, Avon Books Macmillan, Publishing Co; New Delhi.
7. Haralambose, M and Heald R, M. (1997sixth impression), Sociology: Themes and Perspectives, Oxford University press Delhi
8. Suriakanthi, A., Child Development, Kavitha Publication, Gandhigram
9. UNESCO (1988), Family Life Education: Package One, PROAP, Bangkok.
10. UN declaration of Human rights 1948
11. UN Convention on Rights of child 1989

FIRST SEMESTER BSW
Title: Social Work Practicum-I - DSC
CLASS DURATION – 03 HOURS PER WEEK
MARKS- Social work Practicum - 70 + I.A -30 (Viva-Voce) = 100

Field Work Programme (Social Work Practicum)

Objectives:

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

During the first year of the course, observation visits to welfare, educational, developmental, industrial and allied agencies will be arranged. The students will be guided to understand the processes of implementation of various programmes.

The following shall be the outline of Field Work activities:

- Orientation to Field Work.
- Observation Visits.
- Skill workshops.
- Interaction with social work practitioners.
- Programme media workshops.
- Individual Conference.
- Group Conference.
- Viva-Voce.

II– SEMESTER- SOCIAL WORK

Title: SOCIAL SCIENCE FOR SOCIAL WORKERS-II - DSC
MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100

4hrs/week = 60 hrs

COURSE OBJECTIVES:

- (a) To orient the students about the concept of politics
- (b) To establish the linkages between politics, social work and development
- (c) To orient the students about the role of social workers in the sector of development

TEACHING METHODS

- (a) Lectures
- (b) Assignments
- (c) Quiz
- (d) Presentations
- (e) Visiting websites of institutions dealing with developmental activities with respect to tribal population, health and economy)

COURSE LEARNING OUTCOMES:

CO	After the completion of this course the student will be able to;	Cognitive level
CO-01	Explain politics	Understand
CO-02	Discuss the concepts of democracy	Create
CO-03	Gain knowledge about political participation and tribal society	Remember
CO-04	To identify the social and economic development programs and their use to tribal groups	Apply
CO-05	Discuss the scope of social work intervention	Create

Unit 1		12 Hours
1.1	Definition of Politics	
1.1.1	State	
1.1.2	Power	
1.1.2	Resolution of conflicts	
1.2	Concepts	
1.2.1	Rights	
1.2.2	Liberty	
1.2.3	Justice and Equality	
1.2.4	Power	
1.2.5	Authority	

1.2.6	Legitimacy
1.2.7	Totalitarianism and Autocracy
Unit 2:	
12 Hours	
2.1	Resources of power
2.2	the Weberian models of authority
2.3	How regimes acquire and lose legitimacy
2.4	A critique of the Marxian theory of class
2.5	Communism
2.6	Fabian socialism
2.7	Power structure
2.8	Classical theories of democracy
Unit 3	
12 hours	
3.1	Political participation reference to the ideal of the welfare state
3.2	Political socialization
3.3	Political parties and interest groups
3.4	Anthropology as a field in understanding of tribal society
3.5	Tribal society
3.5.1	Kinship
3.5.2	Descent and social structure
3.5.3	Marriage
3.5.4	Family and community
Unit 4	
12 Hours	
4.1	Social and economic development programs and their use to tribal groups
4.1.1	Methods of implementations
4.1.2	Benefits
4.1.3	Future outlook
4.2	Development programs and their impact on tribal population
4.3	Dislocation and resettlement
4.3.1	Future directions of work in this area
Unit 5	
12 Hours	
5.1	Tribal population and development
5.2	Scope of social work intervention and the role of social workers

Text Books:

1.	Bhatnagar, S: Political Theory: An Introduction, Meerut, Meenakshi Prakashan, 1985.
2.	Fredrich, C.J: An Introduction to Political Theory, Bombay, Jaico Publishing House, 1967.
3.	Joshi, Ram and others: The Indian Constitution and its working, Bombay, Orient Longman, 1977.
4.	Kothari, Rajni: Politics in India, New Delhi, Orient Longman, 1982.
5.	Kumar, A: Tribal Development in India, Sarup and Sons, New Delhi, 2002.
6.	Keesing, R.M: Cultural Anthropology: A Contemporary Perspective, New York: Holt, Rinehart and Winston, 1975.
7.	Shah, V.P. and Patel, T: Social Context of Tribal Education, New Delhi, Concept Publishing Company 1985

II– SEMESTER- SOCIAL WORK

Title: WORK WITH INDIVIDUALS AND FAMILIES - DSC

MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100

4hrs/week = 60 hrs.

COURSE OBJECTIVES:

- (a) To gain knowledge with respect to the developmental, preventive and restorative goals of social work with the developmental and preventive roles being the focal point
- (b) To develop the capacity to apply to specific situations the knowledge of the interaction of persons with the environment which contribute to the uniqueness of individuals
- (c) To comprehend the human in problem situation – their interrelatedness, dynamics and impact
- (d) To ensure that the students are armed with a plethora of social work skills and also to impart knowledge with respect to the relevance of social work methods in the Indian milieu.
- (e) To hone the observational and evaluative skills of the students with respect to the promotion of capacity building and problem-solving skills of individuals, families and groups.

TEACHING METHODS

- (a) Classroom lectures
- (b) Quiz
- (c) Assignment
- (d) Roleplay

Course Learning Outcome.

CO	After the completion of this course the student will be able to;	Cognitive level
CO-01	To gain the knowledge about historical development of the method of case work	Remember
CO-02	To understand the major components of case work; person, problem, place and process	Understand
CO-03	Skills to deal with barriers and enhance worker's and individual's communication skills	Create
CO-04	Explain counseling , psychotherapy and family therapy	Understand
CO-05	Application of case work method in different setting; Family ,child ,school, medical, correctional and industrial	Apply

Unit 1:		12 Hours
1.1	Historical development of the method of casework	
1.1.1	Importance of the method	
1.2	Values and basic principles underlying work with individuals	
1.3	Understanding the individual and reactions	
1.3.1	Stress	
1.3.2	Coping	
1.3.3	Defence mechanisms	
1.4	Application of concepts from ego psychology, socialization and role theories	
1.5	Analysis of factors affecting individual differences in needs, behaviour and coping techniques	
1.6	Family dynamics and their impact	
Unit 2:		12 Hours
2.1	Application of the method to concrete problems as a result of environmental factors	
2.2	Introduction to approaches in working with individuals and families	
2.2.1	Developmental	
2.2.2	Promotive	
2.2.3	Remedial	
2.3	Work with the individual in the context of the family and other sub-systems	
2.4	Major components in the methods; person, problem, place, process	
2.5	Phases of social casework	

Unit 3:		12 Hours
3.1	Basic Communication Skill reference to the ideal of the welfare state	
3.1.1	Techniques of listening	
3.1.2	Giving feedback	
3.1.3	Verbal and non-verbal communication	
3.1.4	Skills to deal with barriers and enhance worker's and individual's communication skills	
3.2	Relationships	
3.2.1	Initiating contact and collecting information and sustaining professional relationships	
3.2.2	Types of relationship	
3.2.3	Handling problems related to the relationship	
3.2.4	Handling resistance, transference and countertransference	
3.3	Interview techniques	
3.3.1	Phases in the problem-solving process from initial contact to termination	
Unit 4:		12 Hours
4.1	Casework: Counseling, psychotherapy, family therapy	
4.2	Role of social worker	
4.2.1	Enabler	
4.2.2	Facilitator	
4.2.3	Resource mobilizer and guide	
4.3	Recording	
4.3.1	Meaning, importance and uses	
4.3.2	Types of recording, summary and evaluation	
Unit 5:		12 Hours
5.1	Theories and models of helping	
5.1.1	Psycho-analytical	
5.1.2	Psycho-social	
5.1.3	Problem solving	
5.1.4	Crisis intervention	
5.2	Application of case work method in different settings	
5.2.1	Family and child welfare settings	
5.2.2	School settings	
5.2.3	Medical and psychiatric settings	
5.2.4	Correctional settings	

5.2.5	Industrial settings
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References:

1. Biestek, F.P; The Case Work Relationship, London, George Allen & Unwin, 1957.
2. Friedlander, W.A.: Concepts and Methods of Social Work, New Delhi, Prentice-Hall, 1964.
3. Goldstein: Ego Psychology and Social Work Practice, New York, Free Press, 1984.
4. Hamilton: Principles of Social Case Recording, NY: Columbia University Press, 1946.
5. Hamilton, G: Theory and Practice in Social Case Work, NY: Columbia University Press, 1950.
6. Perlman, H.H: Social Case Work: A Problem – Solving Process, Chicago, University of Chicago Press, 1957.
7. Richmond, Mary E: Social Diagnosis, New York, Free Press, 1917.
8. Timms, N: Social Case Work: Principles and Practice, London, Routledge and Kegan Paul 1964.
9. Turner, F.J(Ed): Differential Diagnosis and Treatment in Social Work, New York, The Free Press, 1976.
10. Young, Pauline V: Interviewing in Social Work, NY, McGraw Hill Book Co.1935.

II– SEMESTER- SOCIAL WORK

LEGAL INFORMATION FOR SOCIAL WORKERS DSE

MARKS THEORY – 30 + INTERNAL ASSESSMENT -20 = 50

2hrs/week = 32 hrs.

COURSE OBJECTIVES :

- (a) To augment sensitivity to the legal problems and concerns in Indian Society
- (b) To analyze the legal issues plaguing Indian society and identifying the root Causes for the same
- (c) To understand Human Rights with specific reference to special groups.

