



RANI CHANNAMMA UNIVERSITY

BELAGAVI

THE COURSE STRUCTURE & SYLLABUS OF UNDER GRADUATE

BACHELOR OF ARTS

SOCFIAL WORK

1ST TO 6TH Semesters

w.e.f.

Academic Year 2020-21 and Onwards
Under

CHOICE BASED CREDIT SYSTEM (CBCS)

CBCS COURSE STRUCTURE FOR BACHELOR OF ARTS (BA) WITH SOCIAL WORK AS AN OPTIONAL SUBJECT

(To be effective from the Academic Year **2020-21**)

Semester	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Credits	Marks			Duration of Exam (hrs)
						IA	Exam	Total	
I	SW 01	DSC (T)	History and Philosophy of Social Work	5	3	20	80	100	3
II	SW 02	DSC (T)	Social Case Work	5	3	20	80	100	3
III	SW 03	DSC (T)	Social Group Work	5	3	20	80	100	3
	SW 04	SEC (P)	Social Work Practicum – I (Orientation Lectures and Visits)	2	1 per student *	10	40 (Viva)	50	Viva-voce
IV	SW 05	DSC (T)	Community Organization	5	3	20	80	100	3
	SW 06	SEC (P)	Social Work Practicum – II (Concurrent Fieldwork)	2	1 per student *	10	40 (Viva)	50	Viva-voce
V	SW 07	DSE (T)	Social Work Administration and Social Action	4	4	20	80	100	3
	SW 08a OR SW 08b	DSE (T)	Social Work with Rural and Tribal Communities OR Social Work with Women and Children	4	4	20	80	100	3
	SW 09	SEC (T)	Counseling Skills and Techniques	2	2	10	40	50	2
VI	SW 10	DSE (T)	Social Work Research	4	4	20	80	100	3
	SW 11a OR SW11b	DSE (T)	Social Work with Urban Communities OR Social Work with Differently-abled Persons	4	4	20	80	100	3
	SW 12	SEC (P)	Social Work Practicum – III (Social Work Camp)	2	1 per student *	10	40 (Viva)	50	Viva-voce
Total				44	36				

T: Theory, P: Practical, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, SEC: Skill Enhancement Course.

* *The UGC Model Curriculum for Social Work Education* (2001, p. 14) states that “... each learner should get about forty-five to sixty minutes of individual instruction” (enclosed as “Annexure 1”) for Social Work Practicum. Thus, it may be noted that the instructional hours for “Social Work Practicum” for each of the Faculty vary depending on the number of students allocated to them. Hence, for a batch of eight students, for example, the

Faculty is expected to provide eight hours of individual and group instructions as has been laid down in the syllabus. Further, since Papers pertaining to “Social Work Practicum” are of Practical nature, **two instructional hours are treated as equal to one hour of theory class**. Thus, for example, the workload for the faculty guiding a batch of eight students for Social Work Practicum can be treated as 4 hours per week (i.e. 8 Hrs/2 = 4 Hrs). Needless to say that the workload for each of the Faculty increases proportionately with the increase in the number of students allocated under his/her guidance for Social Work Practicum in keeping with the guidelines given in *The UGC Model Curriculum for Social Work Education* (2001, p. 14) as specified above (i.e. forty-five to sixty minutes of instruction for each student).

SEMESTER-I

Paper Code: SW 1

Paper Title: History and Philosophy of Social Work

Objectives:

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

Course Content:

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

History of Social Reform and Social Work in Modern India: Ideologies of Gandhi, Ambedkar and Indian Constitution - Origin and Development of Social Work Education in India - Social Movements and Social Work in contemporary India - Interface between Voluntary and Professional Social Work. Overview of Different Fields of Social Work in India - Career prospects for Trained Social Workers - Role of Professional Social Workers - Emerging Trends in Social Work.

REFERENCES

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

- Joseph, Sherry (Ed.) 2000, *Social Work: In the Third Millennium (Some Concerns and Challenges)*, Sriniketan, Department of Social Work, Visva-Bharati.
- Marulasiddaiah, H.M. (ed.). 1994. *Bharata Samajakarya Vishwakosha*, Vol. I. Hampi: Kannada Visvavidlaya.
- Panikkar, K. N. 1995. *Culture, Ideology Hegemony: Intellectual and Social Consciousness in Colonial India*, New Delhi: Tulika.
- Thomas, Gracious. 2015. *Code of Ethics for Social Workers*. New Delhi: IGNOU.
- Tejappa, U. 2015. *Vrittipara Samjakarya: Itihaasa mattu Vicharadharegalu* (Kannada). Belagavi: Pranati Publications.
- University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.
- Wood Safe. K. 1962. *From Charity to Social Work*. London: Routledge & Kegan Paul.

