



**RANI CHANNAMMA UNIVERSITY, BELAGAVI**

**COURSE STRUCTURE AND SYLLABUS  
FOR BACHELOR OF SOCIAL WORK (BSW)**

**w.e.f**

**Academic Year 2016-17 and onwards**

## **COURSE STRUCTURE FOR BACHELOR OF SOCIAL WORK (BSW)**

(To be effective from the Academic Year **2016-2017**)

### **SEMESTER-V**

<b>Sl. No.</b>	<b>Group</b>	<b>Code No.</b>	<b>Title of the Paper</b>
1	I	5.1	First Language
2	II	5.2	Social Action
3	II	5.3	Social Work Research
4	II	5.4	Legal System in India
5	II	5.5	Development Communication and Counselling
6	III	5.6	Social Work Practicum - V
7	III	5.7	Social Work Camp

Total for V semester = 700



ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ  
ಶಾಸ್ತ್ರೀಯ ಕನ್ನಡ ಭಾಷಾ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ

ಬಿ. ಎ., ಬಿ.ಎಸ್.ಡಬ್ಲ್ಯೂ. ಹಾಗೂ ಸಿ.ಸಿ.ಜಿ ಆರನೆಯ ಸೆಮಿಸ್ಟರ್‌ನ ಕನ್ನಡ ಬೇಸಿಕ್(ಆವಶ್ಯಕ) ಪಠ್ಯಕ್ರಮ  
ವಾರಕ್ಕೆ ಐದು ಗಂಟೆಗಳ ಪಾಠ, ಒಟ್ಟು ನೂರು ಅಂಕಗಳು  
(ಆಂತರಿಕ ಗುಣಾಂಕಕ್ಕೆ ೨೦, ಥಿಯರಿ ಪತ್ರಿಕೆಗೆ ೮೦ ಅಂಕಗಳು)  
ಪದ್ಯಭಾಗ

೧. ದಯಾಮೂಲ ಧರ್ಮಂ (ಯಶೋಧರ ಚರಿತೆ) - ಜನ್ನ
೨. ಕೃಷಿವಿಹೀನನ ದೇಶವದು ದುರ್ದೇಶ (ಕರ್ನಾಟಕ ಭಾರತ ಕಥಾಮಂಜರಿ) - ಕುಮಾರವ್ಯಾಸ
೩. ಕೈಯಲ್ಲಿ ಜ್ಯೋತಿಯ ಹಿಡಿದು ಕತ್ತಲೆಯೆನಲೇಕೆ ? (ವಚನ) - ಮೋಳಿಗೆ ಮಹಾದೇವಿ
೪. ಜ್ಞಾನ - ದಾನ (ತ್ರಿಪದಿ) - ಸರ್ವಜ್ಞ
೫. ಇನ್ನೆಂದು ಬೆಳಗು ನಿಮಗೆ (ಕವಿತೆ) - ಜಿ. ಎಸ್. ಶಿವರುದ್ರಪ್ಪ
೬. ಕೆಂಪಾದವೋ (ಕವಿತೆ) - ರಂಗರಾಜ ವನದುರ್ಗ
೭. ಪ್ರಣಾಳಿಕೆ - ರಮ್ಜಾನ್ ದರ್ಗಾ
೮. ಶರಣಯ್ಯ ಶರಣು - ಕೆ. ರಾಮಯ್ಯ
೯. ನೆಲದೆದೆಯ ಗೂಡು - ಮಲ್ಲಿಕಾ ಘಂಟಿ
೧೦. ನನ್ನ ಆಸ್ತಿ - ನನ್ನ ಜೀವನ - ಚಾಂದಿನಿ