TEACHING METHODS

- (a) Classroom lectures
- (b) Assignments
- (c) Quiz

- (d) Visit to an organization dealing with legislations (can be an outstation destination such as Bangalore Mediation Center)

Course learning outcome(CO)

CO	After the completion of this course the student will be able to;	Cognitive level
CO-01	Understand directive principles and fundamental duties	Understand
CO-02	Explain Indian judicial system	Understand
CO-03	To gain the knowledge of personal laws	Create
CO-04	To learn about legal aid and public legislation	Remember
CO-05	Discuss the laws for protection and care of women, children disabled ,SC/ST, OBC	Analyse

Unit 1:		7 Hours
1.1	Social legislation	
1.2	Social Justice	
1.3	Social Defence	
1.4	Indian Constitution	
1.4.1	Preamble	
1.4.2	Fundamental Rights	
1.4.3	Directive Principles and Fundamental Duties	
Unit 2:		7 Hours
2.1	Indian Judicial system	
2.1.1	Courts- Civil Courts, Criminal Courts, Family Courts, Juvenile Courts	
2.1.2	Prisons-Probation, Parole, Criminal Procedure Code and Indian Penal Code	
Unit 3:		6 Hours
3.1	Personal Laws reference to the ideal of the welfare state	
3.1.1	Marriage, divorce and Adoption legislations for Hindus, Muslims and Christians, special marriage act	
Unit 4:		6 Hours
4.1	Legal Aid, Lok Adalats, Public Interest Litigation	
4.2	Human rights	
4.2.1	Human Rights Commission	
4.2.2	Women's Commission	
4.2.3	Child rights	
4.2.4	Judicial Activism	
4.3	Right to Information Act	

Unit 5:		6 Hours
5.1	Laws for the protection and care of Women, Children, Disabled, SC/ST, OBC	
5.2	Social security	
5.2.1	Meaning	
5.2.2	Definitions	
5.2.3	Concept	
5.2.4	Scope	

References:

1. Introduction to the Constitution of India: Brij Kishore Sharma, PHI Learning, 7th edition, 2015
2. Handbook of Human Rights: Jayant Chaudhary, Dominant Publishers, 2004
3. Family Law: I A Saiyed., Himalaya Publishing House, 2010
4. Social Legislation in India: Gangrade K D, Concept Publishing Company, 1978
5. Social Policy & Social Development in India: Kulkarni P D, Association of Schools of Social Work in India, 1979

II– SEMESTER- SOCIAL WORK

Title: PREVENTION AND TREATMENT OF ALCOHOL AND DRUGS – DSE

MARKS THEORY – 30 + INTERNAL ASSESSMENT -20 = 50

2hrs/week = 32 hrs.

COURSE OBJECTIVES:

- (a) To acquaint the students about the treatment programs with respect to alcohol and drug dependence
- (b) To understand the necessity of intervention programs in matters related to substance abuse
- (c) To familiarize the students about the role of Non-governmental organizations as well as national and international bodies with respect to prevention and control of alcohol abuse
- (d) To shed light on the skills and competencies involved in the prevention and treatment of alcohol and drugs

TEACHING METHODS

- (a) Lectures
- (b) Assignments
- (c) Quiz
- (d) Presentations
- (e) Visit to de-addiction centres

COURSE LEARNING OUTCOME (CO):

CO	After the completion of this course the student will be able to;	Cognitive level
CO-01	Explain the treatment of alcohol and drug dependent	Understand
CO-02	Identification of an addict and school-based prevention program	Analyse
CO-03	Understand the intervention stages in substance abuse	understand
CO-04	Role of NGO's on prevention and control of alcohol and drugs abuse	Create
CO-05	Developing skills and competence for intervention strategies	Apply

Unit 1:		7 Hours
1.1	Treatment of Alcohol and Drug dependence	
1.1.1	Treatment stages	
1.1.2	Treatment settings	
1.1.3	Treatment modalities and scheme for prevention of Alcoholism and substance abuse	
Unit 2:		7 Hours
2.1	Empowering through education counselling, referral services and community response	
2.1.1	The empowering process, preventive education, prevention strategies	
2.1.2	Community response to addiction, motivating the addict and the family for treatment	
2.2	Identification of an addict and school-based prevention programs	
Unit 3:		6 Hours
3.1	Substance abuse reference to the ideal of the welfare state	
3.1.1	Intervention, need for intervention, and the intervention stages	
Unit 4:		6 Hours
4.1	Role of NGO's, National and International Bodies on prevention and control of substance abuse	
Unit 5:		6 Hours
5.1	Developing skills and competencies for Intervention strategies	
5.1.1	Role of counseling	
5.1.2	Motivation skills	
5.1.3	the ABC method of crisis counselling	

References:

1. Abraham, J.Twerski, M.D (1990), Addictive Thinking, Hazelden Foundation, Pleasant Valley, MN, USA.
2. Anil Agarwal (1995), Narcotic Drugs, National Book Trust, New Delhi.
3. Chopra R.N & Chopra f.c (1965), Drug Addiction with Special Reference to India, Council Of Scientific and Industrial Research, New Delhi.

4. Howard, Clinebell (1982), Understanding and counselling the Alcoholic, Abington Press, Nashville, Tennessee.
5. Irwin G. Sarason & Barbara R. Sanson (1996), 8th Edition: Abnormal Psychology, Prentice-Hall of India Ltd., New Delhi.
6. Jellinek, E.M. (1960), The Disease Concept of Alcoholism, New Haven: Hill house Press.
7. Sharon, Weschider Cruse (1989), Another Chance, Science and Behaviour Books, California.
8. Thomas, Gracious (1997), Prevention of AIDS: In search of Answers, Shipra Publications, New Delhi.
9. Vernon E. Johnson, D.O. (1986), Intervention. Johnson Institute Books, Minneapolis.
10. UNDCP (1999), Drug Demand Reduction Report, UNDCP Regional Office, New Delhi.
11. WHO/TISS Workshop (1996), Involvement of Youth in Health Promotion, Tata Institute of Social Work, Mumbai.

II SEMESTER SOCIAL WORK

Title: Social Work Practicum-II DSC

CLASS DURATION – 03 HOURS PER WEEK

MARKS- Social work Practicum - 70 + I.A -30 (Viva-Voce) = 100

Field Work Programme (Social Work Practicum)

Objectives:

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

During the first year of the course, observation visits to welfare, educational, developmental, industrial and allied agencies will be arranged. The students will be guided to understand the processes of implementation of various programmes.

Following shall be the outline of Field Work activities:

- Orientation to Field Work.
- Observation Visits.
- Skill workshops.
- Interaction with social work practitioners.
- Programme media workshops.
- Individual Conference.
- Group Conference.
- Viva-Voce.

III- SEMESTER –SOCIAL WORK
Title: HUMAN GROWTH AND DEVELOPMENT - DSC
MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100
4 Hrs/week=64Hrs

COURSE OBJECTIVES:

1. To help the students to know the components of general psychology
2. To acquaint the students to the varied branches of psychology
3. To enable the students to develop a theoretical perspective of understanding human development across the life span

TEACHING METHODS:

- (a) Lectures
- (b) Quiz
- (c) Assignments
- (d) Presentations
- (e) Diagrammatic representation

COURSE LEARNING OUTCOMES(CO):

CO	After the completion of this course the student will be able to;	Cognitive level
CO-01	Explain the stages of human development	Understand
CO-02	Understanding human behavior	Understand
CO-03	Discuss, psycho-dynamic theories, behavior and learning theories	Remember
CO-04	Analyse the factors of forgetting	Analyse
CO-05	Gain the knowledge about adjustment and maladjustment	Create

Unit 1:		12 Hours
1.1	Determinants of human development	
1.1.1	Stages of human development / prenatal development	
1.1.2	Infancy and childhood	
1.1.3	Preschool & middle school –childhood	
1.1.4	Puberty & adolescence	
1.1.5	Early & middle adulthood	
1.1.6	Later adulthood & ageing characteristics	
Unit 2:		12 Hours
2.1	Understanding human behaviour	

2.1.1	Heredity- concept and mechanisms
2.1.2	Environment – internal and external
2.1.3	The interplay of heredity and environment in shaping behaviour
2.1.4	Environment and early development of the child
2.2	Motivation
2.2.1	Concepts of motives
2.2.2	Types of motives with special reference to social motives
Unit 3:	
	10 Hours
3.1	Personality reference to the ideal of the welfare state
3.1.1	Definition
3.1.2	Nature & assessment
3.1.3	A brief discussion of some theories- psycho-dynamic theories, behaviour and learning theories
Unit 4	
	14 Hours
4.1	Intelligence
4.1.1	Concept, levels and assessment
4.2	Learning
4.2.1	Nature and definition of learning
4.2.2	Remembering and forgetting
4.2.3	Factors of forgetting – motivated forgetting, psychological amnesia
Unit 5	
	12 Hours
5.1	Adjustment throughout life, adjustment, the concept of adjustment and maladjustment
5.1.1	Factors in adjustment, stress, frustration and conflicts, coping strategies, attitudes, values and adjustment
5.2	Psychological testing
5.2.1	Definition & principles of psychological testing
5.2.2	Use of testing in social work

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.
6. Davidoff, L.L: Introduction to Psychology, Auckland; McGraw Hill inc. Book co. 1981
7. Hall, C.S. and Lindsey: Theories of Personality, New York, Wiley G, 1978.

8. Hurlock, Elizabeth B: Child Growth and Development, New Delhi; Tata McGraw-Hill Publishing Company, 1978.
9. Hurlock, Elizabeth B: Developmental Psychology, New Delhi; Tata McGraw-Hill Publishing Company, 1975.
10. Weiner, E.A. and Stewart, B.J: Assessing Individuals: Psychological and Educational Tests and Measurements, Boston, Little, Brown and Co., 1984.

