

ST. JOSEPH'S COLLEGE
(AUTONOMOUS)

BANGALORE

**(AN AUTONOMOUS COLLEGE AFFILIATED TO THE
BANGALORE UNIVERSITY)**



Bachelor of Social Work
Course, Structure and Syllabus
(From 2012-2015)

DEPARTMENT OF SOCIAL WORK

ST. JOSEPH'S COLLEGE

Syllabus - Social work (BSW)

St. Joseph's College (Autonomous), Bangalore.

Effective from the academic year 2012-2013

(Credit based system)

Objective of the course:

- To facilitate education and training in Professional Social Work to those desirous of making career in the fields of Social work.
- To sustain and enhance its excellence as an outstanding department in teaching , training ,research, consultancy and extension to produce well-evolved graduates with tremendous ability to provide leadership in the society and world at large.
- To provide opportunities, Knowledge, Skills, attitudes and values appropriate to work with individuals, groups, communities and organizations
- To promote integration of theory and practice.
- To provide inter disciplinary collaboration for better understanding of human problems, services and issues related to human development
- To promote among learners a sense of dedication and commitment for disadvantaged sections of the society.
- To provide opportunities for students for personal growth.

Course of Study:

The course of study shall be called '**Bachelor of Social Work**' leading to 'BSW' Degree.

The course of study for BSW Degree shall extend over a period of three academic years.

FIELD PRACTICUM - GOALS AND OBJECTIVES

CONCURRENT FIELD WORK :

The board's aim is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situation. This learning experience should provide an opportunity of working with communities, groups, individuals/families and managing organization tasks. The areas for concurrent practice learning are:

- Understanding both the agency and the clients as systems.
- Developing knowledge of administrative procedures, programme management, and utilizing these skills in practice.
- Developing skills of problem solving process, and practice based research.
- Developing as a professional person.
- Using instruction to learn practice.

Objectives of Concurrent Field Work:

- Develop knowledge of the socio-economic and cultural realities, and their impact on the client system with specific focus on marginalized groups.
- Develop beginning skills to analyze the impact of the wider social system on individuals, families groups, communities and organizations.
- Understand the agency as system - its philosophy, thrust, objectives, structure and management of services / programmes.
- Develop the ability to involve the client system in the problem solving process.
- Develop skills in identifying and utilizing community resources, both Government and Voluntary.
- Develop belief to work as a member of a team, reinforce belief in the inherent strength of the people to meet their needs and resolve problems.
- Make conscious use of professional values and ethics.

Objectives of Rural camp:

- Understand the rural social system with specific reference to a specific poverty group.
- Analyze the regional, rural, social system, the approach and the strategies of intervention used by the organization.
- Understand the nature of Government intervention in relation to poverty groups in the region and the related structures of decision-making and intervention.
- Develop the capacity to undertake a critique the intervention of both the voluntary organizations and government agencies in relation to the specific poverty group.
- Through experience in-group living, appreciate its value in terms of self-development, interpersonal relationships, sense of organization, management and taking on responsibility.
- Acquire skill in planning, organizing, implementing the camp through conscious use of time, communication skills, team spirit, handling relationships, conflicts and differences of opinion, decision making, evaluation, appreciation, sharing of resources, tasks, coping skills in problem situations, co-operation and co-ordination.

Objectives of Study Tour:

- Understand the social work practice in various fields of social work.
- Analyse the social system, the approach and the strategies of intervention used by the organisation.
- Understand the agency as a system - its philosophy, thrust, objectives, structure and management of services / programmes.
- Develop knowledge of the socio-economic and cultural realities, and their impact on the client system with specific focus on marginalized groups.
- Acquire skill in planning, organizing, implementing the tour through conscious use of time, communication skills, team spirit, handling relationships, conflicts and differences of opinion, decision making, evaluation, appreciation, sharing of resources, tasks, coping skills in problem situations, co-operation and co-ordination.

OPERATIONAL PROCEDURES FOR FIELD WORK PRACTICE

Orientation visits and Concurrent Field Work.

Supervised Field Work will be an integral part of the training program of Bachelors in social Work and academic credit will be given. A minimum of seven hours of supervised Field Work per week throughout the course shall be required of each candidate. Class room instructions and field work shall be arranged on a concurrent basis. Under the Concurrent Field Work there will be no class room lectures on one day in a week and on such day students will report to the Field Work Agencies. Field Work may commence with orientation visits to selected welfare agencies. The agencies selected for Field Work placement should have a well defined Field Work programme, willingness to give facilities for the training of students and policy of maintaining high standard of service. Field Work should be organized under competent supervisor provided by the Field Work supervisor who is member of the agency staff. Information on all Field Work agencies where students will be placed for training will be listed. Dual supervision may be adopted in the Field Work the programme where the department faculty and the Field instructors assume responsibility for the supervision of the students through individual weekly conference and periodical consultation with the agency staff. Students are expected to put in 100% of attendance in the field work. Those who absent themselves for more than two fields work days will have to repeat entire field work of that semester. Each student shall submit his/her work records on every Monday before 10:00 AM (If Monday is a holiday, then on the following class day).

Every student of first, second, third, fourth, fifth and sixth semester is required to undergo fieldwork with commitment and dedication with appropriate professional behaviour. The fieldwork will be done concurrently one day in week by the students in the agencies selected by the department. The student shall put in not less than seven hours a week for fieldwork training. Eight hours per week (7hours of field work and one hour of supervision) and 100%of attendance is a must for fieldwork. A candidate who fails to satisfy the attendance requirement in fieldwork shall repeat the programme. He/She shall not be eligible for promotion. Before placing the students for regular fieldwork, orientation visits are to be organized for first semester respectively.

In the first semester a minimum of fifteen orientation visits are to be organized. The department of studies in social work shall give detailed guidelines for fieldwork training.

Social Work Camp:

For the fourth semester, Social Work Camp will be conducted for 10 days under the direction of staff members of the department. Generally the camp is held in rural areas.

Tribal Visit:

In the sixth semester the students will go for a tribal visit to places of social work interest for a period not exceeding 4 days and submit a report of the same. Generally the tribal visit is held in Tribal areas in India.

Responsibilities of Staff in fieldwork education:

Field work Co-ordinator:

The Department Co-ordinator in the B.S.W programme shall nominate a fieldwork co-ordinator for first and third, second and fourth semester respectively. The fieldwork co-ordinator is responsible for:

- Responsibility of planning and monitoring fieldwork including networking with agencies.
- Make a purposeful distribution of student among the staff for fieldwork supervision.
- Preparation of placement in consultation with the department Co-ordinator/staff.
- Arranging orientation visits.
- Supporting and networking between student, Department staff and agencies.

Field Work Supervision:

- The department has to take responsibility of planning & monitoring field work including networking with agency.
The department of council should meet as frequently as be required to review the field work programme and make planning to strengthen it. The students are placed in agencies for field work keeping in view the requirement of agency and the aptitude of the candidates. The

candidates are equally distributed and are placed under the guidance of faculty members.

- All the faculty members have to visit the field work agencies periodically to supervise and monitor the field work training and submit a semester report comprising of agencies that they visited.
- The faculty members have to conduct both individual conference and group conference once in a week to promote effective training.
- The department should promote agency- supervisor- student interaction by conducting an interaction session at least once a year.

Supervisor:

- Every staff member is required to visit periodically, supervise and monitor the fieldwork training.
- Three-way matching of students-agency-fieldwork coordination in the department.
- Providing adequate supervision inputs to the agency supervisor.
- Providing any support, assistance to the students for effective learning in the field.
- The chairman of department can assign the responsibility and route through the field work coordinator.

Internal Assessment:

1. There shall be two written test, a seminar and a home assignment for each theory paper in each semester.
 2. Based on their attendance and participation in the class room and their performance in the written test, seminar presentation/quiz and home assignment ,the marks are awarded.
 - I. Attendance -5 Marks
 - II. Two Written Test-15 Marks each (15x2=30)
 - III. Home Assignment-10 Marks
 - IV. Seminar / Presentation/Quiz -5 Marks
- **The Internal assessment will be awarded for 50 marks**

Assessment of Fieldwork Practicum.

A. Concurrent field work.

The concurrent fieldwork carries 100 marks.

This is awarded on the basis of reports of the orientation reports, weekly reports submitted by the students, supervision received and viva-voce examination held at the end of the semester.

Maximum of 50 marks is awarded for the reports/records submitted by the student. This is assessed by the faculty supervisor assigned by the department. A maximum of 50 marks is awarded for the student's performance in the viva-voce examination conducted by the viva-voce committee constituted for the assessment of Fieldwork.

The student must secure 50% to pass the fieldwork examination. Failed candidates must re-do the fieldwork.