Journals:

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

SEMESTER-II

Paper Code: SW 2

Paper Title: Social Case Work

Objectives:

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

Course Content:

UNIT I

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

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

UNIT II

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

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

UNIT III

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

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

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

UNIT IV

Records: Purpose and principles of recording.

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

Role of Social Worker in case work settings.

REFERENCES

Friedlander, W.A. 1978. *Concepts and Methods of Social Case Work*. Englewood Cliffs:Prentice Hall.

Hamilton, G. 1959. *Theory and Practice of Social Case Work*. NY: Columbia Univ. Press.

Jirlimat, S. 2014. *Vyaktigatha Samajakarya Parichaya* (Kannada). Belagavi: BIRDS.

Mathew, Grace. 1992. *An Introduction to Social Case Work*. Bombay: Tata Institute of SocialSciences.

Perlman, H. H. 1957. *Social Case Work: A Problem Solving Process*. Chicago: The Universityof Chicago Press.

Roberts, Robert and Robert Nee (eds). 1970. *Theories of Social Case Work*. Chicago:University of Chicago Press.

Timms, N. 1964. *Social Case Work: Principles and Practice*. London: Routledge and KeganPaul.

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

Upadhyay, R.K. 2010. *Social Case Work: A Therapeutic Approach*. Jaipur: Rawat Publications.

Lecture videos available on YouTube:

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

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

Stages of Case Work: MOOCs EMRC Osmania University.

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

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

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

Treatment in Social Case work: MOOCs EMRC Osmania University.

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

Recording in Social Case Work: MOOCs EMRC Osmania University.

URL : <https://www.youtube.com/watch?v=8B0oaggBD6s>

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

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

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

URL : <https://www.youtube.com/watch?v=Ngo9owG8WkA>

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

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

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

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

IGNOU Study material:

Philosophy, Principles and Components of Social Case Work, Module 3, Quadrant 1, URL:

http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/social_work_education/work_with_individuals_and_families/03_philosophy_principles_and_components/et/6089_et_et.pdf

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

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

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

SEMESTER-III

Paper Code: SW 3

Paper Title: Social Group Work

Objectives:

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

UNIT I

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

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

UNIT II

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

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

UNIT III

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

Programme Planning in Group Work Practice.

UNIT IV

Skills required in Social Group Work.

Role of Social Group Worker through the Group Work Process.

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

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

References:

Douglas, Tom. 1979. *Group Processes in Social Work*. Chichester: John Wiley & Sons.

Konopka, Gisela. 1954. *Group Work in the Institution*. New York: Association Press.

Konopka, Gisela. 1963. *Social Group Work: A Helping Process*. Englewood Cliffs, N.J.: PrenticeHall.

Toseland, Ronald and Rivas, F. Robert. 1999. *Introduction to Group Work Practice*. Allyn and Bacon, 3rd edition.

Trecker, Herleigh B. 1970. *Social Group Work - Principles and Practices*. New York: Association Press.

Trevithick, Pamela. 2000. *Social Work Skills - A Practice Handbook*. Philadelphia: Open University Press.

Paper Code: SW 4 (SEC)

Paper Title: Social Work Practicum - I

Objectives:

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

Course Content:

This paper comprises:

- Orientation Lectures given by the Faculty to the concept and importance of Social Work Practicum in Social Work Education; Different components of Social Work Practicum from first to final semester of the BSW Course; Roles and responsibilities of the Student, Faculty Supervisor and Agency Supervisor; the need and significance of Orientation Visits; and purpose and types recording in Social Work Practicum.
- Orientation Visits to various governmental and non-governmental settings of Social Work Practice organized by the Faculty at the beginning of the Course.

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

Guidelines for Orientation Visits:

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

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

Note on the Assessment of Social Work Practicum: Viva-voce exam comprising of one internal and one external examiner as decided by the Chairman of the Board of Examiners in Social Work (UG), with the concurrence of the Registrar (Evaluation) will be conducted to determine the marks out of 40. The candidate will have to score a minimum of 20 (i.e. 50%) in order to pass in this external examination.

References:

- Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
- Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
- University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.

SEMESTER-IV

Paper Code: SW 5

Paper Title: Community Organization

Objectives:

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

Course Content:

UNIT I

Social Work Administration: Meaning, Definition of Administration; Meaning, Definition, Objectives, Principles, Scope - Significance of Social Work Administration as a Method of Social Work. Functions of Social Work Administration (POSDCoRBEF): Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting, Evaluation, and Feedback.