III-SEMESTER – SOCIAL WORK
Title: SOCIAL PROBLEMS AND SOCIAL DEVELOPMENT – DSC
MARKS THEORY – 70 + INTERNAL ASSESSMENT 30 = 100

4 Hrs/Week= 60hrs

COURSE OBJECTIVES :

- (a) To equip students to examine social realities from different perspectives
- (b) To familiarize with the contemporary discourse on social development

TEACHING METHODS:

1. Classroom lectures
2. Quiz
3. Assignments
4. Survey of slums/communities

COURSE LEARNING OUTCOMES (CO):

CO	After the completion of this course the student will be able to;	Cognitive level
CO-01	Social work approach in the prevention, control and management of social problems	Apply
CO-02	Role of social worker in identifying social problem and developing strategies	Create
CO-03	Discuss the involvement of social workers in social action	Understand
CO-04	Explain the concept of social development	Understand
CO-05	Define the concept ; The management of ecology	Remember

Unit 1:		12 Hours
1.1	Concept of the social problem	
1.1.1	Definition and meaning of social problems	
1.2	Classification of social problems	
1.3	Causes and consequences of social problems	
1.4	Social work approach in the prevention, control and management of social problems	

Unit 2:	12 Hours
2.1	Social Problems
2.1.1	Extent, causes, and management of social problems
2.1.2	Legislative measures pertaining to juvenile delinquency, alcoholism, drug abuse, beggary, commercial sex, dowry, corruption, terrorism, bonded labor and child labor,
2.2	Role of the social worker in identifying social problems and developing strategies for helping
Unit 3:	12 Hours
3.1	Social action and social work reference to the ideal of the welfare state
3.1.1	Social movements
3.1.2	Strategies employed in social action
3.2	Issues pertaining to social workers: involvement in social action
Unit 4:	12 Hours
4.1	Concept of social development
4.2	Approaches to development
4.3	The interrelationship between different sectors – economic, political, ethnic and cultural
4.4	Process of change
4.4.1	Social intervention
4.4.2	Initial conditions required for social change
Unit 5:	12 Hours
5.1	Areas of social development
5.1.1	Rural development
5.1.2	Urban development
5.1.3	Tribal development
5.1.6	The welfare of scheduled castes and scheduled tribes, other backward communities and mini
	Minorities

References:

1. Ahuja, Ram: Social Problems in India, Rawat Publications, Jaipur, 1992.
2. Becker, H.S: Social Problems: A Modern Approach, John Wiley and Sons, New York, 1996.
3. Chaturvedi, T.N. (Ed): Administration for the Disabled: Policy and Organizational issues, Indian Institute of Public Administration, New Delhi, 1981.

4. Dantwala, M.L: Poverty in India: Then and Now, Macmillan Company of India, Delhi, 1973.
5. Fisher, H.J(Ed): Problems of Urbanization, Leslie Sawhney Programme of Training and Democracy, Bombay, 1971.
6. Gangrade, K.D: Social Legislation in India, Vol.1 and II, Concept Publishing Company, Delhi, 1973.
7. Government of India: Five Year Plan Documents, New Delhi.
8. Kapur, P: Marriage and Working Women in India, Vikas Publications, Delhi, 1970.
9. Madan, G.R: Indian Social Problems – Vol. I Seventh Edition, Allied Publishers Pvt.Ltd, New Delhi, 2002.
10. Moorty, M.V.: Social Action, Asia Publishing House, Bombay, 1966.
11. Rao, M.S.A(ED); Social Movements in India, Manohar, New Delhi, 1978.
12. UNRISD: Quest for Unified Approach to Development, Geneva, 1982.
13. World Bank (OUP): World Development Reports, (Annual).

III - SEMESTER- SOCIAL WORK

Title: GANDHIAN PHILOSOPHY OF SOCIAL WORKERS - DSE

MARKS THEORY – 30 + INTERNAL ASSESSMENT -20 = 100

2 Hrs/ week = 32 hrs

COURSE OBJECTIVES:

- (a) To understand the conceptual framework of Social work on Gandhian Perspective
- (b) To form domains to do social work with Gandhian values and ethics.
- (c) To understand the history of Social Work from tradition to modernity in India
- (d) To make the students understand the scope and objectives of Social Work and the relevance of Gandhian Constructive Programmes.
- (e) To understand the Gandhian concept and approach to Social Work and rural reconstruction.
- (f) To help the students apply the Gandhian approach to Community Development.
- (g) To study the contribution of Gandhian movements during the era of Independence

TEACHING METHODS:

- (a) Lectures
- (b) Assignments
- (c) Quiz
- (d) Presentations
- (e) Film screenings

COURSE LEARNING OUTCOMES (CO):

CO	After the completion of this course the student will be able to;	Cognitive level
CO-01	A brief over review of Mahatma Gandhi's life	Remember
CO-02	Discuss the concept of trusteeship	Analyse
CO-03	Explain the means to achieve development	Understand
CO-04	Gain the knowledge about the Gandhiji's views on industrialization	Create
CO-05	Review of the autobiography of Mahatma Gandhi	Remember

Unit 1:		7 Hours
1.1	A brief overview of Mahatma Gandhi's life	
1.2	Foundations of Gandhian Social thought	
1.3	Influence of religions and philosophers	
1.4	The basic values – truth, non –violence- eleven vows, seven social evils	
1.5	Views about Man and society- Man as an interpretation of god	
1.6	Gandhiji's perceptions about society	
Unit 2:		7 Hours
2.1	Elimination of social problems- Untouchability, Caste system, Problems of women, Alcoholism	
2.2	The concept of trusteeship to eliminate economic inequality	
Unit 3:		6 Hours
3.1	The Concept of development- antyodaya, Sarvodaya reference to the ideal of the welfare state	
3.2	Means to achieve Development: - Swadeshi, Panchayat Raj, Constructive Programmes	
Unit 4:		6 Hours
4.1	The ethical basis of economics, purity of means, simplicity of life, unity, self-reliance- classless society bread labour-self-reliance-classless society	
4.2	Gandhiji's views on industrialization	
Unit 5:		6 Hours
5.1	Reviewing the implementation of Gandhian ideologies in the contemporary world	
5.2	Film Reviews – “Gandhi”, review of the autobiography of Mahatma Gandhi Experiments with Truth”	

References:

1. Selected works of Mahatma Gandhi – (Vol. 1 –5). Mohandas Karamchand Gandhi, Navjivan Publications, 2011
2. Gandhian Sarvodaya: Thomas Vettickal, Gyan Publishing House, 2003

3. Gandhian Economics: Shriman Narayan, Navajivan Publication House, 1970
4. Mahatma Gandhis World View: M.P Mathai, Gandhi Peace Foundation Trust, 2000
5. Reading Gandhi (Ed): Sujit Kaur, Jolly Concept Publishing, 2006
6. Gandhian Economic Thought, J.C Kumarappa, Vora and Co., 1951
7. The Story of my experiments with truth – Mohandas Karamchand Gandhi, Fingerprint Publishing, first edition, 2009

III - SEMESTER- SOCIAL WORK

Title: SOCIAL ACTION FOR SOCIAL CHANGE -DSE

MARKS THEORY – 30 + INTERNAL ASSESSMENT -20 = 50

2 Hrs/Week = 32 Hrs

COURSE OBJECTIVES :

- (a) To orient the students about the concept, principles and skills related to social action
- (b) To understand the strategies and tactics involved in social action
- (c) To introduce the students to the different models of social action
- (d) To discuss the relevance of social action as a method of social work and establish its relationship with other methods of social work

TEACHING METHODS:

- (a) Lectures
- (b) Presentations
- (c) Quiz
- (d) Debate
- (e) Assignments

COURSE LEARNING OUTCOME (CO):

CO	After the completion of this course the student will be able to;	Cognitive level
CO-01	Explain social action	Understand
CO-02	Discuss the strategies and tactic employed in social action	Create
CO-03	Differentiate the industrial and non-industrial models	Analyse
CO-04	Relation of social action in community work and social movement	Remember
CO-05	Understand social action as method of social work	Understand

Unit 1:	7 hours
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1.1	Social Action
1.1.1	Concept, Principles and Skills involved in Social Action
Unit 2:	
2.1	Strategies and Tactics employed in Social Action
2.1.1	Examples from field situations
Unit3:	
3.1	Models of Social Action reference to the ideal of the welfare state
3.1.1	Institutional and non- institutional models
Unit 4:	
4.1	Social Action in Relation to community work and social movement
4.2	Social Action in Relation to social conflict
4.3	Social Action in Relation to social structure
4.4	Social Action in Relation to social change
4.5	Social Action in Relation to Ideology and Consciousness
4.6	Social Action and Community Development
4.7	Social Action and Social Movement
Unit 5:	
5.1	Social Action as a method of Social Work
5.1.1	Social Action in Relation to Case Work
5.1.2	Social Action in Relation to Group Work
5.1.3	Social Action in Relation to Community Organization
5.1.4	Social Action in Relation to the Social Welfare Administration
5.1.5	Social Action in Relation to Social Work Research

Text Books:

1. Alinsky, Saul 1998, Rule of Radicals, Vintage Book Edition.
2. Bailey R and Mike Brake (EDs) 1975, Radical Social Work, Edward Arnold, London.
3. Baviskar A 2010, Social Movements in India, in N G Jayal and PB Mehta (EDs)- Oxford Companion to Politics in India, Oxford University Press, New Delhi.
4. Freire P 1997, Pedagogy of the Oppressed, Penguin Books, New Delhi.
5. Muzaffar Assadi, Movements and Politics in Karnataka, Karnataka Journal of Politics.
6. Ray, Ray and M F Katzenstein (EDs) 2005, Social Movements in India- Poverty, Power and Politics, Rowman and Little field.
7. Siddiqui H Y (ED), Social Work and Social Action- A Development Perspective, Harnam Publications, New Delhi.
8. Thompson N 2002, Social Movements, Social Justice and Social Work, British Journal of Social Work 32(6).