EVAULATION OF FIELDWORK

SL NO	CONTENT	Marks	Number of days	Total Marks
1	REPORTS	2	15	30
2	IC/GC	1	15	15
3	FIELD ACTIVITY	05		05
4	VIVA			50
			TOTAL	100

B. Social Work Camp. (Rural Camp)

Social Work Camp carries 50 Marks. This is awarded on the basis of report submitted by the students, on basis of every day evaluation and students involvement in planning and execution of the activities in the camp.

The Student must secure 50% to pass the Rural Camp-Practicum examination. Failed candidates must re-do the Rural Camp.

Tribal visit:

Study Tour carries 50 Marks. This is awarded on the basis of report submitted by the students, on basis of every day evaluation and students involvement in planning and execution of the activities in the tour.

The Student must secure 50% to pass the Study Tour - Practicum examination. Failed candidates must re-do the Study Tour.

SL NO	CONTENT	MARKS	TOTAL
1	CAMP COORDINATOR	25	25
2	Rural comp report	25	25

Course Study

SEMESTER-I

Subject Code	Name of the Subject	Credits	Internal Marks	External Marks	Total Marks
SW 1112	SOCIAL WORK PROFESSION	3	50	50	100
SW1212	SOCIOLOGY FOR SOCIAL WORKERS	3	50	50	100
SW1212	PSYCHOLOGY FOR SOCIAL WORKERS	3	50	50	100
SW1P1	CONCURRENT FIELD WORK I	6	50	50	100
LN	LANGUAGE	4	50	50	100
GE	ENGLISH	4	50	50	100
	Total		300	300	600

SEMESTER-II

Subject Code	Name of the Subject	Credits	Internal Marks	External Marks	Total Marks
SW2112	COMMUNICATION AND DEVELOPMENT-I	3	50	50	100
SW2212	FIELDS OF SOCIAL WORK	3	50	50	100
SW2312	COMMUNICATION AND DEVELOPMENT-II	3	50	50	100
SW2P1	CONCURRENT FIELD WORK	6	50	50	100
LN	LANGUAGE	4	50	50	100
GE	ENGLISH	4	50	50	100
	Total		300	300	600

SEMESTER-III

Subject Code	Name of the Subject	Credits	Internal Marks	External Marks	Total Marks
SW3112	Social work Intervention: I – Individuals	3	50	50	100
SW3212	Social work Intervention: II – Groups	3	50	50	100
SW3312	Social work Intervention: III – Communities	3	50	50	100
SW3P1	CONCURRENT FIELD WORK	6	50	50	100
LN	LANGUAGE	4	50	50	100
GE	ENGLISH	4	50	50	100
	Total		300	300	600

SEMESTER-IV

Subject Code	Name of the Subject	Credits	Internal Marks	External Marks	Total Marks
SW4112	HUMAN RIGHTS AND SOCIAL JUSTICE	3	50	50	100
SW4212	FAMILY AND CHILD WELFARE	3	50	50	100
SW4312	PERSONAL AND PROFESSIONAL GROWTH	3	50	50	100
SW4P1	CONCURRENT FIELD WORK	6	50	50	100
SW4P2	RURAL CAMP	7	50	50	100
LN	LANGUAGE	4	50	50	100
GE	ENGLISH	4	25	25	50
	Total		325	325	650

SEMESTER-V

Subject Code	Name of the Subject	Credits	Internal Marks	External Marks	Total Marks
SW5112	SOCIAL ACTION	3	50	50	100
SW5212	CONTEMPORARY SOCIAL MOVEMENTS	3	50	50	100
SW5312	AREAS OF SOCIAL WORK PRACTICE.-I	3	50	50	100
SW5412	MINORITIES AND WEAKER SECTION	3	50	50	100
SW5512	ECONOMIC AND POLITICAL SYSTEM	3	50	50	100
SW5P1	FIELD WORK	5	50	50	100
	Total		300	300	600

SEMESTER-VI

Subject Code	Name of the Subject	Credits	Internal Marks	External Marks	Total Marks
SW6112	SOCIAL DEVELOPMENT,CHANGE AND TRANSFORMATION	3	50	50	100
SW6212	SOCIAL WORK ADMINISTRATION SOCIAL LEGISLATION AND SOCIAL POLICY	3	50	50	100
SW6312	AREAS OF SOCIAL WORK PRACTICE –II	3	50	50	100
SW6412	DISPLACEMENT AND REHABILITATION	3	50	50	100
SW6P1	CONCURRENT FIELD WORK	6	50	50	100
SW6P2	TRIBAL VISIT	3	50	-	50
SW6512	ECOLOGY, ENVIRONMENT AND DEVELOPMENT	3	50	50	100
	Total		350	300	650

SEMESTER - I

PAPER: SW 1112- SOCIAL WORK PROFESSION

Objectives:

- Understanding of the History of evolution of Social Work profession, both in India and the West.
- Develop insight into the origin and development of system approaches.
- Understand the values of Social Work and consciously apply those in practice.
- Develop ability to formulate a framework and apply skills for problem identification, nature of work, location tasks, skills for change and outline mode evaluation for an integrated approach to practice.

Unit 1: Social Work – Meaning, Definition, Concepts, Objectives, Values, Importance of Social Work and Social work at a glance.

- 5 hours

Unit 2: Historical Development of Social Work in UK and USA
Origins – friendly visitors, Elizabethan Poor Laws, Work Houses and Alms Houses, Charity Organisation Society. Historical Development of Social Work in India – Social work in ancient India, Social welfare during Sultanate, Social welfare during Mughal rule, Contribution of individuals, Contributions of organisations and Modern social work in India.

- 8 hours

Unit 3: Concepts relevant to Social Work: Social Service, Social Welfare, Social Security, Social Change, Social Policy, Social Planning, Social Action, Social Development and Social Empowerment.

- 6 hours

Unit 4: Social work profession:

Meaning, Definition, Origin and Growth of Social work profession in India.

Professionalization, Professional traits in Social work, Social work education and Code of ethics.

- 6 hours

Unit 5: Principles of social work – Individualisation, acceptance, non-judgemental attitude, confidentiality, controlled emotional involvement, purposeful expression of feelings, clients self determination.

- 6 hours

Unit 6:

Methods of social work: casework, group work, community organisation, social work administration, social action and social work research.

- 6 hours

Unit 7:

Social work curriculum in India – Importance of fieldwork and supervision in social work education.

- 4 hours

Unit 8: Voluntary and professional organisations: International Organisations – Asia pacific association of social workers, IAISW and NASW.

- 4 hours

REFERENCES:

- Anand, C.L. 1982 – Equality, Justice and Reverse Discrimination. Popular Book Service, New Delhi
- Chowry Paul, D. 1971 – Voluntary Social Welfare in India. Sterling Publishers, New Delhi.
- Timms, Noel 1983 – Social Work Values: An Enquiry Routledge and Kegan Paul, London.
- Hajira Kumar 1995 – Theories in Social work practice Friends Publication (India) Delhi.
- Kulkarni, P.D. – Social policy and Social Development in India. Association of Schools of social work in India.
- Gore. M.S. 1985 – Social Aspects of Development Jaipur: Rawat Publications.

PAPER: SW 1212 – SOCIOLOGY FOR SOCIAL WORKERS

Objectives:

- Provide a sociological perspective for effective social work practice
- Familiarize with various sociological concepts, social institutions & its use in social work profession

Unit 1: Sociology – Nature scope and importance of sociology for social work. Basic concepts: Society, community, groups, associations, institutions, social systems.

- 4 hours

Unit 2: Culture – Culture as a systems of norms, mores, folkways, institutions and laws, role and functions of culture; Ethnocentrism, Cultural Lag and Cultural Shock.

- 5 hours

Unit 3: Social process – integrative process, disintegrative process, co-operation, competition, conflict, assimilation, integration, cohesion and acculturation – accommodation.

- 5 hours

Unit 4: Social stratification – concept, determinants, caste, class, social distance, social tension, social mobility, sanskritization. Class- theories of social class of Karl Marx and Max Weber, class conflict, communalism, concept of democratic, socialistic and capitalistic societies.

- 5 hours

Unit 5: Family - structure and functions of family, types, changing Indian Family and it's consequences on the individuals and society- family disorganization.

- 4 hours

Unit 6: Social control – Meaning and purpose, social deviance, social legislation in India as a method of social control.

-3 hours

Unit 7: Social Change – Concept, process, factors, theories- urbanization, modernization, industrialization and bureaucratization- social disorganization, the changing Indian society – the status of women in modern India – changing perspective of roles and obligations of Indian women.

-4 hours

Unit 8: Social problems in India - Concept, nature, causes and characteristics.