ಗದ್ಯಭಾಗ

೧೧. ನಾಲ್ವರು ಹುಡುಗಿಯರು ಮತ್ತು ಒಬ್ಬರಾಜ (ಕಥೆ) - ಜನಪದ
೧೨. ಜಗತ್ತಿಗೆ ಬುದ್ಧನ ಸಂದೇಶ (ಉಪನ್ಯಾಸ) - ಸ್ವಾಮಿ ವಿವೇಕಾನಂದ
೧೩. ಎಡೆಗಳ ಹೆಸರುಗಳು (ಸಂಶೋಧನೆ) - ಶಂಬಾ ಜೋಶಿ
೧೪. ಅಂಬೇಡ್ಕರ್ ದಲಿತ ಧ್ವನಿ (ಅಂಕಣ) - ಬರಗೂರು ರಾಮಚಂದ್ರಪ್ಪ
೧೫. ಅವ್ವ (ಕಥೆ) - ಗೀತಾ ನಾಗಭೂಷಣ
೧೬. ಚಲನಚಿತ್ರಗಳಲ್ಲಿ ಹೆಣ್ಣು (ವೈಚಾರಿಕ) - ವಿನಯಾ ಪ್ರಸಾದ
೧೭. ಅಲೆಮಾರಿಯ ಅಂತರಂಗ (ಆತ್ಮಕಥನ) - ಕುಪ್ಪೆ ನಾಗರಾಜ

## Syllabus for B.A. /BSW/CCJ-BA

### Semester – VI

#### Basic Marathi

Teaching Hours: 5 Hours per Week

#### Text

: Literary form – Translation  
: Ravindranath Thakur

Mouj Prakashan, Gruh, Mumbai

### Hindi:

#### Syllabus of B.A /BSW VI Semester

#### Hindi Basic 2018-19 onwards

Teaching hours per week:	05 hours	Total Marks:	100 Marks
Examination:	03 hours	Theory:	80 Marks
		Internal Assessment:	20 Marks

#### Text Books:

- ग) यात्रा-संस्मरण: सं. डॉ. एस. जे. पवार, डॉ. एस. जे. जहागीरदार, सौम्यै प्रकाशन, विजयपुर-५८६१०३
- घ) अनुवाद

#### Distribution of Marks

A	Objective type Questions (10 out of 12)	10 Marks	
B	Annotations from Text Book (3 out of 5)	15 Marks	
C	Essay Type Questions from Text Book (2out of 4)	30 Marks	
D	Short Notes from Text Book (1out of 3)	10 Marks	
E	Translation One Passage (Kannada/English in to Hindi)	15 Marks	
		Theory total	80 Marks
		Internal Assessment	20 Marks
		Total	100 Marks

**Reference Books:**

- ग) अनुवाद: विविध आयाम-मा. गो. चतुर्वेदी तथा कृष्ण कुमार गोस्वामी  
घ) अनुवाद विज्ञान- भोलानाथ तिवारी  
च) अनुवाद कला-डॉ. एन्. ई. विश्वनाथ अय्यर  
छ) अनुवाद कला: सिद्धांत और प्रयोगे- डॉ. कैलासचंद्र भाटिया  
ज) अनुवाद क्या है- राजमल बोरो, वाणी प्रकाशन नई दिल्ली  
झ) अनुवाद सिद्धांत एवं प्रयोगे- डॉ. जी गोपीनाथने, लोकभारती प्रकाशन, इलाहाबाद

**Praakrit :**

B. A./ BSW - Part III -VI Semester			
Basic Praakrit			
Teaching hours	-	5 hours per week	
Exam marks	-	80+20=100 of 3 hours Duration	
Text 1)	शाकुन्तलम् (IV & V Aets)	-	80 Marks
2)	Internal Assessment	-	20 Marks
1)	Internal test -10	-	
2)	Assignment, Class records Skill, development-10	-	
<b>Total</b>			<b>100 Marks</b>

**Question Paper Pattern**  
**VI Semester**

I.	Match the following or select the right answer	10 Marks
II.	Translate & Explain any three verses	18 Marks
III.	Explain with reference to context (any four out of six)	16 Marks
IV.	Essay type questions (with internal choice)	18Marks
V.	Short notes (any three out of five)	18 Marks
<b>Total</b>		<b>80 Marks</b>