III Semester Social Work

Title: Social Work Practicum-III – DSC

CLASS DURATION – 03 HOURS PER WEEK

MARKS- Social work Practicum - 70 + I.A -30 (Viva-Voce) = 100

Field Work Programme

Objectives:

1. To develop the capacity for observation and analyzing social realities.
2. To develop an understanding of needs, problems and programmes for different target groups.
3. To develop an understanding of the role of a social worker in different settings.
4. To develop skills in observation, interview, recording, group discussions and leadership.
5. To develop skills in report writing and use of supervision.

The following shall be the outline of fieldwork activities:

- Orientation to intensive Field Work.
- Observation Visits.
- Interaction with Social Work Practitioners.
- Skill Training.
- Individual Conference.
- Group Conference.
- Viva-Voce.

IV– SEMESTER – SOCIAL WORK

Title: WORK WITH GROUPS - DSC

MARKS THEORY – 70 + INTERNAL ASSESSMENT -30=100

4 Hrs/Week = 64Hrs

COURSE OBJECTIVES:

- (a) To develop an ability to apply knowledge of the human person and the social systems in the environment and to understand the person-environment interaction
- (b) To understand the objectives and characteristics of the groups
- (c) To understand the challenges faced by the groups
- (d) To understand the significance of the methods and their uses in the Indian context and equipping students with a broad range of skills in social work practice.
- (e) To instil the techniques to enable students to cope with group conflicts and dynamics
- (f) To familiarize the students to different types of groups in order to impart exposure about the different needs and requirements of groups

TEACHING METHODS:

- (a) Classroom lectures
- (b) Assignments
- (c) Quiz
- (d) Roleplay
- (e) Interactions among classmates enabling them to work in groups

COURSE LEARNING OUTCOME(CO):

CO	After the completion of this course the student will be able to;	Cognitive level
CO-01	Significance of different group in individual's life	Remember
CO-02	Understand the specific objectives of group work	Understand
CO-03	Difference between therapeutic and non-therapeutic groups	Analyse
CO-04	Skills and tactics for effective work with group	Create
CO-05	Application of groups in family, school, correctional and medical settings	Apply

Unit 1:		12 Hours
1.1	Meaning, definition and significance of different groups in the life of the individual /society	
1.2	Historical development and current application of group work as a method with special reference to India	
Unit 2:		12 Hours
2.1	Social group work as a method of social work in the context of other methods	
2.2	Specific objectives of group work, values and principles underlying work with groups	
Unit 3:		12Hours
3.1	Types of groups, therapeutic and non-therapeutic reference to the ideal of the welfare state	
3.1.1	Special emphasis to be laid on open, development groups and short term groups	
3.2	Process of group work, dynamics and interactional processes in the various phases of a group	
Unit 4:		12 Hours
4.1	Knowledge of skills and techniques for effective work with groups	
4.1.1	Problem-solving, programme planning	
4.1.2	Camp as programme media- purpose and planning	
Unit 5:		12 Hours
5.1	Application of groups in different settings Family, School, Correctional, Medical and Industrial	

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2. Kemp, C.G: Perspectives on the Group Processes, Houghton Mifflin Co. Boston 1970.
3. Klein, A.F: Social Work through Group Process, School of Social Welfare – State University of New York, Albany, 1970.
4. Konopka, G: Social Group Work: A Helping Process, Prentice – Hall, Inc. J.J.1963.
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6. Milson, Fred: An Introduction to Group Work Skills, Routledge and Kegan Paul, London, 1973.
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8. Toseland, R.W and Rivas, R.F: An Introduction to Group Work Practice, Macmillan Publication Co, New York, 1984.
9. Tracker, H.B: Social Group Work – Principles and Practices, Association Press, New York, 1970.
10. Wilson, G. and Rayland, G: Social Group Work Practice, Boston, Houghton Mifflin Co, 1949.

IV SEMESTER- SOCIAL WORK

Title: WORK WITH COMMUNITIES - DSC

MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100

4 Hrs / Week = 64hrs

COURSE OBJECTIVES :

1. To develop an understanding regarding community organization as a method of social work
2. To understand the elements of community organization practice
3. To gain knowledge about the roles of the agencies and community organizer with respect to the practice of community organization
4. To build a critical understanding of the models and strategies for community organization
5. To hone competencies and skills for participatory processes in the community and civil society

TEACHING METHODS:

- (a) Classroom lectures
- (b) Assignments
- (c) Quiz
- (d) Visit to a community/ CO

COURSE LEARNING OUTCOME(CO):

CO	After the completion of this course the student will be able to;	Cognitive level
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CO-01	Explain the concept of community	Understand
CO-02	Strategies to identify community problems	Apply
CO-03	Possess in community organization	Create
CO-04	Analyse the role of community organizer	Analyse
CO-05	Discuss national community development program	Remember

Unit 1:		12 Hours
1.1	Definition, characteristics and types of communities	
1.2	Analysis of structure and functions of the community- urban, rural and tribal communities	
1.3	Meaning and definition of community organization	
1.4	Community organization as a method of intervention and its scope	
1.5	Principles of community organization	
Unit 2:		12 Hours
2.1	Community organization and community development in India	
2.1.1	Community welfare council and community welfare chest	
2.2	Strategies for understanding and establishing relationship and identifying community problems	
2.2.1	Factors affecting integration and disintegration of community life	
2.2.2	Analysis of problems of marginalized groups	
2.2.3	Designing and launching of community awareness program	
2.2.4	Education and extension programs in community development	
Unit 3:		12 Hours
3.1	Major processes in community organization reference to the ideal of the welfare state	
3.1.1	Community study, analysis, identification of needs, making priorities, planning and implementation, evaluation and follow-up.	
Unit 4:		10 Hours
4.1	Methods / techniques of community organization	
4.2	Role of community organizer	
4.3	Methods and importance of recording	
Unit 5:		14 Hours
5.1	Community organization in India	
5.2	National community development programs	
5.2.1	Sectoral approaches	
5.2.2	Multi-sectoral /convergence of programs	
5.2.3	Target group approach	
5.2.4	Anthyodaya model	
5.2.5	Participatory approaches	
5.3	Community development in Karnataka	

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.
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5. Jones, David and Mayo, Marjorie (Eds): Community Work, Routledge and Kegan Paul, London, 1974.
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7. Mcmillar, W: Community Organization for Social Welfare, University of Chicago Press, Chicago, 1945
8. Mukherji, B: Community Development in India, Orient Longman, New Delhi, 1961.
9. Murphy, C.G: Community Organization Practice, Houghton Mifflin co., Boston, 1954.
10. Ross, Murray G: Community Organization: Theory, Principles and Practice, Harper and Row, New York, 1967.
11. Singh, K: Rural Development – Principles, Policies and Management, Sage Publications, New Delhi, 1986.

IV - SEMESTER – SOCIAL WORK

Title:ADMINISTRATION OF SOCIAL WELFARE ORGANIZATIONS - DSC

MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100

4 Hrs/week = 60 Hrs

COURSE OBJECTIVES

1. To comprehend the general concepts pertaining to agency administration in the domain of social work practice
2. To ensure the application of social welfare principles in the framework of social work practice administration of agency functioning.
3. To comprehend the organization as a system.

TEACHING METHODS:

- (a) Classroom lectures
- (b) Quiz
- (c) Assignments

(d) Collection of data with respect to different NGOs

COURSE LEARNING OUTCOME(CO):

CO	After the completion of this course the student will be able to;	Cognitive level
CO-01	To learn about the registration of welfare administration	Remember
CO-02	Difference between authority relationship and inter-personal relationship	Understand
CO-03	Discuss the policies and participation for personnel in organizations, volunteers, professionals	Analyse
CO-04	Define the supervision – control, directing, conflict resolution	Evaluate
CO-05	Explain program management in welfare organization	Understand

Unit 1:		12 Hours
1.1	Registration of social welfare organizations	
1.2	Constitution and policy	
1.3	Organizational design and structure in its environmental context	
Unit 2:		12 Hours
2.1	Service delivery for target groups	
2.2	Eligibility criteria and types of services	
2.3	Authority relationship and inter-personal relationships	
2.4	Working with boards and committees	
Unit 3:		12 Hours
3.1	Policies and practices for personnel in organizations, volunteers, professionals, Para-professionals reference to the ideal of the welfare state	
3.2	Communication in an organization	
3.2.1	Essential components, types, barriers, decision-making levels and methods	
Unit 4:		12 Hours
4.1	Unit of work, time allotment, workload, responsibility, coordination, staff-client relation, team-work	
4.2	Supervision- control, directing, conflict resolution	
Unit 5:		12 Hours
5.1	Programme management, day-to-day administration, records, and public relations	

References:

1. Chowdhry, D Paul: Social Welfare Administration, Delhi, Atma Ram and Sons. 1983.
2. Denyar, J.C: Office Administration, Plymouth, Mac Donald & Evens, 1979.
3. Friedlander, Walter A: Introduction to Social Welfare, Prentice-Hall, 1961 Englewood Cliffs, New Jersey.
4. Goel, S.L and Jain R.K: Social Welfare Administration- Theory and Practice – Vol.I.
5. Goel, S.L and Jain R.K: Social Welfare Administration- Organization and Working, Vol.II, New Delhi, Deep and Deep Publication, 1988.
6. John, Ray: Executive Responsibilities, New York, Association Press 1954.
7. Laffer, A: Understanding your Social Agency, London, Sage Publications, 1977.
8. Mazumdar, Ammu Menon: Social Welfare in India, Bombay, Asia Publishing House, 1954.
9. Sankaran and Rodriguez: Handbook for the Management of Voluntary Organizations, Madras, Alpha Publications 1983.
10. Skidmore, R.A: Social Work Administration, New Jersey, Prentice-Hall, 1983.
11. Tyagi, A.R: Public Administration: Principles and Practices, Delhi, Atma Ram and Sons 1966.
12. Weiner, M.: Human Service Management, Illinois, the Dorsey Press, 1982.