Social problems in India
Problems of Industrialization and Urbanization, Prostitution, Terrorism, Corruption, Sex Disparity, Nutritional Problem, Child Labour, Drug Abuse and Drug Addiction, Infantile and Maternal Mortality, Monster of unemployment, Beggary, Alcoholism, World population crisis, Violence against women, Youth Unrest and Agitation.

- 15 hours

REFERENCES:

- Gilbert Pascal: Fundamental of sociology, orient – longmans, 1956, Madras.
- Maclver and page: Society, Macmillian & Co., 1959.
- Ogburn and Nimkoff: A Handbook of sociology – Routledge and kegan Paul, 1964.
- Srinivas, M.N: Caste in Modern India, Asia Publishing House, 1962.
- Ghurye, G.S: Caste, class and occupation, Popular Book Depot, 1961.
- Srinivas, M.N: Social change in Modern India, Allied Publishers, 1966.
- Lambert: Social psychology, prentice Hall, 1964.
- Kapadia .K.M: Marriage and the family in India in India, Oxford University Press, London, 1965.
- Bottomore, T.R: Sociology – A Guide to problem and literature, London, Union – University Books, 1970.
- Desai, A.R: Rural Sociology in India.

SW 1312 PSYCHOLOGY FOR SOCIAL WORKERS

Objectives:

- To understand the fundamental components of human behaviour.
- To Gain insight into factors contributing to development of personality.
- To understand growth and development of individual at various stages in the life span.
- To understand the processes of adjustment and mal-adjustment and its impact on human behaviour.

Unit 1 Psychology: Meaning, Nature, Scope and Relevance of Psychology for Social Work Practice: Concept of Human Behaviour, Schools of Psychology: Structural, functional, behaviourist; Defining Psychology: Science of mind, behaviour, consciousness, subconscious; Subfields of Psychology: abnormal, clinical, social, educational, industrial, experimental, and developmental, child and adult psychology.
6 hours

Unit 2 Factors Influencing Human Behaviour

- I. Heredity: concept, and influence of heredity on human behaviour.
- ii. Environment: concept and influence of social, biological, physical and family factors on human behaviour

4 hours

Unit 3 Psychological Processes in Behaviour

- i. Needs, Motives and drives.
- ii. Feelings and Emotions: their role in influencing human behavior, expressions of emotion: choices made to express emotions
- iii. Perception
- iv. Intelligence
- v. Learning and motivation: theories of motivation

7 hours

Unit 4 Social Bases of Behaviour

- i. Social perception –attitudes, prejudices, stereotypes.
- ii. Individuals in groups –group norms, group conformity vs. deviation.
- iii. Propaganda rumours and the social affects, labelling.

6 hours

Unit 5 Processes of Adjustment

- i. Concept and factors
- ii. Stress and frustration
- iii. Conflicts
- iv. Coping mechanisms
- v. Defense mechanisms

5 hours

Unit 6 Theories of Human Development

- i. Freud's Psycho-Sexual theory
- ii. Carl Jung's collective consciousness, archetypes, shadow, persona.
- iii. Adler's theory
- iv. Abraham Maslow's Hierarchical needs theory

6 hours

Unit 7 Principles and Areas of Human Development

- i. Meaning of Growth and Development, principles of growth, life-span perspective.
- ii. Physical, social and emotional aspects of the following stage:
 - a. Prenatal
 - b. Infancy
 - c. Early Childhood
 - d. Late Childhood
 - e. Adolescence
 - f. Early Adulthood
 - g. Late Adulthood
 - h. Middle age
 - i. Old age

6 hours

Unit 8 Mental Health and mental illness: Definition, concept of normality and abnormality; symptoms and causes; Mental Health Problems: A brief overview; Major and Minor Mental Disorders, Alcoholism, substance abuse, Psychosomatic Illnesses, Sexual deviations

5 hours

REFERENCES:

- Clifford, Morgan and King, Richard (1975) Introduction to Psychology, New York :McGraw Hill Inc
- Colman, James C. & Broen William E. (1972) Abnormal Psychology and Modern life, India : D. B. Taraporevala Sons and Co. Pvt. Ltd.
- Gardner, Murphy (1964) An Introduction to Psychology, Calcutta : Oxford and IBH Publishing Co
- Hurlock, Elizabeth (1976) Personality Development, New Delhi :Tata McGraw Hill Publishing Co. Ltd.
- Mangal, S. K. .(2007) General Psychology, New Delhi : Sterling Publisher Pvt. Ltd.
- Munn, Norman (1962) Introduction to Psychology, Boston : Houghton Mifflin Company
- Sherif, Muzafer and Sherif, Carolyn W. (1969) Social Psychology, New York : Harper and Row.

SEMESTER - II

PAPER: SW2112 - COMMUNICATION AND DEVELOPMENT PART I

Objectives:

- To understand the basics of theatre as a means of communication
- To enable students to make audio-visual presentation

1. Introduction: History of theatre – Brief on Indian theatre.

5 hours

2. Indian Theatre: Theatre in ancient India. Theatre under British. Indian theatre after the Independence. Contemporary Indian Theatre.

5 hours

3. Forms of Indian Theatre: Classical Indian Dance. Traditional Indian Dance. Indian Folk Theatre. Modern Indian Theatre. Indian Puppet Theatre. Indian Street theatre. Other Indian theatres.

5 hours

4. Theatre for Development: Popular forms of theatre for development. Its uses – case studies. Thinkers – Paulo Friere and Augusto Boal.

5 hours

5. Forms of theatre – Participatory and non-participatory. Contemporary forms of theatre for development – Forum, Playback, Theatre of the oppressed (TOTO), Street theatre.

6 hours

6. Issues affecting Theatre for Development. Challenges of Theatre for Development in India.

4 hours

7. Contemporary trends in Theatre for Development: Fusion of various forms of theatre (both Participatory and Non - Participatory).

5hours

8. Audio-Visual Documentation: Documentary Making -Introduction. Research, Shooting: Basic understanding of light, shots, interview, sound recording and editing techniques. A practical Session.

8 hours

REFERENCES:

- The Critique of Indian theatre
Manohar Laxman Varadpande, Sunil Subhedar
- The Oxford Companion to Indian Theatre ,Ananda Lal
Oxford University Press, 20-Sep-2004 - Performing Arts
- Toward a theater of the oppressed: the dramaturgy of John Arden
- The World Encyclopedia of Contemporary Theatre: Asia by Don Rubin

PAPER: SW 2212 - FIELDS OF SOCIAL WORK

Objectives:

- To develop an understanding on the different fields social work and the services available in the respective fields.
- To acquire Knowledge of the different problems of individuals families and group in various settings
- To develop an ability to apply the principles of social work and social work intervention process in various fields of social work.

Unit 1: General overview.

General Overview on the Historical Evolution of the different fields of social work in the Indian context.

3 hours

Unit 2: Medical and Psychiatric social work:

History and scope of medical, changing perspectives of medical social work, Historical development in medical social work, Health care model, organization and administration of medical social work departments in hospitals, major health issues, medical social work practice in different settings. Role of a social worker in a medical setting.

History and scope of Psychiatric social work, changing trends in mental health care, common mental disorders, therapeutic work with individuals, families and groups. Psychiatric social work practice in different settings, role of social worker in a psychiatric setting.

6 hours

Unit 3: Family & Child Welfare

History and scope of family welfare, changing perspectives in the field of family welfare, the Indian family-its problem and prospects, school social work, service for the elderly.

History and scope of Child welfare, changing perspectives in the field of child welfare, problems of children, needs of the Indian child, children in special

circumstances, emerging issues in the area of child welfare, youth welfare, school social work

6 hours

Unit 4: Tribal community development: Tribal socio-economic structure ,family systems, rituals and rites, kinship patterns and occupational patterns.

Problems of tribal communities: Alienation, land acquisition, oppression, deprivation, bonded labour, exploitation, tribal dislocation and resettlement. Tribal problems as per different states.

6 hours

Unit 5: Rural and urban community development:

History and scope of rural community development ,emerging trends in rural development, current issues in rural areas, rural planning, different components of rural planning, innovative concepts in rural service, delivery and management. Different services in the field of rural community development, Role of a social worker

6 hours

Unit6 :History and scope of urban community development ,emerging trends in urban community development, current issues in urban areas, innovative concepts in urban and delivery management. Different services in the field of urban community development. Role of a social worker.

6hours

Unit 7: criminology and Correctional setting.

History and scope of criminology and correctional administration, crimes in India, types of crime, criminal justice system, its meaning, scope and significance, criminal and correctional laws and procedure, need and importance of correctional institutions, social work service in the field of criminology, correctional administration.

6 hours

Unit 8: Differently abled:

Changing conceptions of disability. Classification and psycho-social problem of the differently abled. Role of social workers. Rehabilitation council of

India, Introductory familiarization with the laws relating to the differently abled.