UNIT II

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

UNIT III

Skills and Techniques of Social Work Administration: Programme / Project Development, Public Relations, Decision Making, Fund Raising, Networking, and Conflict Resolution. Resource Management: Management of Natural, Physical, Human Capital resources, Social Capital resources and Financial Resources.

UNIT IV

Fund Raising Sources and Strategies: Raising International, national and local funds. Corporate Social Responsibility (CSR). Procedures for seeking Tax Exemption (80G) and Foreign Contribution. Role of Social Worker in Social Work Administration - Recent Trends in Social Work Administration.

References:

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

Paper Code: SW 6 (SEC)

Paper Title: Social Work Practicum – II

Objectives:

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

Course Content:

This paper comprises:

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

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

Note on the Assessment of Social Work Practicum: Viva-voce exam comprising of one internal and one external examiner as decided by the Chairman of the Board of Examiners in Social Work (UG), with the concurrence of the Registrar (Evaluation) will be conducted to determine the marks out of 40. The candidate will have to score a minimum of 20 (i.e. 50%) in order to pass in this external examination.

References:

- Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
- Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
- University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.

SEMESTER- V

Paper Code: SW 7

Paper Title: Social Work Administration and Social Action

Objectives:

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

Course Content:

UNIT I

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

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

UNIT II

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

UNIT III

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

UNIT IV

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

References:

- Chowdhary, P. Paul. 1979. *Social Welfare Administration*. Delhi: Atma Ram & Sons.
- Devi, Rameshwari and Parkash Ravi. 1998. "Social Work and Social Welfare Administration, Methods and Practices", Vol. I. Jaipur: Mangaldeep Publications.
- Gangarade, K.D. 1990. 'Development of Voluntary Action in India', in *Social Welfare Administration in India; Issues and Challenges*. Mumbai: Tata Institute of Social Sciences.
- Gulati Ravi & Gulati Kaval. 1996. *Strengthening Voluntary Action in India*. New Delhi: Konark Pvt. Ltd.
- Pathak, S.H. 1981. *Social Welfare: An Evolutionary and Development Perspectives*. Delhi: McMillan.
- Roy, Bunker. 1990. 'Voluntary Agencies and Government', in *Social Welfare Administration in India; Issues and Challenges*. Mumbai: Tata Institute of Social Sciences.
- Siddiqui, H.Y. (1984), *Social Work and Social Action* (ed.), Harnam Publications.
- Singh, Surender (1986), *Social Action in Horizons of Social Work* (ed). By Surender Singh & K.S. Soodan, op. cit. p. 161.
- Thomas, Gracious (ed.). 2010. *Social Work Intervention with Communities and Institutions (Vol.I)*. New Delhi: School of Social Work, IGNOU.

Paper Code: SW 8a

Paper Title: Social Work with Rural and Tribal Communities

Objectives:

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

Course Content:

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

Panchayat Raj System: Origin and development of Panchayat Raj Institutions; Panchayat raj organization and functioning in Karnataka; Overview of 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 20th Century, Sterling Publishers Pvt. Ltd. New Delhi, 1992.
- Bose, Ashish; Sinha, U.P. and Tyagi, R.P. (Eds): Demography of Tribal Development, B.R. Publishing Corporation, Delhi, 1990.
- Bose, Nirmal Kumar: Tribal Life in India, National Book Trust India, New Delhi, 1971.
- Brahmananda, P.R: Narayan, B.K and Kalappa, A. (Eds): Dimensions of Rural Development in India, Himalaya Publishing House, Bombay, 1987.
- Christoph Von Purer – Haimen Dorf: Tribes of India – The Struggles for Survival, Oxford University Press, Delhi, 1982.
- Dayal, R: Panchayath Raj in India, Metropolitan Book Co., Delhi, 1970.
- Doshi, S.L and Jain, P.C: Rural Sociology, Rawat Publications, Jaipur, 1999.

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

Paper Code: SW 8b

Paper Title: Social Work with Women and Children

Objective:

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

UNIT I: Situation and status of women in India:

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

UNIT II: Situation and status of Child in India

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

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

UNIT III: Legislations related to children

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

UNIT IV: Women and Child Welfare

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

References

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

Paper Title: Counseling Skills and Techniques

Objectives:

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

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

UNIT: II – Theories / Approaches of Counselling: Psycho-analytical Theory - Client-centered Theory - Cognitive Theory - Rational-emotive Therapy - Marital and Family Therapy - Eclectic Approach - Indigenous Approaches: help and self-help (yoga, reflection, act of Prayashchit, etc).

UNIT: III – Counseling Techniques and Skills:

Counseling Techniques: Initiating Contact, Intake, Rapport, Establishing Structure, Interaction, Attending Behaviour, Observation, Responding, Rating and its Interpretation.