IV SEMESTER – Social Work

**Title: Social Work Practicum-IV – DSC
CLASS DURATION – 03 HOURS PER WEEK**

MARKS- Social work Practicum - 70 + I.A-30 (Viva-Voce) = 100

Field Work Programme

Objectives:

1. To develop a capacity for observation and analyzing social realities.
2. To develop an understanding of needs, problems and programmes for different target groups.
3. To develop an understanding of the role of a social worker in different settings.
4. To develop skills in observation, interview, recording, group discussions and leadership.
5. To develop skills in report writing and use of supervision.

Following shall be the outline of fieldwork activities:

- Orientation to intensive Field Work.
- Observation Visits.
- Interaction with Social Work Practitioners.
- Skill Training.
- **Rural Camp** (Duration: One Week).
- Individual Conference.

- Group Conference.
- Viva-Voce.

V- SEMESTER- SOCIAL WORK
Title:: SOCIAL WORK RESEARCH - DSC
MARKS THEORY – 70 + INTERNAL ASSESSMENT -30= 100
4 hrs/week= 64 hours

COURSE OBJECTIVES :

1. To acquaint the students to the elements and concept of social work research in order for them to understand the application of the same in the domain of social work
2. To ensure the development of scientific temper in students in order for them to prepare research designs
3. To facilitate learning with respect to data collection, organization, presentation, analysis and report writing

TEACHING METHODS:

- (a) Quiz
- (b) Classroom lectures
- (c) Assignments
- (d) Activities teaching the students basics of research

COURSE LEARNING OUTCOME(CO):

CO	After the completion of this course the student will be able to;	Cognitive level
CO-01	Explain the importance of social work research	Understand
CO-02	Monitoring and evaluating the research designs	Evaluate
CO-03	Applying of research tools	Apply
CO-04	Students will be skilled in univariate, bivariate table and simple graphic presentation	Create
CO-05	Computer application and social work research	Apply

Unit 1:		12 Hours
1.1	Social Work Research and Social Research – Concept, objectives	
1.2	Social Work Research as a method of social work	
1.3	Importance of Social Work Research	
1.4	Identifying and formulating a problem from the learner's experience	
1.5	Deriving objectives and raising research questions	

1.6	Clarifying concepts and variables Formulation of Hypotheses	
Unit 2:		12 Hours
2.1	Research Designs	
2.1.1	Case studies survey (exploratory and explanatory)	
2.1.2	Experimentation (natural or post-facto, quasi, field and laboratory)	
2.2	Impact studies	
2.3	Cost-benefit studies	
2.4	Monitoring and evaluation	
2.5	Social indicators	
Unit 3:		12 Hours
3.1	Research Tools: Observation, interview schedule, guide and Questionnaire reference to the ideal of the welfare state	
3.2	Methods of Data Collection	
3.2.1	Observation and interview	
3.2.2	Pilot study and Pre-testing	
3.3	Sources of data	
3.3.1	Primary and Secondary	
3.3.2	Published and Unpublished	
3.4	Sampling	
3.4.1	Need, types and Procedures	
3.4.2	Determination of sample size	
Unit 4:		12 Hours
4.1	Preparing univariate and bivariate tables and simple graphic presentation	
4.2	Computing percentages and Measures of Central Tendency	
4.3	Arithmetic Mean, Mode and Median	
4.4	Measures of variation – range, standard deviation	
Unit 5:		12 Hours
5.1	Interpreting data, writing a short report of the finding	
5.2	Deriving implications of the findings for field practice	
5.3	Computer application and Social work research	

References:

1. Aggarwal, Y.P: Statistical Methods, Sterling Publishers Pvt.Ltd. Bangalore, 1988.
2. Goode, W.J. and Hatt, P.K: Methods in Social Research, McGraw Hill, New York, 1962

3. Kothari, C.R: Research Methodology – Methods and Techniques, Second Edition, Vishwa Prakashan, New Delhi, 1990.
4. Lal das, D.K: Practice of Social Research, - Social Work Perspective, Rawat Publications, Jaipur, 2000.
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9. Thakur, Devendra: Research Methodology in Social Sciences, Deep and Deep Publications, New Delhi, 1988.

V - SEMESTER – SOCIAL WORK

Title: SOCIAL WORK AND HEALTH CARE - DSC

MARKS THEORY – 70 + INTERNAL ASSESSMENT -30= 100

4 Hrs / Week = 64 hrs

COURSE OBJECTIVES :

1. To understand the concept of health and health-related components
2. To familiarize the students about the communicable and non-communicable diseases
3. To help the students understand the role of medical and psychiatric social workers
4. To orient the students about the different medical centres where social work practise take place

TEACHING METHODS:

- (a) Lectures
- (b) Posters
- (c) Visit to Primary health centre
- (d) Quiz
- (e) Assignments

COURSE LEARNING OUTCOME(CO):

CO	After the completion of this course the student will be able to;	Cognitive level
CO-01	Define the concept of health	Understand

CO-02	Treatment and prevention of communicable and non-communicable diseases	Remember
CO-03	Explain the services of MCH, ICDS & RCH	Create
CLO-04	Discuss the methods and techniques of health social worker	Evaluate
CLO-05	Know about the national and international health organization	Analyse

Unit 1:		12 Hours
1.1	Concept of health	
1.1.1	Physical, social, mental and spiritual dimensions of health	
1.1.2	Positive health	
1.1.3	Determinants of health	
1.1.4	Changing perspectives of health care and social work practice in the field of health	
1.2	Concept of social medicine, preventive medicine and community health	
1.3	Role of family in health and disease	
1.4	Importance of doctor-patient relationship	
Unit 2:		12 Hours
2.1	Causes, signs and symptoms, treatment and prevention of communicable and non-communicable diseases	
2.1.1	Leprosy, TB, STDs, AIDS, hepatitis A and B, cholera, typhoid and malaria, cancer, blindness, hypertension, diabetes	
2.2	Accidents: raising incidents of road traffic accidents	
2.2.1	Causes, effects and management strategies for the prevention of accidents	
Unit 3:		12 Hours
3.1	Mother and child health (MCH) services reference to the ideal of the welfare state	
3.1.1	prenatal and postnatal care, immunization – school health programme, ICDS and RCH programme	
3.2	Nutrition – balanced diet	
3.2.1	Undernutrition and malnutrition	
3.2.2	Remedial measures	
Unit 4:		10 Hours
4.1	Concept of mental health, mental illness, community mental health and community psychiatry	
4.2	Mental health as a part of general health	
4.3	Rehabilitation, prevention of mental illness and promotion of mental health	
4.3.1	Methods and techniques and role of the social worker	
Unit 5:		14 Hours
5.1	Health services at national, state, district, taluk and PHC levels	
5.2	Role and functions of a social worker in health care	

5.3	Social work practice in hospital and community
5.4	Health education: meaning, importance and methods
5.5	National health programs
5.5.1	National health policy
5.4.2	national and international organizations for health

References:

1. Alex, Alexander V: Human Capital Approach to Economic Development, Metropolitan, New Delhi, 1983.
2. Bajpai, P.K. (Ed): Social Work Perspectives on Health, Rawat Publications, Jaipur, 1998.
3. Clark, D.W and McMahon, B. (Ed): Preventive and Community Medicine, Little, Brown and Company, Boston, 1981.
4. Hanlon, J.J and Picket, G.E: Public Health – Administration and Practice, C.B.Mosby Company, St.Louis, 1979.
5. Lathem, W and Newbery, A: Community Medicine – Teaching Research and Health Care, Butterworth, London, 1970.
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10. UNICEF: Health and Basic Services, UNICEF South Central Asia Regional Office, New Delhi.

V - SEMESTER – SOCIAL WORK

Title: SOCIAL WORK WITH TRIBAL COMMUNITIES - DSC
MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100
4 Hrs/Week = 64 Hrs

COURSE OBJECTIVES :

1. To understand the meaning of tribes and gain knowledge about the various dimensions of tribal life- cultural, political, social and economic
2. To understand the evolution of tribal societies from ancient times to the contemporary period
3. To gain knowledge about the challenges and problems of tribes
4. To familiarize the students about the legal mechanisms for tribal people

TEACHING METHODS

- (a) Assignments
- (b) Quiz
- (c) Videos
- (d) Maps
- (e) Lectures

COURSE LEARNING OUTCOME(CO)

CO	After the completion of this course the student will be able to;	Cognitive level
C-01	Understand the characteristics of tribal society	Understand
CLO-02	Historical analysis o tribal society	Analyse
CO-03	To create awareness about Government programs for tribal society	Create
CO-04	Explain the process of project planning, implementation and evaluation	Remember
CO-05	Discuss the resent development and future perspectives of tribal communities	Apply