6 hours

REFERENCES:

- Fink A.E., The field of Social Work, Henry Holt and Co., New York.
- Nordshog, J.E and Others, Analysing Social Problems, The Dryden Press, New York
- Planning Commision Social Welfare in India, Planning commission, Government of India, New Delhi
- Planning Commision, Encyclopedia of Social Work in India, Vol. I,II and III Planning Commision, Govt. Of India, New Delhi
- Misra, P.D., Social Work Philosophy, Intu India Publication, New Delhi.
- Mangal. S.D., An Introduction to Social Work, Book Enclave, Japan.

PAPER: SW2312 - COMMUNICATION AND DEVELOPMENT PART-II

- To increase the student's ability to improve and utilize the skills necessary to be a competent interpersonal communicator.
- To increase the student's understanding of his or her own communication behavior.
- To increase the student's understanding of others communication behaviors.
- To improve the student's communication skills in both social and professional contexts.
- To improve the student's ability to demonstrate effective conflict resolution skills

Unit I: Meaning, Definition, Concept, objectives, characteristics and functions of Communication; Relationship of Media and Development: Concept, meaning and importance of Development communication; culture and communication. 5 hours

Unit 2: Components of communication; Process of communication-channel, medium, message, code; problems/ barriers in communication; Importance of effective communication for social workers. 5 hours

Unit 3 Communication skills: questioning, reinforcement, reflecting, opening and closing, explaining, self-disclosure, risk of self-disclosure and listening; verbal and non-verbal communication; Spoken, written and Visual communication. Essentials of communication (do's and don'ts) 6 hours

Unit 4 Intrapersonal and Interpersonal Communication: Strategies for improving intrapersonal communication, self-image and intrapersonal communication; principles and functions of interpersonal communication, resolving conflicts, the Johari window. 6 hours

Unit 5 Models and theories of Communication: a. Information Centered model b. Activity Centered model; Theories of Communication: a. Authoritarian theory b. Free press theory c. Social Responsibility theory d. Development Communication theory. 7hours

Unit: 6 New Media: the Changing Face of Communication: Media Convergence, Virtual Community, Social Network Service, Mobile Social networks, Blogging and advertizing, Microblogging for organizational use; Text messaging and its use in social impact.

5 hours

Unit 7: Communication and Groups: Types of groups, Characteristics of group in relation to individuals; Role and a function of a leader in Group Communication, Group discussion and Communication.

5 hours

Unit 8: Role of Mass media/Mass Communication: Terms 'Mass' and 'Communication', characteristics of Mass communication; Types and forms of Mass Media: Newspapers, audio recording and reproduction, film, television, publishing(magazines & books);

6 hours

REFERENCES:

- Kumar, K: Mass Communication in India. (Jai Publishing House. Mumbai 1981)
- Gandhi, V.P: Media and Communication Today, Vol.1, 2 and 3 (Kanishka Publishers. New Delhi.1995)
- 3) Melkote, Srinivas R.: Communication for development in the Third World (Sage. Delhi 1991.)
- 4) Goffman Erwing: Gender Advertisements (Macmillan. 1979)
- 5) Mody, Bella: Designing Messages for Development Communication. (Sage. New Delhi 1991)
- 6) Melkote, S.: Communication for development in the 3rd World – Theory and Practice,
- 7)Schramm, Wilbur. (1954). *The Process and Effects of Mass Communication*. Urbana: University of Illinois Press.

SEMESTER - III

PAPER: SW3112– SOCIAL WORK INTERVENTION: I – INDIVIDUALS

Objectives:

- To acquire understanding of the developmental, preventive and restorative goals of social work with the defined focus on developmental and preventive roles
- 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,
- To understand the human in problem situation – their interrelatedness, dynamics and impact
- To understand the significance of the methods and their uses in the Indian context and equip students with a broad range of skills in social work practice.
- To develop an ability to observe and assess the behaviour of individuals, families, groups and to identify and strengthen their motivation, capacities and opportunities for problem solving.
- To develop professional attitude and behaviour.

Unit 1: Social case work: Definitions, nature, scope, historical development, philosophical assumptions.

- 4 hours

Unit 2: Understanding the individual and individual's reaction to stress, coping and defence

Mechanisms . Concepts of adjustment and maladjustment analysis of factors affecting individual differences in behaviour and coping capacities, and family dynamics and their impact.

4 hours

Unit 3: Relation of social case work with other methods of social work – Introduction to approaches in working with individuals and families: Developmental, promotive, preventive and remedial work with individual in the context of the family and other sub-systems.
- 6 hours

Unit 4: Major components of case work: The person, the problem, the place and the process. Principles of case work.

4 hours

Unit5: Relationship: Initial contact and collecting information and sustaining professional relationship and rapport building, handling problems related to relationship viz. handling resistance, transference, and counter-transference.

5 hours

Unit6: Tools for Help: Case work Tools: Interview, Home-visit, Collateral contacts, observation, listening. Record: nature, purpose, types and principles of recording.

4 hours

Unit 7: Process in case work: Intake, study, assessment(Diagnosis), intervention, treatment, termination, evaluation and follow-up. Communication: techniques of listening, giving feedback, verbal and non-verbal communication - skills to deal with barriers and enhance workers and individuals communication skills.

- 6 hours

Unit 8: Role of case worker: enabler, facilitator, resource mobilizer, and guide-growth of professional self.

- 3 hours

REFERENCES:

- Goldstein: Ego psychology and social work practice.
- Banerjee G.R; papers in social work.
- Garrellt A: Interviewing; its principles and methods.
- Hamilton Gordon; principles of social case recording.
- Grace Mathew; social case work.
- Friedlander W. A.: concepts and methods of social case work.
- Gordon Hamilton: Theory and practice and practice of social case work.
- Pearlman H.H; the dynamics of case work and counseling.
- Hollis E: case work problem solving process.
- Hollis E; case work a psycho therapy.

PAPER: SW3212: SOCIAL WORK INTERVENTION: II – GROUPS

Objectives:

- 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.
- To acquire knowledge of the objectives, characteristics values of working with and groups.
- To understand the problems of groups.
- 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.
- To develop the necessary skills to apply the methods of working with groups and families.
- To gain knowledge and understanding of types of groups and their characteristic exposing the students to the different types of group.

Unit 1: Social Group Work- Introduction: Definition, Meaning, Scope, Objectives and Historical Development of Social Work.

4 hours

Unit 2:Types: Open and Closed groups, Treatment groups – educational growth, remedial, socialization, selfhelp;
Task groups – committees, Councils, teams, therapeutic groups;
Group Psycho – Therapy and Group Counselling.

Dynamics of groups: Bond, sub-groups, role, leadership, Isolates, scapegoats, new comer, conflicts, decision making, group control hostility, Behaviour contagion. Importance and Characteristics of relationship in group work.

- 4 hours

Unit 3: Principles of working with groups and Skills of group worker, The role of worker – enabler, helper, supporter, therapist, Resource mobilizer and evaluation

-3 hours

Unit 4: Group work Process: Intake, Study, Analysis and Assessment, Negotiating contracts,

Treatment , Evaluation, Termination, Stabilization of change effort, and follow up.

- 5 hours

Unit 5: Stages of group development: Forming, Storming, Norming, Performing & Deforming

- 4 hours

Unit 6: Factors of group formation: Selection of members, goal formation, contract for work. Models of group work .

4 hours

Unit 7: Programmes in Group Work: Meaning, Importance, Programme planning, programme development. Use of programme media: games, arts and crafts, folk media, group discussion, buzz group, role play, brainstorming, camps.

- 5 hours

Unit 8: Group work Recording, Application of Sociometry in assessing group interactions and group morale.

- 4 hours

REFERENCES:

- Bhatt P M. (Ed) –Records of group practice in India? India; Baroda, Faculty of social work.
- Cartwright d. and zandwer a. – group dynamics, Evasfon III row, Peterson and co.
- Konopka, Gisela- social group work, a helping process, New York, prentice hall, inc. 1963.
- Lindys, Anne – group work recording principles and practice, women’s press 1952.
- Northern Helen –social/work with groups? New York, Columbia university press, 1969.
- Parihar B.S. –group process Allahabad, kitab Mahal.
- Trekker H A. – dynamics of groups at work, Chicago, phoenix books
Wilson g. and Rayland G – social group work practice.
- Klien A F – social work through group process.
- Cartwright d. and zandwer a. – group dynamics, Evasfon III row, Peterson and co.
- Konopka, Gisela- social group work, a helping process, New York, prentice hall, inc. 1963.
- Lindy, Anne – group work recording principles and practice, women’s press 1992.
- Kemp C.G. perspectives of group process.
- Toselane & rivas- an? Introduction to group work practice.
- Grace, Coyle –group experience and democratic values.
- Hare pant etc: small groups; studies in social interaction, pub Alfred Akmopt, New York 1966.