**Sanskrit:**

**B. A./BSW III: VI- Semester**  
**Sanskrit Basic (MIL)**

**Teaching Hours : 5 Hours Per week**

Examination Marks : One paper carrying 100 marks (80+20) of 3 hours duration

**Text :**

a) अभिज्ञानशाकुन्तलम् of Kalidasa Prasaraṅga,

Mysore University, Mysore, समाजपुस्तकालय

धारवाड

60 Marks

a) अभिज्ञानशाकुन्तलम् (Acts V to VII)

20 Marks

b) Grammar

a) प्रयोग् (कर्तरि कर्मणि च) – 6

b) कृदन्तः and तद्धितः – 4

c) Translation from Sanskrit – 10

20 Marks

c) Internal Assessment

Total 100 Marks

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### Question Paper Pattern:

#### B. A. III: VI- Semester

I.	Multiple choice questions from अभिज्ञानशाकुन्तलम् (any two out of four)	10Marks
II.	Translation and explanation of Verses (any two out of four)	14 Marks
III.	Reference to context (any three out of five)	12 Marks
IV.	Short Notes – (Any three out of four)	12 Marks
V.	Essay type question (With internal choice)	12 Marks
VI.	Grammar १) प्रयोग् (कर्तरि कर्मणि च) २) कृदन्तः ग्फञ् तद्धितः 3) Translation from Sanskrit	20 Marks
<b>Total</b>		<b>80 Marks</b>

#### Arabic:

### B.A. /BSW : VI- Semester Arabic Basic

**Paper :** Prose, Poetry History of Arabic Literature and

Translation. **Scheme of Teaching :** 5 hours per week **Prescribed**

#### Text Books

- **Al-Qiratur Rashidar Part I (Prose and Poetry)** Lesson No.17 to 22  
By: Abul Hasan Ali Nadvi.  
Pub. Maktaba Nadavatululuma Lucknow (U.P)
- **Mukhtasar Tareekh-e-Adab-e-Arabi**  
From Chapter No.1 Page 19 to 31  
By: Dr.Syed Abul Fazl  
Pub.By. Deccan Traders Book sellers & publishers  
23-2-378,Mughalpura, Hyderabad (A.P)
- **Translation Arabic into English / Urdu.**  
(No Book Prescribed Teacher has to select

simple sentences of passages)

**a) The Holy Quraan.**

Sura-Qadr.

Pub.By:Taj Company Mumbai.

The question paper should be broadly based on the following pattern.

1)	Multiple choice from Prose and Poetry	1x10	=	10
2)	Summary from first text with choice	2x7½	=	15
3)	R.C. from first text with choice	3x5	=	15
4)	Question from second Text with choice	2x7½	=	15
5)	Question on Translation Arabic into English / Urdu with Choice.	1x15	=	15
6)	Question on Sura	1x10	=	10
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				80

## Persian:

### BA/BSW: VI<sup>th</sup> Semester

Teaching Hours: 5 Hours per Week

#### Modern Poetry

Prescribed text book

Sukhan-E-Nuwa by Manzoor Ahmed Khan

Pub:-Educational book house Aligarh

Selected portion only from

Manzumat-E-Shiyashi.

#### Scheme of Examination

Q1.Multiple choice questions 1\*10=10

Q2.Essay type question from the text with choice 1\*15=15



Q3.Question on R.C from the text	3*05=15
Q4.Translation & Explanation from the text	3*05=15
Q5.Appreciation of verses from the text	3*05=15
Q6.Short notes with choice	2*05=10

## Urdu:

### B.A/BSW: VI Semester w.e.f- 2018-19

Paper – Prose & Poetry

**Scheme of teaching:** Duration 16 weeks, 5 hours per week

#### Prescribed Text

#### I. Pasban-e-Adab

Ed by Majlis Idarat, Shimoga

The following lessons only

1. Adab aur tahzeeb
2. Mumtaz mufti ki yaad me
3. Alfaz ka jadoo
4. Ghalib jaded shora ki majlis me
5. Hindustani adab me Hali ka darja

#### Poems

1. Ek ladka
2. Saanp
3. Sar Toor
4. Main purana hun

#### Gazals

1. Honton pe kabhi unke
2. Dayar-e-noor me teera shabon
3. Goshe se nasheman
4. Dil me kisi ke rah
5. Tuti hai meri neend
6. Ab ke hum bichade