Unit 1:		12 Hours
1.1	Definition of tribe	
1.2	Nature and characteristics of primitive culture	
1.3	Major scheduled tribes in India and with special reference to Karnataka and their ecological distribution	
1.4	Characteristics of tribal society	
1.5	Economic, social, political and cultural problems of tribal life	
1.5.1	Employment, communication, health, education, housing, indebtedness	
1.6	The exploitation of tribals and the impact acculturation on tribal society	
Unit 2:		12 Hours
2.1	Historical analysis of tribal society: ancient, medieval, colonial and post-independent	
2.2	Emerging trends in tribal social institutions	
2.2.1	Family and kinship systems, economic structure (land relations), political organizations	
2.3	Tribal communication – linguistics	
Unit 3:		12 Hours
3.1	Government programs since independence and their impact on tribal societies reference to the ideal of the welfare state	
3.2	Programs of voluntary agencies and their impact on tribal societies	
3.3	Social work intervention – needs, scope and importance	
Unit 4:		12 Hours
4.1	Analysis and assessment of tribal community problems	
4.1.1	Special problems of the tribals in a particular area	
4.1.2	Various approaches like locality development, social planning and social action	
4.2	Use of legislation and policies relevant to issues existing in the tribal community	

4.3	Understanding the process of project planning, implementation, evaluation and participation in this process
Unit 5:	12 Hours
5.1	Social work components in the existing programs undertaken by governmental and non-governmental organizations in tribal areas
5.2	Social work with tribal communities – recent developments and future perspectives

References:

1. Bharadwaj, A.N: Problems of Scheduled Castes and Scheduled Tribes in India, Light and Life Publishers, New Delhi, 1979.
2. Christoph Von Purer – Haimen Dorf: Tribes of India – The Struggles for Survival, Oxford University Press, Delhi, 1982.
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5. 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.
6. Government of India, Ministry of Home Affairs: Report of the Commission on SC/ST, Part II. 1977-78, New Delhi, 1979.
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12. Thurston, E: Castes and Tribes of Southern India, Cosmo Publications, Delhi, 1975.

SOCIAL WORK
Title: VOLUNTARY ACTION - DSC
MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100
4 Hrs/Week = 64 Hrs

COURSE OBJECTIVES :

1. To understand the concept of voluntary action and its significance in Indian society
2. To get to know the different ways of functioning of the Government and non-Government agencies
3. To know about the merits and demerits of voluntary organizations
4. To know about the registration of voluntary organizations

TEACHING METHODS

- (a) Lectures
- (b) Assignments
- (c) Quiz
- (d) Visits to voluntary organizations

COURSE LEARNING OUTCOMES

CO	After the completion of this course the student will be able to;	Cognitive level
CO-01	Explain the concept of voluntary action	Understand
CO-02	Discuss the constitution and registration of voluntary action	Analyse
CO-03	To gain knowledge about project management and project approach for development	Create
CO-04	Analyse the strengths and limitations of voluntary organization	Analyse
CO-05	To learn about international voluntary organization	Remember

Unit 1:		12 Hours
1.1	Concept, need and types of voluntary action	
1.2	Factors motivating voluntary action	
1.3	Voluntary action in pre-independent India	
1.4	Government policy for voluntary action in India	
1.5	Influence of voluntary action on social welfare and development	
Unit 2:		12 Hours
2.1	Constitution and registration of voluntary organizations	
2.1.1	Societies' registration act and trusts registration act	
2.2	Main characteristics of voluntary organization	

2.3	Structure and functions of voluntary organizations
2.4	Functionaries, personnel management and capacity building in voluntary organizations
2.5	Voluntary organizations and network building
2.6	Comparison between governmental and non-governmental organizations
Unit 3:	
12 Hours	
3.1	Project management, project approach for development reference to the ideal of the welfare state
3.1.1	Identification and formulation of development projects
3.1.2	Project planning, coordination and supervision
3.1.3	Project appraisal methods
3.2	Financial resources for voluntary action
3.2.1	Identification and mobilization of local resources
3.2.2	Resource partnership with district administration, state and central department
3.2.3	International funding agencies and FCRA provisions
Unit 4:	
10 Hours	
4.1	Project monitoring methods and practices
4.1.1	Project status, achievement and trend analysis-concurrent and mid-term evaluation patterns
4.1.2	Post project evaluation patterns
4.2	Appointment of enquiry commissions and committees
4.3	Strengths and limitations of voluntary organizations
Unit 5:	
14 Hours	
5.1	Emerging trends involuntary action
5.1.1	Gender issues, sensitization and empowerment of women
5.1.2	Human rights, awareness building and protection
5.1.3	Health for all, sanitation, nutrition and health care
5.1.4	Environmental conservation and regeneration
5.1.5	Micro planning, PRA and participatory development
5.2	International voluntary organizations
5.2.1	Red Cross societies, international associations of lions clubs, OXFAM, Rotary International CARE – objectives, programmes and activities

References:

1.	Chowdhry, D.Paul: Voluntary Social Welfare in India, Atma Ram and Sterling, Delhi, 1971.
2.	Denyar, J.C: Office Administration, Mac Donald and Evans, Plymouth, 1971.
3.	Goel, S.L and Jain, R.K: Social Welfare Administration- Theory and Practice – Vol.I, Deep and Deep Publications, New Delhi, 1988
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6.	Weiner, M.: Human Service Management, Illinois, The Dorsey Press, 1982

V - SEMESTER – SOCIAL WORK
COMMUNICATION AND COUNSELING - DSE
MARKS THEORY – 30 + INTERNAL ASSESSMENT -20 = 50
2 Hrs/Week = 32 Hrs

COURSE OBJECTIVES :

- (a) To gain understanding about the process and elements of communication
- (b) To familiarize students about the different mediums of communication
- (c) To orient students about the practice of counselling and the varied fields where the same is applied

TEACHING METHODS

- (a) Lectures
- (b) Videos
- (c) Quiz
- (d) Assignments
- (e) Roleplays
- (f) Street plays

COURSE LEARNING OUTCOME(CO):

CO	After the completion of this course the student will be able to;	Cognitive level
CO-01	Explain communication	Understand
CO-02	Discuss the qualities of an effective communicator	Remember
CO-03	Analyse the processes of counseling and its practical skills	Analyse
CO-04	Define counselling as an approach of social work	Create
CO-05	To gain knowledge about practice o counselling in different settings	Remember

Unit 1:		7 Hours
1.1	Meaning and importance of communication	
1.2	Process of communication	
1.3	Key elements in the communication process	
1.3.1	Communication message, audience, the channel of communication, verbal & non-verbal communication, basics of communication	
1.4	Education and communication for national development	
Unit 2:		7 Hours
2.1	Interpersonal communication	
2.2	Interviewing	
2.2.1	Objectives, principles of interviewing, listening	
2.3	Qualities of an effective communicator	
2.4	Seminars, conferences, lectures, group discussions, panel discussion, symposium, workshop	
2.5	Role-playing, simulation exercises, written communication, report writing, letter writing	

2.6	Articles/ essay writing, games, brainstorming, street play, fieldwork exposure	
Unit 3:		6 Hours
3.1	Visual aids in communication reference to the ideal of the welfare state	
3.1.1	Poster making, use of notice boards, flip charts, flashcards, photographs, pamphlets, slide shows	
3.1.2	Mass communication, television, exhibition, newspapers & magazines, advertisements, films, VCD/DVD, radio	
3.2	Communication analysis & planning	
3.2.1	Planning & executing a communication campaign on an issue using various methods of communication. / Social media Facebook/Twitter/Youtube/Whatsapp	
3.3	Counsellor – counselee relationship	
3.4	Process of counselling	
3.5	Qualities of an effective counsellor	
3.6	Practical counselling skills	
3.7	Types of counselling	
3.8	The interrelationship between counselling and psychotherapy	
Unit 4:		6 Hours
4.1	Definition, meaning & relevance of counselling as an approach of social work	
4.2	Ethics of counselling	
4.3	Counsellor as a professional	
4.4	Principles of Counseling	
Unit 5:		6 Hours
5.1	Practice of counselling	
5.1.1	Family counselling centres, family courts, counselling bureau- premarital and marital counselling	
5.1.2	Vocational counselling centres, mental health centres, child guidance clinics, correctional Institutions	
5.1.3	De-addiction & rehabilitation centers, educational institutions	

References:

1. Brown, Leland: Communicating Facts and Ideas in Business, Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1970.
2. Dave, Indu: The Basic Essentials of Counseling, Sterling Publishers Pvt., Ltd., New Delhi, 1983.
3. Desai, M.M. (Ed): Creative Literature and Social Work Education, Somaliya Publications Pvt. Ltd., Bombay, 1979.
4. D'Souza, Y.K: Communication Today and Tomorrow, Discovery Publishing House, New Delhi, 1999.
5. Fisher, Dalmar: Communication in Organizations, Second Edition, Jaco Publishing House, Mumbai, 1999.
6. Fullmer, D.W. and Bernard, H.W: Counseling: Content and Process, Thomas Press India, New Delhi, 1972.

7. Melkote, Srinivas R: Communication for Development in the Third World – Theory and Practice, Sage Publications, New Delhi, 1991.
8. Narayana, Rao S: Counseling Psychology, Tata McGraw-Hill Publishing Company Ltd., New Delhi, 1981.
9. Pollock, Thomas Clark; Sheridan, Marion C; Ledbetter, Frances and Doll, Ronald C: The Art of Communicating, The Macmillan Company, New York, 1955.
10. Robert, G. Madden: Legal Issues in Social Work Counseling and Mental Health, Sage Publications India Pvt., Ltd., 1988.
11. Venkatramani, S.H: Corporate Communications – The Age of Image, Sterling Publishers Private Ltd., New Delhi, 1998.

V SEMESTER Social Work

TITLE: CASE STUDIES - DSE

MARKS-Theory - 30 + Internal Assessment -20= 50

Every Candidate is expected to take up five cases, study them in-depth and present the intervention if any. The case refers to a unit of study – an individual, an institution, a community or an incident. The candidate has to work under the guidance of a faculty member and submit the report on or before the date prescribed.

The college concerned can develop guidelines for undertaking case studies. However, the students are encouraged to start his/her work on case studies from the beginning of the course.