PAPER: SW3312 SOCIAL WORK INTERVENTION – COMMUNITIES

Objectives:

- To Develop an understanding regarding community organization as a method of social work.
- To understand the critical elements of community organization practice.
- To enhance the understanding of the roles of the agencies and community organizer.
- To enhance critical understanding of the models and strategies for community organization.
- To Develop perspectives and skills for participatory processes in the community and civil Society.

Unit 1: Understanding Community: Meaning, Concept and characteristics of community; geographical and functional community; types and functions of community; The process of Community work; Objectives of Community work; community work as a method; Major divisions of Community Work, Need for community work in India

6 hours

Unit 2: Community Organization as Practice Method

Concepts: Definitions of community organization; basic factors of community organization; Mobilization for participation; community participation, outreach, working with groups; community development, Principles and objectives of community organization.

6 hours

Unit 3: Strategies in Community Organization Practice and Role of Community

Organization Practitioner: Role of community organization practitioner in community centers (the guide, enabler, expert and social therapist); Strategies and techniques in community organization: PRA and related techniques, formation and capacity building of CBOs; leadership, cadre building and networking; stages of effective community organizing.

6 hours

Unit 4: Skills and techniques required in community organization practice:

Interaction skills, information gathering and assimilation skills, observation skills, analytical skills, skills in listening and responding skills; organizing skills, resource mobilization/fundraising, conflict resolution skills, Planning, monitoring an evaluation in community work; Recording: community profiling, recording (administrative and process records).

6 hours

Unit 5: Community organization as a Para-political Process:

Community organization as a Para-political process; Concept of power, types and bases of power; political parties, classification and functions of political parties; Political factions,-conditions and functions of political factions; Powerlessness and empowerment; Challenges in community participation

6 hours

Unit 6: Community Leadership: Concept, leadership patterns in Indian communities, classification and types of community leaders; community welfare councils, community chests.

6 hours

Unit 7: Models of Community Organization practice: Locality development, social planning, social action, women-centered model

4 hours

Unit 8: Community Organization as a method of Social Work:

The similarities and differences between Community Organization and community development; social welfare and social work; the phases of Community Organization: Study, Analysis, Assessment, Discussion, Organization, Action, Evaluation, Modification and Continuation.

5 hours

REFERENCES

- Agar, Mahlon (1981) New perspectives on Community Development, England (UK) : McGraw – Hill Book Com.
- Butcher, Hugh & others (1988) Community Groups in Action, London : Rutledge ad Kegan Paul.
- Dayal, Rekha, Christine Van Wijk, Mukarjee, Niranjana, (1999) Sustainability Planning and Monitoring In community water supply and sanitation, Water and Sanitation Department, World Bank, Washington D. C., U.S.A.
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- Korten, David C. (1980) 'Community Organization and Rural Development: A Learning
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- Lee Judith (2001) The Empowerment Approach to Social Work Practice: Building TheBeloved Community, Columbia Press
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- Vettivel, Surendra (1992) Community Participation: Empowering the Poorest: Role of, New Delhi : Vetri Publishers
- Chowdhry, D. P. 1976. Introduction to Social Work, Atma Ram, New Delhi
- Friedlander, W. A. (Ed). 1977. Concepts and Methods of Social Work, Prentice Hall of India Pvt. Ltd.,New Delhi.
- Gangrade, K.D. 1971 Community Organisation in India, Popular Prakashan, Mumbai.
- Martin Luther King 1968. Where do we go from here, chaos or community?
- Bantam Books, New York

SEMESTER - IV

PAPER: SW-4112 HUMAN RIGHTS AND SOCIAL JUSTICE

- Develop sensitivity to the problems and concerns in Indian Society
- Develop an ability for analysis of Indian society and identify the roots of the problems and also the structures that sustain them.
- To understand Human Rights with specific reference to special groups.

UNIT I

Concept of human rights and classification of human rights.

4 hours

UNIT II

Historical philosophical and social perspective – Changing dimensions of human rights and duties, theories of human rights

5 hours

UNIT III

Human rights and social justice concerns in Indian society: inequality, injustice, oppression, social economic, political structures of Indian society, and their effect on social development and ecology. Globalisation and its impact on human rights.

6 hours

UNIT IV

Human rights concern – the U.N. Declarations of Human Rights.

6 hours

UNIT V

Fundamental Rights and duties under the Indian Constitution, Directive principles of State Policy, Law and social justice in India, a critical assessment.

6 hours

UNIT VI

Human rights with specific reference to women, children, dalit environment and tribes.

6 hours

UNIT VII

Role of social work in relation to human rights. Mechanism of securing social justice: Public Interest Litigation, Legal Aid, Lok Adalats, role of advocacy, role of social action

6 hours

UNIT VIII

International Human rights issues

6 hours

REFERENCES

1. Iyer, V.R.K., (1980), **Some half-hidden aspects of Indian Social Justice**, Lucknow, Eastern Book Company.
2. Iyer, V.R.K., (1980), **Justice Beyond**, Deep and Deep, New Delhi.
3. Iyer, V.R.K., (1984), **Justice in words and justice in Deed for Depressed Classes**, Indian Social Institute, New Delhi.
4. Iyer, V.R.K., (1981), **Law versus Justices : Problem and Solutions**, Deep and Deep, New Delhi.
5. Khanna, H.R.,(1980), **The Judicial System**, 11 P.A., New Delhi.
6. McDonald, W.F.(Ed.), (1979), **The Presentator**, Berkeley Hill, California.
7. Weston, P.B., (1976), **The Criminal Justice System : An Introduction and Guide-Lines**, Good Year Publishers, California.
8. Syed, M.H., (2003), **Human Rights, The New Era**, Kilaso Bookis.
9. Gupta, D.N., Chandrachur Singh, (2003), **Human Rights Acts, Statutes and Constitutional Provisions, (Volume I ,II)**, Kalpz Publications.
10. Ramphal, (2001), **Perspectues in Human Rights**, Rajat Publications.
11. Narasimhan, R.K., (1999), **International Law and Human Rights**, Central Law Publications.
12. Agarwal, H.O., (2002), **International Law and Human Rights**, Central Law Publications.
13. Sharma R.S., Sinha R.K., (1996), **Perspectives in Human Rights Development**, Common Wealth Publishers.
14. Alok Chakravarti, (2003), **Protecting Human Rights In nfoage**, Reference Press.
15. Jayshree, P.M., (2000), **Dalit Human Rights Violation**, Atrocitiesajam dalits in India Vol. 1., National Campaign.
16. Bajwa G.S. (1995), **Human Rights in India, Implementation & Violations**, Anmol Publishers.

PAPER: SW-4212 – FAMILY AND CHILD WELFARE

- To highlight the importance of child and family welfare
- Develop knowledge and ability to assess the Governmental and Non-Governmental strategies used for the development

Unit 1: Introduction, Meaning, Scope and Importance of Child and Family welfare

- 2 hours

Unit 2: Child Rights, Meaning, Importance, History of Child Rights (United Nations Conventions on the Rights of the Child, Operational Protocol's and other International treaties relating to the Child)

- 3 hours

Unit 3: Situation

Child Abuse, Child Labour, Corporal Punishment, Street Children, Child Trafficking (Sex Work and Labour), Female Infanticide, Child Marriage

- 4 hours

Unit 4: Family welfare planning programmes, Methods of family planning- natural and artificial planning methods. Family and Child welfare services by the social welfare department and other departments of the government.

- 4 hours

Unit 5: Role of voluntary agencies in family and child welfare services- institutional and non- institutional services, national and international organisations working for children in India.

- 6 hours

Unit 6: Legislations related to children - National child welfare policy, Child rights, provision allotted for children both at the Central and State government level.

- 6 hours

Unit 7: Family Counselling – Marriage, Role of children in the family. Family Disorganisation-broken families, need for parental role in family.

- 5 hours

Unit 8: Models – Familial Centred model and Family Therapy model, Behavioural Therapy.