#### II. Muntakhib khake Ed by S.M.Aqeel

1. Jigar mura Aabadi
2. Suleman Khatib
3. Mard-e-Azad
4. Faiz ahmed Faiz
5. Molvi Abdul Huq

#### III. Scheme of Examination:

Total marks 100 (Theory 80 + Internal Assessment 20 marks)

- I. Each paper of 100 marks shall carry 20 marks Internal Assessment out of the 20 marks 10 shall be for semester test & remaining 10 shall be for assignment records skill developments.

- II. In each paper two test shall be conducted for the award of Internal Assessment marks & each of one hour duration for maximum of 20 marks reduced to ten later. First test shall be conducted in 8<sup>th</sup> week & II test in 12<sup>th</sup> week of respective semester .The average marks shall be taken as final Internal Assessment marks for assignment marks for the test component.
- III. The award of the Internal Assessment marks for assignment records skill development shall be based on the submission of the same by the candidates duly certified by the concerned teacher.

The question paper should be broadly based on the following pattern

Q1. Multiple choice questions from all text	1×10 = 10
Q2. Essay type question on the prose (1 out of 2)	1×10 = 10
Q3. RC from first text (4 out of 6)	2½ × 4 = 10
Q4. Summary of the poem (1 out of 2)	1×10 = 10
Q5. Appreciation of verses (from Gazals only) (4 out of 6)	4 × 2½ = 10
Q6. Summary Essay type question on non-detailed (1 out of 2)	1×10 = 10
Q7. Short Note question on character.	1×10 = 10
Q8. Letter Writing	1×10 = 10

**Paper Code: 6.2**

**Paper Title: SOCIAL WORK WITH RURAL AND TRIBAL COMMUNITIES**

**Objectives:**

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

**Course Content:**

**UNIT I**

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

**UNIT 2**

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

**UNIT 3**

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

**UNIT 4**

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

**UNIT 5**

Panchayat Raj System: Origin and development of Panchayat Raj Institutions; Panchayat raj organization and functioning in Karnataka; Overview of legislations pertaining to panchayat raj institutions; Contribution of PRI to rural and tribal development.

**References:**

- Bahradwaj, A.N: Problems of Scheduled Castes and Scheduled Tribes in India, Light and Life Publishers, New Delhi, 1979.
- Barnabas,A.P: Rural Community Development in India, In Encyclopaedia of Social Work in India, Vol.II, Ministry of Welfare, Government of India, New Delhi, 1987.
- Bhalla, Alok and Bumke, Peter J. (EDs): Images of Rural India in the 20<sup>th</sup> Century, Sterling Publishers Pvt. Ltd. New Delhi, 1992.
- Bose, Ashish; Sinha, U.P. and Tyagi, R.P. (EDs): Demography of Tribal Development, B.R.Publishing Corporation, Delhi, 1990.
- Bose, Nirmal Kumar: Tribal Life in India, National Book Trust India, New Delhi, 1971.
- Brahmananda, P.R: Narayan, B.K and Kalappa, A. (Eds): Dimensions of Rural Development in India, Himalaya Publishing House, Bombay, 1987.
- Christoph Von Purer – Haimen Dorf: Tribes of India – The Struggles for Survival, Oxford University Press, Delhi, 1982.
- Dayal, R: Panchayath Raj in India, Metropolitan Book Co., Delhi, 1970.
- Doshi, S.L and Jain, P.C: Rural Sociology, Rawat Publications, Jaipur, 1999.
- Dube,S.C: Welfare of Scheduled Tribes, in.Encyclopaedia of Social Work on India, Vol.III, Ministry of Welfare, Government of India, New Delhi, 1987.
- Government of India, Ministry of Home Affairs: Report of the Commission on SC/ST, Part II. 1977-78, New Delhi, 1979.
- Government of Karnataka, Department of Law and Parliamentary Affairs: The Karnataka Zilla Parishads, Taluk Panchayath Samithis, Mandal Panchayaths and Nyaya Panchayaths Act, 1983.
- Jha, D: Cooperative Movement, in. Encyclopaedia of Social Work in India, Vol.I, Ministry of Welfare, Government of India, New Delhi, 1987.
- Krishnamurthy, J: Rural Development – Challenges and Opportunities, Rawat Publications, Jaipur, 2000.
- Kumar, A: Tribal Development in India, Sarup and Sons, New Delhi, 2002.
- Mahanti, Neeti: Tribal Issues – A Non-Conventional Approach, Inter-India Publications, New Delhi, 1994.
- Nahar, U.R and Chandani, Ambika (Eds.): Sociology of Rural Development, Rawat Publications, Jaipur, 1995.
- Nair, T.K and Anbarasan, R.S (EDs): Training Social Workers for Rural Development, ASSWI, 1981.
- Narwani, G.S: Training for Rural Development, Rawat Publications, Jaipur, 2002.
- Panwalkar, V.G: Social Work in Rural setting, in. Encyclopaedia of Social Work in India, Vol.III, Ministry of Welfare, Government of India, New Delhi, 1987.
- Patel, M.L: Planning Strategy for Tribal Development, Inter-India Publications, New Delhi, 1983.
- Patel, M.L: Tribal Development without Tears, Inter-India Publications, New Delhi, 1994.
- Ramaiah, P: Issues in Tribal Development, Chugh Publications, Allahabad, 1988.
- Singh, Hoshiar: Administration of Rural Development in India, Sterling Publishers Pvt. Ltd. New Delhi, 1995.
- Singh, K: Rural Development: Principles, Policies and Management, Sage Publications, New Delhi, 1986.
- Sinha, B.B: Society in Tribal India, B.R.Publishing Corporation, Delhi, 1982.