Evaluation of the case study will be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of social work practicum or similar committee may be constituted, if required.

V SEMESTER SOCIAL WORK

Title: Social Work Practicum-V- DSC

CLASS DURATION – 08 HOURS PER WEEK

MARKS- Social work Practicum - 70 + I.A -30 (Viva-Voce) = 100

Field Work Programme

Objectives :

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

The following shall be the outline of fieldwork activities:

- Orientation to Placement in an Agency setting / Community.
- Concurrent Field Work in an Agency setting / Community.
- Organizing activities at individual and group level for women, children and youth.
- Individual Conference.
- Group Conference.
- Viva-Voce.

VI - SEMESTER – SOCIAL WORK

Title: SOCIAL WORK WITH RURAL COMMUNITIES - DSC
MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100
4 Hrs/Week = 64 Hrs

COURSE OBJECTIVES:

1. To help the students gain understanding about the dynamics of rural society
2. To ensure that the students understand the grass root social problems
3. To make the students understand the rural economy
4. To orient the students about the different types of Government initiatives with respect to rural welfare
5. To help the students understand the role of social workers in the field of rural development

TEACHING METHODS

- (a) Lectures
- (b) Quiz
- (c) Assignment
- (d) Data collected from the rural camp

COURSE LEARNING OUTCOME(CO):

CO	After the completion of this course the student will be able to;	Cognitive level
CO-01	Discuss the historical perspectives of rural society	Create
CO-02	Explain Indian rural economy	Understand
CO-03	Analyse the types of socio-economic schemes	Analyse
CO-04	To identify and learn about the rural development programs in India	Evaluate
CO-05	Define the concept of panchayat raj	Remember

Unit 1:		12 Hours
1.1	Rural society – a historical perspective	
1.2	Dynamics in the village society- caste/ class relationship	
1.2.1	Control and power, conflicts and integration	
1.3	Poverty in a rural context- its nature and manifestations	
1.5	Analysis of the basic problems- issues faced by rural poor such as indebtedness bonded labour, low wages, unemployment, underemployment and other forms of exploitation	
Unit 2:		12 Hours
2.1	Indian rural economy	
2.1.1	Role of agriculture in the rural economy	
2.1.2	Need for agricultural development agriculture, horticulture, floriculture and social forestry- biotechnology	
2.1.3	Role and importance of the unorganized sector in the Indian socio-economic context	
Unit 3:		12 Hours
3.1	Types of socio-economic schemes	
3.1.1	Self-employment projects- the role of government and non-government and and non-governmental organizations for employment generation	
3.2	Rural development	
3.2.1	Nature and scope in India-changes in rural scenes- social implications	
3.2.2	Early experiments, Sriniketan, Marthandom and Gurgaon–rural reconstruction in Baroda firka scheme in Chennai- nilokhere experiment, Etowah pilot project	
Unit 4:		12 Hours
4.1	History of Indian peasants movement reference to the ideal of the welfare state	
4.2	Rural development programme; objectives, characteristics, organization and administration –evaluation	
4.3	Programs dealing with the problem of rural unemployment	
4.4	Programs for small and marginal farmers	
4.5	Co-operation	
4.5.1	Co-operation: meaning and scope	
4.5.2	Philosophy and principles of co-operation	
4.5.3	Co-operative movements in India	

4.5.4	Origin and history –the role of co-operatives in rural areas
Unit 5	12 Hours
5.1	Panchayath raj
5.1.1	Origin, philosophy and characteristics
5.1.2	Balwant rai Mehta committee report and Ashok Mehta committee report
5.1.3	Panchayats raj in Karnataka
5.2	Community organization as a method of intervention and its scope
5.2.1	Method of identifying community problems- identification
5.2.2	Mobilization and utilization of community resources within and outside the community through community organization and participation
5.3	Role of the social worker: working with voluntary organizations and governmental agencies in rural areas
5.4	Social action: scope and application in rural areas
5.5	Social work with rural communities- recent development and future perspectives

References:

1. Barnabas, A.P: Rural Community Development in India, in. Encyclopaedia of Social Work in India, Vol.II, Ministry of Welfare, Government of India, New Delhi, 1987.
2. Bhalla, Alok and Bumke, Peter J. (EDs): Images of Rural India in the 20th Century, Sterling Publishers Pvt.Ltd. New Delhi, 1992.
3. Brahmananda, P.R: Narayan, B.K and Kalappa, A. (Eds): Dimensions of Rural Development in India, Himalaya Publishing House, Bombay, 1987.
4. Dayal, R: Panchayath raj in India, Metropolitan Book Co., Delhi, 1970.
5. Desai, A.R. (ED.): Rural Sociology in India, Popular Prakashan, Bombay, 1978.
6. Epstein Scarlet J: South India: Yesterday, Today and Tomorrow: Mysore Villages Revisited, Macmillan Press, London and Basingstoke, 1973.
7. Frankel Francine R: India's Green Revolution: Economic Gain and Political Contexts, Princeton University Press, Princeton: N.J, 1971.
8. Government of Karnataka, Department of Law and Parliamentary Affairs: The Karnataka Zilla Parishads, Taluk Panchayath Samithi's, Mandal Panchayaths and Nyaya Panchayaths Act, 1983.
9. Kutumba Rao, M and Perraju Sharma, P (Eds.): Human Resource Development for Rural Development, Himalaya Publishing House, Bombay, 1989.
10. Marla, S: Bonded Labour in India, National Survey on the Incidence of Bonded Labour, Biblia Impex, New Delhi, 1981.
11. 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.

VI - SEMESTER – SOCIAL WORK
Title: WOMEN EMPOWERMENT - DSC
MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100
4 Hrs/Week = 64 Hrs

COURSE OBJECTIVES :

1. To study about the social status of women from the historical and current perspectives
2. To understand the gender-based social issues
3. To orient the students to the legal remedies and mechanisms with respect to women welfare and women empowerment
4. To familiarize the students with respect to the initiatives of Government and non-Government agencies concerning the welfare of women

TEACHING METHODS

- (a) Lectures
- (b) Assignments
- (c) Quiz
- (d) Gender sensitization program

COURSE LEARNING OUTCOMES

CO	After the completion of this course the student will be able to;	Cognitive level
CO-01	Discuss the states of women in India	Create
CO-02	Analyse the evidence of gender discrimination in India	Analyse
CO-03	Examine the major issues relating to women in India	Evaluate
CO-04	To gain knowledge about the law for the protection of women	Understand
CO-05	Explain the welfare programs for women at the center and state level	remember

Unit 1:	12 Hours
1.1	Status of women in India

1.1.1	Historical perspective (during the Vedic period, medieval period and pre-independent India)
1.1.2	Status of women in independent India
1.2	Women's empowerment – the need for social work services
Unit 2:	
	12 Hours
2.1	Gender issues, evidence of gender discrimination
2.1.1	Key indicators, sex ratio, infant mortality rates, age at marriage, literacy rate-enrollment, and dropout rates in schools, education of women at different levels
2.2	Employment – organized and unorganized sectors, gender index, improved self-esteem of girls and women
Unit3:	
	12 Hours
3.1	Some major issues relating to women in Indian society, reference to the ideal of the welfare state
3.1.1	Female feticide and infanticide
3.1.2	Declining sex ratio
3.1.3	Rape and sexual abuse
3.1.4	Dowry and domestic violence
3.1.5	Female infant mortality, girl child mortality and maternal mortality
Unit 4:	
	12 Hours
4.1	Women and law
4.1.1	Legal enactments under the British rule, constitutional and fundamental rights, protective clauses for women
4.1.2	The current legal position regarding marriage, dowry, divorce, the problem of violence against women outside the home and inside the home, restitution of conjugal rights
4.1.3	Legal provisions: Equal remuneration, equal opportunity, women and property right
Unit 5:	
	12 Hours
5.1	Welfare programs for women at the centre and state level
5.1.1	Hostel for working women, employment and income generation production programme
5.1.2	Women's training centres institutions for the rehabilitation of women and girls For rehabilitation of women and girls
5.1.3	Programs of the department of women and child development, the government of India and Government of Karnataka
5.2	Women related to rural development programs
5.2.1	Microcredit and women empowerment, legislation pertaining to women's empowerment

References:

1. Bandarage, Asoka: Women, Population and Global Crisis – A Political-Economic analysis, Zed Books, London, 1997.

2. Bhaskara Rao; Digumarti, and Pushpins Latha, Digumarti: International Encyclopaedia of Women, Discovery Publishing House, Vol.I to V, New Delhi, 1998.
3. Cameron, Janet: The Competitive Women, Mercury Books, London, 1988.
4. Desai, Neera and Krishnaraj, Maithreyi: Status of Women in India, Ajantha Publications, 1988.
5. Government of India, Department of Social Welfare, Ministry of Education and Social Welfare. Towards Equality, Report of the Committees on the Status of Women in India, 1975.
6. Narayan, S. Rural Development through Women Programme, Inter-India Publications, New Delhi, 1988.
7. Pandit, S.K: Women in Society, Rajat Publications, Delhi, 1998.
8. Reddy, G.B. Women and the Law, Gogla Law Agency, Hyderabad, 2000.
9. Shamsuddin: Women Law and Social Change, Ashish Publishing House, New Delhi, 1991.
10. Vyas, Anju and Mudgal Madhu: The Girl Child in India, Centre for Women Development Studies, New Delhi, 1992.