- 5 hours

REFERENCES:

- Devi, Laxmi (ed) – Child and Family Welfare. Institute for Sustainable Development, Lucknow & Anmol Publications Pvt. Ltd. New Delhi.,1998.
- M.S. Swminathan research Foundation- Policy for the young Child in tamil Nadu. Proceedings No. 10, 1994.
- Kaldate, S.V. – Society, Delinquent and Juvenile court. Ajanta Publications New Delhi – 1982.
- Sarkar, Chandana – Juvenile Delinquency in India. An Etiological Analysis. Daya publishing house , Delhi.
- Blumberg R.L. & Dwaraki L.- India’s Educated Women Options and Constraints; Hindustan Publishing Coporation, Delhi,1980
- Devandar, Kiran – Status and Positions of Women in India; Shakthi Books, Delhi, 1985.
- ICSSR – Status of Women in India; Report of the National Committee; Allied Publishers, Delhi, 1975.
- Pal. B.K. – Problems and Concerns of Indian Women; ABC Publishing House, New Delhi,1983.
- Marie Mignon Mascarenhas- Family Life Education, Value Education; CREST, All India Association For Christian Higher Education, 1983.
- Srinivasan K. & Pathak K.b. – Dynamics Of Population and Family Welfare, Himalaya Publishing House, Delhi. 1989.
- Fred Milson – Youth in a Changing Society; Routledge & Kegan Paul.
- Nair P.S., Murali Dhar Vemuri – Indian Youth – A Profile; Mittal Publications, & Faugdon Ram, 1989.
- Vishva Yuvak Kendra – Youth Work in India – Scope & Strategies

PAPER: SW 4312 – PERSONAL AND PROFESSIONAL GROWTH

- To Understand the process of self-awareness and relevance of self-awareness for personal and professional development.
- To gain deeper insight into preventive, promotive, curative and Rehabilitative aspect of working with individuals, groups and families
- To develop practice based skills and positive life skills for competence in personal life and professional practice.
- To Understand and uphold professional values and ethics.

UNIT I Self, self –concept, constructing self-concept; Psychology of self and self-awareness; self image, self-esteem, self-worth and self-identity; conscious use of self, being and becoming, understanding the process of becoming (with reference to Erik Erikson’s development stages), Perspectives-yoga and meditation.

7 hours

UNIT II Importance of self-observation, Leadership and self-observation; reflection and benefits of reflection, critical thinking, productive mind, self discipline for social workers.

5 hours

UNIT III Life-style and essentials of life-skills: Need for conscious life-style, enhancing life-skills: good communication, problem analysis and decision making, use of time and money, building and sustaining relationships; impulsivity and self-defeating behaviour: nature and impact, choices for change.

6 hours

UNIT IV Emotions: Major emotions; their role in influencing human behaviour; expressions of emotion: choices made to express emotions, need for appropriate conscious effort to apply ethics in practice.

5 hours

UNIT V Values, attitudes and professional ethics: Role of values and attitudes in life, attitude formation, Need for conscious efforts to apply ethics in practice.

4 hours

Unit VI	Difference between Professional self and Personal self, personal development, areas of conflict and dilemmas; Stress, burnout, Self Help Methods, Spirituality and Growth; stress management; anger and conflict management; developing confidence in the use of 'Self' and creativity.	8 hours
Unit VII	Use of Professional self in preventive, promotive, curative and Rehabilitative aspect of working with individuals, groups and families in India.	4 hours
Unit VIII	Professional Development: Positive and negative aspects of worker's self and their effects on individual, group and communities; approaches to professional development, continuing professional development and workplace learning; Importance of supervision for the development of professional self.	6 hours

REFERENCES:

- Bhattacharya, k.1971: The Indian concept of self, Bulletin Ramakrishna Mission institute of culture 22(8) August 1971,304-13
- Burke, R..J. 1982 : Personality, Self – image and situational characteristics of effective helpers in social settings. The journal of Psychology, vol 112,213.
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- Crum, J.K.1976: the Art of inner- listening, theosophist 97(8), May1976, 64-65.
- Grossbard,H.1954 : ' Methodology of developing self- awareness' in Journal of social casework vol XXXV no. 9 November 1954.
- Paul Bunton 1975: The hidden teaching beyond yoga, Treveni 44(3), October-December 1975, 91.

Singh, N.P.1970: The concept of self in modern psychology, Indian education reviewer 5(1), January, 1970, 84-99.

SEMESTER – V

PAPER: SW5112– SOCIAL ACTION

1. Know new social action movements.
2. Know different techniques of activism.
3. Know how social action started.

Unit 1: social action-Concept, definition, aims and objectives, scope of social action in India and forms of social action. History of Social Action in India and Europe. 6 hours

Unit 2: Social Action-Elements of social action- Cause, change agent, change target, change target, change channels, change strategy, channels typology, Influence channels, responsive channels. 6 hours

Unit 3: skills of a social activist: skills of a social activist-mediation ,advocacy , negotiation, conflict-resolution, Role of ideology: collectivism ,creating social awareness ,structure and leadership. 6 hours

Unit 4: Models of social action: Institutional model ,Institutional social model ,social institutional model ,Populist/movemental, Gandhian model. 6 hours

Unit 5: Approaches to social action: Paulo Friere, Gandhi ,Martin Luther King and Saul Alinsky. 6 hours

Unit 6: Principles ;credibility building ,legitimization ,dramatization ,multiple strategies ,dual approach and manifold programmes. 6 hours

Unit 7: Strategies-collaboration ,competition ,disruption and tactics-Direct action, non-cooperation ,Intervention for social action: Social worker as an activist, role and personality requirements. 6 hours

Unit 8: Enforcement of social legislation and social policy by social action

3 hours

REFERENCES:

- McMillan Wayne : Community Organization for Social Action
- Clarence King : Working with people in Community Action
- Zaltman G and Duncan R 1977 Strategies for Planned change, New York: Association Press.
- Ramachandra Raj G 1974 Functions and Dysfunctions of social Conflict, Bombay Popular Prakashan.

PAPER: SW 5212 CONTEMPORARY SOCIAL PROBLEMS AND SOCIAL MOVEMENTS

- To evaluate the nature of social problems and to understand different types of social movements.
- To predict possible outcomes of contemporary movements based on their characteristics and trajectories.
- To encourage students to understand the significance of social movements and collective behavior processes for social change and to encourage them to examine their relevance for their own lives.

Unit 1 Social Disorganization: Concept, Causes and Approaches, Disorganization and Social Change, Concept of Social Problems; Forms of disorganization. 4 hours

Unit 2 Contemporary Social Problems: Regionalism and youth unrest; Divorce, desertion, Old age, destitution, slum dwelling, Poverty, beggary, Unemployment, Alcoholism, Drug abuse/ addiction, and Corruption. 7 hours

Unit 3 Violence: Concept, Themes and Forms, Agrarian violence, caste and communal violence and violence against women and Weaker Sections; terrorism. 5 hours

Unit 4 Problems of Rural Community and Intervention: Agricultural labourers, Landless labourers, Small farmers, Farmer's suicide; Problems of Rural women and Programmes for upliftment; Self-help group - Their role in women's empowerment. 6 hours

Unit 5 Contemporary Movements: Definition, meaning and concept; Characteristics and types of movements, factors essential for movements, contribution to peace and justice. 5hours

Unit 6 Contemporary Movements: Environmental movements, Co-operative Movement; tribal movements, dalit movement, backward caste/class movement, sexual minorities' movement.

6 hours

Unit 7 Regeneration of Indian women: social injustice against Women, gender discrimination/gender bias, Female foeticide and Infanticide, Child marriage, Dowry system; women's education; Rise of women's organization, Social legislations for women's progress; women liberation movement, feminism and feminists movements.

7 hours

Unit 8 Marxism as a theory of social movements: social movements from margin to the centre; Contributions of Dr. B.R Ambedkar and Mahatma Gandhi towards contemporary movements in India.

5 hours

REFERENCES:

- Ebenstein – Modern Political Thought.
- Sabine and Throstien – a history of Political Theory
- Mishra and Kalpana – Modern Political Theory
- John Murrow – A thematic introduction to Political Theory
- Amal Ray and Bhattacharya – Political Theory
- Shashi.S.S. – Ambedkar and Social Justice, Volume I and II
- Almond and Powell – Comparative Politics: A Development Approach 1975.
- Communist Manifesto.
- David Easton – A study of Political Structures.
- Lenin – State & Revolution, Fidel: On Imperialist Globalization.

PAPER: SW 5312 – AREAS OF SOCIAL WORK PRACTICE.- I

- To know the various areas of social work practice.
- To know the various schemes in different areas.
- To learn specific issues in different areas.

Unit 1: Child development: Concept of Child development-A demographic profile of the child in India; constitutional safeguards for children in India, national policy for children, U.N. charter on the rights of the child, advocacy of children's rights, Laws relating to the child.

6 hours

Unit2: Children in special circumstances:

The destitute child:: Meaning of destitution, causes of destitution, services for the destitute child, institution and non-institutional services, cottage system of care, SOS children's village; Role of Child welfare board. Role of social worker in programmes for the destitute child, abused, victims of rape, violence, drug addiction, alcoholism, child labour, street children, neglected, delinquent child. Institutional and non-institutional care.

6 hours

Unit 3: Family welfare programmes :

Governmental- MCW, ICDP, Well baby clinics, socio economic programmes of BSSWB. Non-Governmental-Kasturi bhai Gandhi National Memorial Trust, All Indian women's conference, Women's Indian association, IFUW.