**Paper Code: 6.3**

**Paper Title: SOCIAL WORK WITH URBAN COMMUNITIES**

**Objectives:**

- a) Sensitize trainees to the need and problems of urban communities;
- b) Develop a critical understanding in the trainees about the programs of urban development.

**Course Content:**

**UNIT I**

Urbanization: Concept and theories of urbanization; Urbanization in modern India; Meaning and characteristics of town, city, metropolis, suburbs, and satellite town; Overview of urban problems.

**UNIT II**

Slums: Meaning, definitions, characteristics, causes, and consequences; Indian slums in general and slums in the cities of Karnataka in particular; Governmental and non-governmental measures towards slum clearance and slum improvement.

**UNIT III**

Urban Community Development: Meaning, need, scope and related concepts; Urban development and urban community development; Major voluntary agencies engaged in urban community development in India with focus on urban unorganized sectors; Governmental organizations for development of youth, women, aged and children in urban areas.

**UNIT IV**

Policy and Programmes for Urban Development: Programmes of urban development agencies; Civic administration; History and functions of local self-government in urban areas in India and urban development authorities in Karnataka.

**UNIT V**

Environmental Management in Urban India: Types and causes of urban pollution; Waste management measures; Relevance of community organization practice to urban communities; Social work with urban communities - recent developments and future prospects.

**References:**

- Aziz, Abdul: Urban Poor and Urban Informal Sector, Ashish Publishing House, New Delhi, 1984.
- Bharwaj, R.K: Urban Development in India, National Book Trust, New Delhi, 1984.
- Bose, Ashish: Studies in India's Urbanization (1901 to 1971), Tata McGraw Hill, New Delhi, 1973.
- Cullingworth, J.B: Problems of Urban Society, Vol.I The Social Framework of Planning, London-George Allen and Unwin Ltd., 1973.
- 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.
- Desai, A.R and Pillai, S.D (Eds): Slums and Urbanization, Popular Prakashan, Bombay.
- Diddee, Jaymala and Rangaswamy, Vimala (Eds): Urbanization – Trends, Perspectives and Challenges, Rawat Publications, Jaipur, 1993.
- Gangrad, K.D: Community Organization in India, Popular Prakashan, Bombay, 1971.
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- Institute of Economic Growth: India's Urbanization 1901-2001, Part Two: Concepts, definitions and Sources of data, Second edition, Studies in Demography, No.10.
- Kundu, Amitab: Urban Community Development. In. Encyclopaedia of Social Work in India, Vol.III, Ministry of Welfare, Government of India, New Delhi, 1987.
- Maurya, S.D(Ed): Urbanization and Environmental Problems, Chugh Publications, Allahabad, 1989.
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- Rani Singh, Sundra: Urban Planning in India, Ashish Publishing House, New Delhi, 1979.
- Rao, M.S.A, Bhat, Chandrasekhar and Kadekar, Laxmi Narayan: A Reader in Urban Sociology, Orient Longman, New Delhi, 1991.
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- Turner, Roy (Ed.): India's urban future, Oxford University Press, Bombay, 1962.
- Verma, S.S: Urbanization and Regional Development in India, Chugh Publications, Allahabad, 1989.