VI - SEMESTER – SOCIAL WORK

Title: SOCIAL WORK WITH URBAN COMMUNITIES - DSC
MARKS THEORY – 70 + INTERNAL ASSESSMENT -30 = 100
4 Hrs/Week = 60 Hrs

COURSE OBJECTIVES :

- 1.To understand the concept of urban life and urbanization
- 2.To understand the social causes that plague urban life
3. To gain awareness about the initiatives taken by the Government with respect to the administration and management of urban slums

TEACHING METHODS

- (a) Lectures
- (b) Assignments
- (c) Quiz
- (d) Visit to an urban community

COURSE LEARNING OUTCOME(CO):

CO	After the completion of this course the student will be able to;	Cognitive level
CO-01	Explain the concept of urbanization and industrialization	Understanding
CO-02	Evaluate the urban community development in India	Analyse
CO-03	Discuss the urban development programs and policies in India	Remember
CO-04		
CO-05	Understand the community participation, community organization practice and community empowerment	Apply

Unit 1:		12 Hours
1.1	Concept and theories of industrialization and urbanization	
1.2	Impact on rural society	
1.3	Urbanization in modern India	
1.4	Ecological patterns of cities	
1.4.1	Characteristics of town, city, metropolis, suburbs, satellite town, urbanization and social institutions	
1.5	Urbanization and social problems	
1.6	Characteristics of urban life- urban problems- urban services and deficiencies	
Unit 2:		14 Hours
2.1	Poverty in urban areas	
2.1.1	Slums: definitions- theories causes, characteristics and consequences	
2.1.2	Indian slums in general and slums in the cities of Karnataka in particular	
2.1.3	Slum clearance and slum improvement	
2.1.4	Governmental and non-governmental measures	
2.2	Urban community development	
2.2.1	Meaning, need, scope and related concepts	
2.2.2	Urban development and urban community development	
2.3	Major voluntary agencies engaged in urban community development in India	
2.3.1	Working with voluntary agencies	
2.3.2	Governmental organizations for development of youth, women, aged and children	
Unit 3:		10 Hours

3.1	Urban development policy and programs reference to the ideal of the welfare state
3.1.1	Programs of urban development agencies such as housing as urban development authorities in Karnataka
3.1.2	Civic administration – history and functions of local self-government in urban areas in India
Unit 4:	
12 Hours	
4.1	Urban development policy and programs
4.1.1	Programs of urban development agencies such as housing as urban development authorities in Karnataka
4.2	Civic administration – history and functions of local self-government in urban areas in India
Unit 5:	
12 Hours	
5.1	Environmental conditions of urban India – causes and types of urban pollution- waste management measures
5.2	Community participation- relevance of community organization practice- community empowerment
5.3	Social work components in the existing programs in urban areas
5.3.1	Social work interventions at micro and macro levels
5.3.2	Social work with urban communities- recent development and future perspective

References:

1. Aziz, Abdul: Urban Poor and Urban Informal Sector, Ashish Publishing House, New Delhi, 1984.
2. Bhardwaj, R.K: Urban Development in India, National Book Trust, New Delhi, 1984.
3. Bose, Ashish: Studies in India's Urbanization (1901to 1971), Tata McGraw Hill, New Delhi, 1973.
4. Culling worth, J.B: Problems of Urban Society, Vol. I The Social Framework of Planning, London-George Allen and Unwin Ltd., 1973.
5. Desai, A.R and Pillai, S.D (EDs): Slums and Urbanization, Popular Prakashan, Bombay.
6. Diddle, Jaymala and Rangaswamy, Vimala (Eds): Urbanization – Trends, Perspectives and Challenges, Rawat Publications, Jaipur, 1993.
7. D'Souza, Victor S: Urban Development in India, in. Encyclopaedia of Social Work in India, Vol.III, Ministry of Welfare, Government of India, New Delhi, 1987.

8. Institute of Economic Growth: India's Urbanization 1901-2001, Part Two: Concepts, definitions and Sources of data, Second edition, Studies in Demography, No.10
9. Kramer, R.M and Speech H: Readings in Community Organization Practice, Englewood Cliffs: Prentice-Hall, 1983.
10. Maurya, S.D(Ed): Urbanization and Environmental Problems, Chugh Publications, Allahabad, 1989.
11. Turner, Roy (Ed.): India's urban future, Oxford University Press, Bombay, 1962.
12. Verma, S.S: Urbanization and Regional Development in India, Chugh Publications, Allahabad, 1989.

VI - SEMESTER – SOCIAL WORK
Title: DISASTER MANAGEMENT - DSE
MARKS THEORY – 30 + INTERNAL ASSESSMENT -20 = 50
2 Hrs/Week = 32 Hrs

COURSE OBJECTIVES:

- 1.To acquaint the students about the different types of disasters
- 2.To help the students understand the various concepts related to disasters
- 3.To explain the role of social work interventions in the field of disaster management
- 4.To educate the students about the disaster-related legislation and policies

TEACHING METHODS

- a) Lectures
- b) Quiz
- c) Assignments
- d) Disaster management based practical exposure- resource mapping, hazard mapping etc.
- e) Videos

COURSE LEARNING OUTCOME(CO)

CO	After the completion of this course the student will be able to;	Cognitive level
CO-01	Discuss the types of disasters	Create
CO-02	Approaches to disaster management	Apply
CO-03	Analyse social work intervention during disaster	Analyse
CO-04	Community based properness program(CBDP) and trading	Create
CO-05	Disaster-related legislations and policies	Remember

Unit 1:		7 Hours
1.1	Disasters: Concept, types and impact- Famine, floods, cyclones, hurricanes, warfare, earthquake, volcanoes	
1.2	Traditional and modern disaster threats and care factor	
1.3	Classification of disasters	
Unit 2:		7 Hours
2.1	Disaster management - Definition and concept	
2.2	Approaches to disaster management	
2.3	Importance and relevance of disaster management in the present environmental scenario	
Unit 3:		6 Hours
3.1	Disaster and Social Work Intervention reference to the ideal of the welfare state	
3.1.1	Scope of disaster-related intervention	
3.1.2	Intervention during the disaster impact stage	
3.1.3	Trauma counselling and crisis intervention	
Unit 4:		6 Hours
4.1	Disaster Prevention and Preparedness	
4.1.1	Vulnerability analysis	
4.1.2	Hazard mapping	
4.1.3	Community-based disaster preparedness programs and training for CBDP	
Unit 5:		6 Hours
5.1	Disaster-related legislations and policies	
5.2	National and international donor agencies	
5.3	NGOs, mental health institutions in disaster management and relief	

References:

1. IFRC, 2005 - World Disaster Report
2. Birnbaum, F- "Crisis intervention after a Natural Coplon, J and Scharff, T 1973- Disaster", Social Case Work, Vol. 54, No. 9, 545-551 Grossman, L 1973
3. "Train Crash: Social Work and Disaster Services" Social Work Vol.18, No.5, 38-44
4. Shader, I and Schwartz A "Management of Reaction of Disaster", 1966 Social Work, Vol. 11, No. 2.
5. Wolfenstein, M 1977 Disaster: A Psychological Essay, New York: Arno Press

VI SEMESTER Social Work

Title: Social Work Practicum-VI
CLASS DURATION – 08 HOURS PER WEEK

MARKS- Social work Practicum - 70 + I.A -30 (Viva-Voce) = 100

Field Work Programme

Objectives:

1. To develop an understanding of a community.
2. To develop an understanding of an agency set-up.
3. To develop an understanding of the causes of human problems and their effect on individual, family and group functioning.
4. To develop professional skills of working with people.
5. To develop skills in report writing and use of supervision.

Following shall be the outline of fieldwork activities:

- Orientation to Placement in an Agency setting / Community.
- Concurrent Field Work in an Agency setting / Community.
- Organizing activities at individual and group level for women, children and youth.
- Educational Tour (Duration: one week).
- Individual Conference.
- Group Conference.
- Viva-Voce.
- **Block Field Work Placement.**

VI SEMESTER SOCIAL WORK

Title: BLOCK FIELDWORK
DURATION – Four weeks after completion of the theory exam
MARKS-Block Field Work- 70 + I.A -30 (Viva-Voce) = 100

Block Field Work:

The student has to select an agency and get participative experience/learning during a period of **four weeks**. During this period, the student is guided by the faculty member of the social work department as well as the staff member (preferably with Social Work background) in the agency selected for this purpose. On completion of the

placement, the student is required to submit a report based on his/her observation, experience and learning from the agency.

**VI SEMESTER Social Work
MINOR RESEARCH PROJECT**

DURATION – 03 Hours per week

MARKS-Project- =70 + I.A -30 (Viva-Voce) = 100

Every candidate shall be required to complete a research project related to his/her topic. Candidates shall select the topic of their research in consultation with the Faculty Supervisor of the Social Work Department.

The core contents of the report should not be less than 60 typed pages and it should cover in general the following:

1. Introduction
2. Revision of literature
3. Methodology
4. Analysis and interpretation of data
5. Discussion, conclusion and suggestions.
6. Bibliography
7. Appendices

Bachelor of Social work (DSC)
BluePrint of Question Papers I - VI Semesters

St. Philomena's College (Autonomous), Mysore		
Time: 3 Hours		Max Marks: 70
PART-A		
Answer all the Questions		10x2=20
1		2
2		2
3		2
4		2
5		2
6		2
7		2
8		2
9		2
10		2
Part- B		
Answer any SIX of the following		6 x5=30
11		5
12		5
13		5
14		5
15		5
16		5
17		5
18		5
Part- C		
Answer any TWO of the following		2 x10=20
19		
20		
21		
22		

Bachelor of Social work (DSE)

Blueprint

St. Philomena's College (Autonomous), Mysore		
Time: 2 Hours		Max marks=30
PART-A		
Answer the following		5x2=10
1		2
2		2
3		2
4		2
5		2
Part- B		
Answer any FOUR of the following		4 x5=20
6		5
7		5
8		5
9		5
10		5
11		5