Governmental and non-governmental programmes for the elderly-institutional care, day care and community based service for the elderly.

6 hours

Unit 4:Family life education, population education; Sex education-concept, need techniques and content; role of social workers in family welfare planning, population education and life skill education ,Family Planning.

6 hours

Unit 5:specific problems of youth: Behavioural Problems-drug abuse ,alcoholism ,suicide, sexually transmitted diseases, sexual problems etc.

Disorders: Eating disorders, obesity, emotional problems, Identity crisis, alienation, low self esteem, career conflict/conflicts in selecting partner.

6 hours

Unit 6: Role of youth in social change involvement : Youth in politics, youth policy, youth welfare programmes for rural/urban youth. Governmental-NCC,NSS, Scouts, Guides, youth festivals, career counselling etc.

5 hours

Unit 7: Women and Development:

Significance of women's development. Positive and negative indices of women's development, concept of feminism: Types of feminism-social, liberal and radical feminism. Feminism in India: Status of women and major gender issues in India. Over view of policies, programmes and services for women's welfare.

5 hours

Unit 8:Issues and concerns of women: socialization of the girl child, changing roles in the family, gender stereotypes, dowry, widowhood, foeticide rape, sexual abuse, female headed households, feminization, empowerment, single parents ,Live-in relations, Gay, Lesbianism, sexual minorities.

5 hours

REFERENCES:

- Devi, Laxmi (ed) – Child and Family Welfare. Institute for Sustainable Development, Lucknow & Anmol Publications Pvt. Ltd. New Delhi.,1998.
- M.S. Swaminathan research Foundation- Policy for the young Child in tamil Nadu. Proceedings No. 10, 1994.
- Kaldate, S.V. – Society, Delinquent and Juvenile court. Ajanta Publications New Delhi – 1982.
- Sarkar, Chandana – Juvenile Delinquency in India. An Etiological Analysis. Daya publishing house , Delhi.
- Blumberg R.L. & Dwaraki L.- India's Educated Women Options and Constraints; Hindustan Publishing Coporation, Delhi,1980
- Devandar, Kiran – Status and Positions of Women in India; Shakthi Books, Delhi, 1985.
- ICSSR – Status of Women in India; Report of the National Committee; Allied Publishers, Delhi, 1975.
- Pal. B.K. – Problems and Concerns of Indian Women; ABC Publishing House, New Delhi,1983.
- Marie Mignon Mascarenhas- Family Life Education, Value Education; CREST, All India Association For Christian Higher Education, 1983.
- Srinivasan K. & Pathak K.b. – Dynamics Of Population and Family Welfare, Himalaya Publishing House, Delhi. 1989.

PAPER: SW5412 - MINORITIES AND WEAKER SECTION

- Understand historical process contributing to the low status of weaker sections in contemporary society.
- Develop ability to analyse the Social, Economical and Political situation of Weaker Sections.
- Develop knowledge and ability to assess the Governmental and Non-Governmental strategies used for the development of Weaker Sections.
- Develop sensitivity to the problems of Social inequality, injustice and commitment to work for the development of Weaker Sections.

Unit 1: Minorities: Meaning , concept and introduction to minorities and weaker section. Socio-economic problems of minorities.

-5 hours

Unit 2: Marginalised groups: analysis , assessment and impact of poverty, illiterate, marginalized groups in urban ,rural and tribal communities.

-6 hours

Unit 3: Minority groups: Racial and ethnic minorities: migrant , indigenous, nomadic. Religious minorities, Gender and sexual minorities, Age minorities(Gerontocracy) disabled minorities and etc.

- 5 hours

Unit 4: Minorities in law and government, minorities and social action.

-5 hours

Unit 5: Upper cast violence against Dalits in India, Dalit rights and human rights.

-5 hours

Unit 6: Gender inequality in India. Women in the view of weaker section. Child labour among weaker sections.

- 6 hours

Unit 7: Economic development of Schedule casts, Impact of development on disparities between SCs/STs and others. Impact of development on tribal

communities. Responsiveness of tribal's towards tribal culture to modernity.
7 hours

Unit 8: Case study and discussions on minorities.

- 6 hours

REFERENCES:

- Chandu Subha Rao, Development of weaker section, Rawat Publications, 2000
- Ethnic minorities in the process of development – Jaganath Pathy – Published in 1988
- Caste system, Untouchability and depressed – H.Kotani, 1997.
- Caste, Society and Politics in India – Susan Bayly, 1997.

SW 5512- ECONOMIC AND POLITICAL SYSTEM

Objectives:

- Understand the importance of economics and politics for social work.
- Understand the Indian political and economic system and be able to examine problem situations in the field.
- Develop skills in analyzing the political & economic processes in the context of development/under development.
- To know the performance of Five Year Plans in India and to realize the significance of economic & political aspects of planning.

UNIT I

Introduction to economics and politics as a discipline, relationship between economics, politics and social work 6 hours

Unit II

Economic concepts for social work: Poverty, Unemployment, rural and urban economy, rural urban gaps. Concepts of development and underdevelopment and economic growth 6 hours

Unit III

Economic Systems : Types of economy- capitalist, socialist and mixed economy. The Indian economic system, concept of welfare in relation to economic development

6 hours

Unit IV

Political concepts for social work: Politics, state, power and authority, government, nation and nationality

6 hours

Unit V

Political System: Definition, types of political systems based on power and authority. Political socialisation, participation and culture; political parties

6 hours

Unit VI

The Indian Constitution: Features, fundamental rights and duties and Directive principles of state policy. Demographic governance, rural and urban administrative patterns, role of civil societies in promoting development

6 hours

Unit VII

Overview of problems in then economic and political system of India – systematic, structural and functional. Critical analysis of economic and political policies, five year plans and annual plans

6 hours

Unit VIII

The new economic trends in India: Liberalisation, Privatisation and Globalisation

3 hours

REFERENCES

Eddy Asirvatham,
K.K. Misra 2000

Political Theory:
S.Chand & Company Ltd. New Delhi

Harris Peter B.
1976

Foundations of Political Science.

R.C. Agarwal
1998

Constitutional Development & National
Movement of India

Bhatnagar. S
1985

Political theory : An Introduction. Meerut,
Meenaksh Prakashan

Samuelson P.A
1961

Economics: An Introductory Analysis
York. Mc Graw Hill Book Co. Inc.

SEMESTER - VI

PAPER: SW 6112 – SOCIAL DEVELOPMENT, CHANGE AND TRANSFORMATION.

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

Unit 1: Development : Definition and Meaning, Change in the concept of development, Social development, Economic development, Social development, Sustainable development.

- 5 hours

Unit 2: Social Change – Concept, process, factors, theories- urbanization, modernization, industrialization and bureaucratization- social disorganization.

- 6 hours

Unit 3: Ideologies and approaches to development and change: Capitalism, communalism and Globalisation .Indian Ideologies to Development: Sarvodaya Movement, Socialism, cooperation Movement.

- 7 hours

Unit 4: International funding for Development: World Bank, IMF: WTO social clause, Influencing international policies.

- 6 hours

Unit 5: Role of NGO's in promoting alternatives to global economy and development in the context of environment , ecology and sustainability.

- 4 hours

Unit 6: People's participation in development: Awareness building, development of education, accountability (in the context of transparency act) and human rights.

- 4 hours

Unit 7: Development Issues in India: Poverty, population explosion, education, unemployment, housing, health, and environment, globalization, privatization and liberalization.

- 6 hours

Unit 8: Social Work and Development: Development paradigm in social work; changing trends in social work practice. Application of social work methods in rural areas-social analysis-networking-conflict resolution, negotiation-resource –benefit analysis-gender analysis-sustainability analysis-capacity building.

- 7 hours

REFERENCES:

- Ashish Bose(1971) :Indias Urbanisation
- Battacharya B (1979) :Urban development in India.
- Chaandra and Punalekar ; Urban Community Development in India
- Paul wiebe(1975) : Social life in Indian slum
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**PAPER: SW 602 - SOCIAL WORK ADMINISTRATION , SOCIAL
LEGISLATION AND SOCIAL POLICY**

- Develop an understanding of basic concepts of administration in the agency in the total frame of Social Work practice.
- Develop ability to apply the basic principles of Social Welfare Administration of agency functioning.
- Develop an understanding of the organization as a system.

Unit 1: A. Social Work Administration: Definition & Characteristics. Social Work Administration as a method of Social work, Democratic administration.

- 3 hours

B. Social Work Agency: Organizational hierarchy, Executive functions, Boards and Committees.

- 2 hours

Unit 2: .A. Administrative Process: Planning, Decision making, Policy formulation, Co-ordination, Communication & Management Information Systems.