**Paper Code: 6.4**

**Paper Title: WOMEN'S EMPOWERMENT**

**Objectives:**

- a) Understand the situation of women in India.
- b) Understand dimensions of women empowerment.
- c) Understand the relevance of women empowerment in the process of sustainable development.

**Course Content:**

### **UNIT I**

Status of Women in India: Historical perspective – status of women during Vedic period, medieval period, pre-independent India, and in independent India; Concept of Women Empowerment; Need for social work services for women empowerment.

### **UNIT II**

Gender issues, evidence of gender discrimination – key indicators, sex ratio, infant mortality rates, age at marriage, literacy rate – enrollment and dropout rates in schools, education of women at different levels.

Employment – organized and unorganized sectors, gender index, improved self-esteem of girls and women.

### **UNIT III**

Some major issues relating to women in India society:

- Female feticide and infanticide
- Declining sex ratio
- Rape and sexual abuse
- Dowry and domestic violence
- Female infant mortality, girl child mortality and maternal mortality
- Women, politics and representation

### **UNIT IV**

Women and law; legal enactments under the British rule, constitutional and fundamental rights, protective clauses for women; Current legal position regarding marriage, dowry, divorce, problem of violence against women outside home and inside home, restitution of conjugal rights.

Legal provisions: equal remuneration, equal opportunity, women and property right.

## **UNIT V**

Welfare Programmes for Women: Hostels for working women, employment and income generation programmes, and women's training centers; Institutions for protection and rehabilitation of women and girls; Programmes of the Department of Women and Child Development; Micro-credit and women empowerment.

### **References:**

- Bandarage, Asoka: Women, Population and Global Crisis – A Political-Economic Analysis, Zed Books, London, 1997.
- Bhaskara Rao; Digumarti, and Pushpins Latha, Digumarti: International Encyclopaedia of Women, Discovery Publishing House, Vol.I to V, New Delhi, 1998.
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- Reddy, G.B. Women and the Law, Gogla Law Agency, Hyderabad, 2000.
- Sachdeva, D.R: Social Welfare Administration in India, Kebab Mahal, Allahabad, 1995.
- Shamsuddin: Women Law and Social Change, Ashish Publishing House, New Delhi, 1991.
- Shobha, V: Rural Women and Development, Mittal Publications, Delhi, 1987.
- Srinivasan: Indian Women, Anand Publications, New Delhi, 1993.
- Thomas, Gracious (ed.): Social Work Intervention with Communities and Institutions, Vol. II, IGNOU, New Delhi, 2010.
- Vyas, Anju and Mudgal Madhu: The Girl Child in India, Centre for Women Development Studies, New Delhi, 1992.



**Paper Code: 6.5**

**Paper Title: FAMILY LIFE AND LIFE SKILL EDUCATION**

**Objectives:**

- a) Understand the relevance of family life education to family welfare.
- b) Understand the concept of life skills education.
- c) Learn to use the principles, methods and skills of social work for family welfare.

**Course Content:**

#### **UNIT I**

Marriage and Family: Meaning, definitions and types of marriage; Functions of marriage; Different aspects of marriage – biological, psychological, social and legal aspects.

Meaning, definitions and types of family; Functions of family; Family Values and Influence of Socio-Cultural and Religious Dimensions on Family Life.