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

UNIT: IV - Counselling Process

Stage – I: Problem Exploration and Clarification.

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

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

Professional characteristics of counselor - Values / Ethics in counselling.

SUGGESTED LITERATURE:

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VI Semester

Paper Code: SW 10

Paper Title: Social Work Research

Objectives:

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

UNIT I

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

UNIT II

Planning a Research Project: Identification of a Research Problem, Formulating the Research Topic, Reviewing the Existing Literature, Clarification of Concepts and their Measurement, Identification of Objectives of the Study, Selection of Research Design, Formulation of Hypothesis, Operationalization of Concepts and Development of Research Instruments.

UNIT III

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

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

UNIT IV

Data Analysis (univariate and bivariate analysis), Graphical Presentation of the Data, and Interpretation of the Data.

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

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- Krishnaswamy, O.R. 1993. *Methodology of Research in Social Sciences*. Bombay: Himalaya Publishing House.
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- Thomas, Gracious (ed.). 2010. *Social Work Intervention with Communities and Institutions (Vol. II)*. New Delhi: School of Social Work, IGNOU.

Paper Code: SW 11a

Paper Title: Social Work with Urban Communities

Objectives:

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

Course Content

UNIT I

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

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

Urbanisation and social institutions - Urbanisation and social problems - Urban services and deficiencies

- Poverty in urban areas.

UNIT II

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

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

UNIT III

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

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

UNIT IV

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

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

Recent trends in Urban Community Development initiatives.

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Urban Poor and Urban Informal Sector, New Delhi, Ashish Publishing House.
2. Bharadwaj, R. K. 1962
Urban Development in India, New Delhi, National Book Trust.
3. Bhargava, Gopal (Ed.) 1981
Urban Problems and Policy Perspectives, New Delhi, Abhinav Publications.
4. Bose, Ashish 1973
Studies in India's Urbanization (1901 to 1971), New Delhi, Tata McGraw-Hill.
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6. Diddee, Jaymala and Rangaswamy Vomla (Eds.) 1993
Urbanisation - Trends, perspectives and Challenges, Jaipur, Rawat Publications
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| 9. House, Peter. 1973 | The Urban Environmental System,
London, Sage Publications. |
| 10. Institute of Economic Growth | India's Urbanisation 1901 – 2001, Part
Two, Concepts, Definitions and Sources
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House. |
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and Practice, Harper and Row. |
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Development in India, Allahabad, Chugh
Publications. |

Paper Code: SW 11b

Paper Title: Social Work with Differently-abled Persons

Objectives:

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

Unit I

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

Unit II

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

Locomotor Disability- magnitude, causes, types, assessment, impact on child's development Learning disability- magnitude, causes, types, assessment, impact on child's development

Unit III

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

Unit IV

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

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

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Paper Code: SW 12

Paper Title: Social Work Practicum - III

Objectives:

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

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

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

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

Note on the Assessment of Social Work Practicum: Viva-voce exam comprising of one internal and one external examiner as decided by the Chairman of the Board of Examiners in Social Work (UG), with the concurrence of the Registrar (Evaluation) will be conducted to determine the marks out of 40. The candidate will have to score a minimum of 20 (i.e. 50%) in order to pass in this external examination.

The Teaching-Learning Experience - The Institution and The Teachers

Curriculum 'the written word document' becomes a positive educational experience when the institution offering/housing the programme, the teachers and the learners, all work towards the educational goals.

The Institutions - the colleges, departments of universities, departments of colleges and those of deemed universities all as structures in this country, have educational programmes for the Social Work Profession. The structures, the rules and regulations of affiliating universities, pose constraints, especially when comparisons are drawn between disciplines or between disciplines and professions.

The nature of instructional time frame, practice learning opportunity provisions, instructions for practice learning, along with the nature of assessment for social work are different. The curriculum classification categories and nature of educational experiences necessary for this profession back this need. Three different norms as requirements accepted in Second Review Committee Report (1975) and reiterated in the Curriculum Development Center's Report (1990) are stated here:

1. Practice teaching-learning is like learning in a laboratory. The difference is that, this learning is carried out in real life situations of communities, groups, families/ individuals and in organizations providing services. Every learner is required to spend a minimum of fifteen hours a week in a setting/agency/organization to learn practice. Each learner should get about forty-five to sixty minutes of individual instruction, hence the teacher-learner ratio suggested is 1:8 to 10. Practice learning calls for individual guidance, and small group guidance .
2. Core domain instruction - calls for small group teaching methods and class-room practice. These methods are best employed when the numbers making up the class is small, necessitating break up of large groups into those around twenty. The number of teachers required for the same content is naturally larger.