- 2 hours

B. Personnel & Administration: Recruitment and selection of staff, Induction/orientation training, In-service training, Placements, Promotions, Discipline, Wages & other service conditions. Welfare programmes for staff.

- 3 hours

Unit 3: A. Study of the Ministry & Department of Social Welfare, Central Social Welfare Board, State Social Welfare Board, Social Defence & Public Health Department.

- 2 hours

B. Role of Government & non-Governmental Organisations in Social Welfare,
Co-ordination between them & problems encountered by them - YMCA,
Indian Council of Child Welfare & Nehru Yuvaka Kendra.

- 3 hours

Unit 4: Evolution of Social policy and Social legislation: Basic concepts, Objectives
& types. Role of Social worker in educating and implementing various social
legislations for ensuring social welfare and social justice.

- 4 hours

Unit 5: A Social legislation: Legislation as an instrument for promoting positive
social change leading to social welfare and social justice.

- 2 hours

B. Criminal justice system in India - The Police, Judiciary, and Correctional
Institutions.

- 3 hours

Unit 6: A. Personnel laws governing Marriage and Divorce (Hindu, Muslim &
Christian law). Brief overview of the Dowry Prohibition Act 1961, Family
Court Act 1984 & Adoption Act.

- 3 hours

B. Legislation regarding children and women - Juvenile Delinquency Act & Child
Labour (Regulation & Prohibition Act 1986), Prevention of Immoral Traffic
Act, Medical Termination of Pregnancy Act-1971

- 3 hours

C. Legislation regarding Persons With Disabilities - Persons With Disabilities
(Equal Opportunities, Protection of Rights and Full Participation) Act -1995

- 3 hours

D. Legislation regarding weaker sections- The Protection of Civil Rights Act-1995,
SC/ST Prevention of Atrocities Act, Bonded Labour Abolishment Act-1976. Tribal
rights Act, AFSPA.

- 3 hours

E. General Legislation-Right to Information Act -2006

- 2 hours

Unit 7: Social policy: Definition, meaning and scope. Social welfare policy. Various steps in formulating social policy.

- 3 hours

Unit 8: Sectoral policies concerning education, health, housing, population, family welfare,

weaker sections and minorities. Role of social workers in policy formulation, planning and effective implementation of policies.

- 4 hours

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- Agarwala R.K.: Hindu General Law .
- Tondon M.P. :Mohammaddan Law.
- K.D.Gangrade: Social Legislation in India.

PAPER: SW 6312- AREAS OF SOCIAL WORK PRACTICE. – II

- To know the various areas of social work practice.
- To know the various schemes in different areas.
- To learn specific issues in different areas.

Unit 1: Health and Mental health: Concept of health and community health, concept of Medical social work and psychiatric social work, Changing concepts; primary health care, health for all, health status and health problems ,health care systems, - primary health centres, private health systems; indigenous systems; voluntary health system, role of social worker in health and mental health institution and community health.

Factors affecting health - Environment: Water, air, vector control, housing, noise,radiation, waste disposal and etc.

- 6 hours

Unit 2: Health legislation and policies:

ESI, 1948; amendment, 1975

MTP act 1971

Doctors, patients and the consumer protection act 1986.

PWD act 1995

National Health policy 1983

The population policy.

- 6 hours

Unit 3: Social work with the differently abled:

Changing concepts in disability. Classifications and Psycho – Social problems of the differently abled. Role of social workers. Rehabilitation council of India, Introductory familiarisation with the laws relating to the differently abled.

- 5 hours

Unit 4: Disaster Management: Types of disaster- natural, instantaneous , creeping , technological, disasters and their interaction. Refugees/ Repatriation and Rehabilitation. Role of NGOs: Role of social worker during floods, droughts, Earthquakes, Refugee influx.

- 6 hours

Unit 5: Drug addiction: Use and abuse of drugs, long term and short term effects of drugs, forms , usage, tolerance, withdrawal symptoms and drug dependence.

Alcoholism – Its different stages-Its effect on body and mind.

Personality of the addict and changes due to addiction in the personality.

Medical treatment and related issues, Identifying goals for treatment.

Drug addiction: Relapse – follow up , aftercare and rehabilitation:

Role of the family , counselling and guidance in restructuring the activities of daily living(ADL) along with addicts and his family. Follow up schedule maintenance – importance, referral to self help groups. After care rehabilitation, need and importance of prevention and recording.

- 8 hours

Unit 6: Social work with Rural and Urban communities:

Comparison of Rural and Urban communities.Overview of rural development in India since Independence, Panchayat Raj, Institution and their functions in Karnataka Rural to Urban migration (causes). Concept and approaches to urban and rural Community development.

- 5hours

Unit 7: Education and social work – Concept ,need, objectives. Problems in school education.

Role of social workers in adult and non-formal education programmes.

- 3 hours

Unit 8: Social work in Correctional Settings: Concept of deviance, crime and juvenile

delinquency. Social defence and corrections.

Correctional Institutions and their role of social worker in such institutions. Role of

social workers in prevention of crime and promotion of safe neighbourhoods.

- 6 hours

REFERENCES:

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- Dubhashi P.R – Rural Development Administration in India. Popular Press , Bombay.
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- Hanlon J.H. – Principles of Public Health Administration; C.V. Mosby Co. Tokyo, 1975.
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PAPER: SW 6412 : DISPLACEMENT AND REHABILITATION

Objectives :

- To give a global view on the displacement.
- To make students understand that displacement is an important phenomenon in the current socio-political and economic contexts.
- To expose the students on the practical aspects in dealing with displaced people.

UNIT I

Introduction to Displacement: definition of terms Displaced, Refugee, Migrant, Internally displaced people. Types, causes and a historical background of displacement. 3 hours

UNIT II

Introduction to Rehabilitation: Meaning and types 6 hours

UNIT II

Disaster and displacement: Types of Disaster, causes, measuring the magnitudes of disaster. 6 hours

UNIT III

Development and Displacement: Causes, measures and alternatives 6 hours

UNIT IV

Conflict and displacement: Types of conflict, causes of conflict based displacement, Refugees, IDP. World scenario of displacement. Contributing factors. 6 hours

UNIT V

Issues in displacement: Women, Children and other marginalized communities. (Unaccompanied children and trafficking of women) Survival strategies, livelihood, housing, health and nutrition, trauma, vulnerability factors, resilience. 6 hours

UNIT VI

Interventions: Conducting assessments, organizing emergency relief, monitoring and evaluation. Do no harm approaches to rescue, relief, rehabilitation, reconstruction (Planning and executing a comprehensive package for long term rehabilitation) Trauma awareness and recovery. Repatriation, resettlement and integration. Early warning systems.

6 hours

UNIT VIII

Case studies: Displacement of Slum dwellers in Karnataka , Narmada displacement, Alamy dam displacement, Latur earthquake, Orissa Super Cyclone. Tsunami Asia, Rwandan Genocide, Afghanistan, Bosnia, Sri Lanka, Sudan, Japan and current trends.

6 hours

REFERENCES:

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- 7. Parasuraman, S. & Unnikrishnan, P.V. Eds., 2000 Indian Disasters Report: Towards a Policy Initiative, Oxford University Press, New Delhi.
- Sangvai, Sanjay, 2002 Narmada Displacement: Continuing Outrage, Economic and Political Weekly, June 01, 2002
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PAPER: SW6512 ECOLOGY, ENVIRONMENT AND DEVELOPMENT

- Develop sensitivity about the interconnectedness between environment and human beings.
- Understand the connections between environmental issues and development.
- Understand international, national, local governments and the responses of civil society groups to environmental concerns

Unit1 Population and ecology:

Population pyramids, causes for population explosion, resources depletion and sharing of resources. 6 hours

Unit 2 Environmental Degradation and Conservation:

Socio-religious and cultural factors influencing environmental degradation, causes of deforestation

Conservation and preservation, methods of environmental protection- drip irrigation, watershed management, waste land reclamation, bio-farming, social forestry and aforestation 6 hours

Unit 3 Energy ecology

Sources and types of energy and energy crisis 6 hours

Unit 4 Environmental movements and peoples participation in environmental movements

CHPKO, APIKO, NARMADA BACHAO ANDOLAN MOVEMENTS, POSCO STRUGLE GLOBAL SUMMITS AND Contemporary Environmental movements 5 hours

Unit 5 Environmental Legislations

The Water(Prevention and Control of pollution) Act 1974

The Air (Prevention and Control of pollution) Act 1981

The Environment (Protection) Act 1986

The Forest Conservation Act 1927 6 hours

Unit 6 Traditional Ecological Knowledge:

Developmental activities and its impact on environment 6 hours

Unit 7. Environmental Cost Benefit Analysis, Environmental Accounting

5hours

Unit 8 Critical Analysis of Environmental politics

5 hours

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