#### **UNIT II**

Issues Affecting Marriage and Family Life: Factors Influencing Choice of Marital Roles (Family, Peer Group, Culture, and Employment of Women); Role conflicts – reasons and management strategies; Role changes in different phases of marriage; Sexual relation and adjustment in marriage.

#### **UNIT III**

Problems Encountered in the Family and Intervention Programmes – Individuals facing problems, childlessness, marital problems, abuse and violence.

Divorce, Separation and Migration: Meaning, causes, consequences and remedial measures for 'divorce'; Meaning, causes, consequences and remedial measures for 'separation'; and Meaning, causes, consequences and remedial measures for issues arising out of 'migration' on the family life.

#### **UNIT IV**

Concept of Family Life Education: Meaning, definition, characteristics and objectives of Family Life Education; Need for planning for family and for responsible parenthood; Family Planning Methods – types, advantages and disadvantages; Medical Termination of Pregnancy and Issues Associated with it.

## UNIT V

Basic Concepts in Life Skills Education: Meaning, definition, components and objectives of Life Skill Education; Role of home, school and media in life skill education; Role of Social Workers in Family Life Education and Life Skill Education.

### References:

- Ahuja, Ram (1993), *Indian Social System*, Rawat Publications Jaipur and New Delhi.
- Alphone, Clemens. H. (1994), *Marriage and Family*, Prentice Hall Inc. Englewood, N.J.
- Bhasin, Kamla, Edited (1972), *The Position of women in India*.
- Bird, Joseph and Lois (1983), *To Live as Family: An Experience of Love and Bonding*.
- D'souza, Antony (1979), *Happiness in Marriage*, Usha Publications, New Delhi.
- D'souza, Antony A. (1994), *Sex Education and Personality Development*, Usha Publications; New Delhi.
- Green, Arnold W. (1964), *Sociology, An analysis of life in modern society*, McGraw-Hill Book Company, New York.
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- Suriakanthi, A. (1994), *Child Development*, Kavitha Publications, Gandhigram.
- Thomas, G. (1995), *AIDS and Family Education*, Rawat Publications, New Delhi.
- Thomas, G. (2010), *Introduction to Family Life Education*, IGNOU, New Delhi.

**Paper Code: 6.6**

**Paper Title: SOCIAL WORK PRACTICUM - VI**

**Objectives:**

- f) To observe social, economic and political dynamics of a community.
- g) To develop an understanding of an agency set-up.
- h) To develop an understanding of the causes of human problems and their effect on individual, family and group functioning.
- i) To develop professional skills of working with people.
- j) To develop skills in report writing and use of supervision.

**Course Content:**

This paper comprises:

- Placement in NGO/Panchayat setting.
- Conducting at least one Social Case Work
- Conducting at least one Social Group Work
- Organizing at least one need-based community awareness / development programmes.
- Structured Experiences Laboratory to help students understand and practice various skills required for effective practice of Fieldwork Practicum.

**Note:** Each student is expected to spend ten hours per week in the Field / Agency and the Faculty Supervisor is expected to spend about eight hours per week for this paper by conducting Orientation Classes, arranging for Orientation Visits / Fieldwork Placement, conducting Structured Experience Laboratory classes, Field Visits for Supervision and Guidance, Individual Conferences and Group Conferences on a weekly basis, and Correction of Fieldwork Reports. Thus, the workload for this paper for each of the Faculty Supervisor may be considered equivalent to one full theory paper.

**References:**

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

**Paper Code: 6.7**

**Paper Title: RESEARCH PROJECT**

Students are given broad guidelines for undertaking empirical, evidence-based research comprising selection of the topic, methodological details, analysis, interpretation and deductions made.

Research conference need to be reflected in the time-table and should be conducted by the Faculty Supervisor. Planning, preparation of tools, fieldwork and report writing of research project; scheduling and time line need to be part of the research conference. Faculties need to maintain research conference report and progress of the research project report. The faculty supervisors would assist students to prepare a plan of action for individual research project right from selection of research problem to finalization of report.