RANI CHANNAMMA UNIVERSITY, BELAGAVI

COURSE STRUCTURE AND SYLLABUS
As per the Choice Based Credit System (CBCS)
for
'Social Work' as an Optional Subject in Bachelor of Arts (BA)

w.e.f

Academic Year 2020-21 and onwards

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	Instruc-tion hrs/week	Credits	IA	Exam	Total	Duration of Exam (hrs)
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)	30 mts. per student*	2	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 (Structured Experience Laboratory and Case Works)	30 mts. per student*	2	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)	Social Work Practicum – III (Concurrent Fieldwork)	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 – IV (Social Work Camp)	30 mts. per student*	2	10	40 (Viva)	50	Viva-voce
Total					**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. However, since Social Work Practicum for BA students is offered for 2 credits and 50 marks only the Faculty Supervisor may be expected to spend about **30 minutes per student per week.** Further, it may be noted that the instructional hours for "Social Work Practicum" for each of the Faculty varies depending on the number of students allocated to them. Hence, for a batch of sixteen students, for example, the Faculty is expected to provide eight hours (i.e. 30 minutes X 16 students = 8 hours) of individual and group instructions as has been laid down in this 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 sixteen students for Social Work Practicum can be treated as 4 hours per week (i.e. 8 Hrs/2 = 4 Hrs). Needless to say, 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.

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.

Jirlimat, 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 Case Work; 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 Case Work: 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, Functional Approach, 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, School settings, 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 Social Sciences.

Perlman, H. H. 1957. *Social Case Work: A Problem Solving Process*. Chicago: The University of 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 Kegan Paul.

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=8B0oagqBD6s

Major Components of Social Case Work: MOOCs EMRC Osmania University.
URL : https://www.youtube.com/watch?v=_AqQgCVaZO0

Skills and Techniques of Social Work Practice: MOOCs EMRC Osmania University.
URL : https://www.youtube.com/watch?v=Nqo9owG8WkA

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: Prentice Hall.
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 providinghelp 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:
- o   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 third to final semester; 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.
- o   Orientation Visits to various governmental and non-governmental settings of Social Work Practice organized by the Faculty.

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

Guidelines for Orientation Visits:
A minimum of three (3) 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 highlight the relevance of community organization and social action as methods of Social Work.
b) To understand the process of community organization and social action.
c) To develop the skills as a Community Organizer.

UNIT I
Concept of Community: Meaning, Definitions, Characteristics and Types - Concept of Community Organization: Meaning, Definitions, Objectives and Principles - Historical Development of Community Organization.

UNIT II
Process of Community Organization: Community Study, Identification, Analysis and Prioritization of Needs; Participatory Planning, Implementation, Evaluation, and Stabilization of Change Efforts - Roles of Community Organizer through the Stages of Community Organization.

UNIT III
Prominent Skills and Techniques of Community Organization: Resource Mobilization, Capacity Building, Conflict Resolution, Organizing and Conducting Meetings, Networking, Recording and Documentation.
Participatory Training (PT) – Need and Significance of Participatory Approaches to Community Organization.

UNIT IV
Models of Community Organization – Locality Development, Social Planning, and Social Action.
Community Organization in India - National Community Development Programmes – Sectoral Approaches - Multi-sectoral convergence of programmes – Target group approach - Anthyodaya Model - Community development scenario in Karnataka.

References:
Arthur, Dunham. 1958. *Community Welfare Organisation - Principles and Practice*. New York: Thomas Y. Crowell Co.
Chekki A. Dan. 1979. *Community Development*. New Delhi: Vikas Publishing House Pvt. Ltd.
Cox. M. Fred and Erlich L. John. 1987. *Strategies of Community Organisation*. Illinois: F.E. Peacock Publishers.
Gangrade, K.D. 1971. *Community Organisation in India*. Bombay: Popular Prakashan.
Government of Karnataka, Department of Law and Parliamentary Affairs. 1983. *The Karnataka Zilla Parishads, Taluk Panchayath Samithis, Mandal Panchayath and Nyaya Panchayaths Act / Amendments*.
Gunjal, B.S. 2013. *Community Organization and Social Action*. Bangalore: IBH Prakashana.
Harper E.B. and Dunham Arthur. 1959. *Community Organisation in Action*. New York: Association Press.
Henderson, Paul: Jones, Davit and Thomas, David N. 1980. *The Boundaries of Change in Community Work*. Boston: George Allen and Unwin.
Jones, David and Mayo, Marjorie (Eds). 1974. *Community Work*. London: Routledge and Kegan Paul.
Lees, R. 1972. *Politics and Social Work*. London: Routledge and Keegan Paul.
Marulasiddaiah, H.M. 1987. *Community: Area and Regional Development in India*. Bangalore: Bangalore University.
Paulo, Freire 1992. *Pedagogy of the Oppressed*. Penguin Book.
Ross, M.G. 1967. *Community Organisation*. New York: Harper and Row.
Siddiqui H.Y. 1997. *Working with Communities*. New Delhi: Hira Publications.
Somesh Kumar. 2002. *Methods for Community Participation – A Complete Guide for Practitioners*. New Delhi: Vistaar Publications.
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 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:

- o Structured Experiences Laboratory to help students understand and practice various skills required for effective practice of Fieldwork Practicum, especially Social Case Work and Social Group Work.

- o Social Case Works - at least two guided case works.

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

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 if 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 Panchayat Raj Act in Karnataka; Contribution of PRI to rural and tribal development (National and state programme).

References:

Bahradwaj, A.N: Problems of Scheduled Castes and Scheduled Tribes inIndia, 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:
1. To identify with the contemporary status of women and Child in India.
2. To understand the concept of Child Health and Child Legislation in India.
3. 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 Children in India
Children in India: Demographic characteristics, Problems of children in India.
Special categories of children: 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, HIVAIDS affected and infected children.

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

UNIT IV: Rights of Women and Children
Meaning and definitions of Rights, UN charter of child rights convention, women rights convention, women rights, child rights.

Unit V: 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

Banerjee, B. G. (1987) Child Development and Socialisation, New Delhi: Deep & Deep Publication
Bhalla, M. M. (1985) Studies in Child Care, Delhi: Published by NIPCCD
Chandra Kulshreshtha Jinesh (1978) Child Labour in India, New Delhi: Ashish Publishing House
Chaturvedi, T. N. (1979) Administration for Child Welfare, Admin, New Delhi: Indian Institute of Pub.
Desai Murli (1986) Family and Intervention – Some Case Studies, Mumbai: TISS.
Family Life Education in India, (1969) (Perspectives Challenges & Application) Heights Publishers & Distributors
Jayapalan N. (2001) Indian Society & Social Institutions – Vol. I, New Delhi: Atlantic
Kumar, S., Chacko, K. M. (1985) Indian Society & Social Institutions, New Delhi: New
Larlton E, Munson (1983) Social Work with Families – Theory and Practice, New York: The Free Press
Nichols,Michall P. & Richard, C(1991) (2nd edition), Family Therapy Concepts and Methods, London : Allyn and Bacob Publishers & Distributors
Susan Seymour; Carol Chapnick Mukhopadhyay (1994), Women, Education, and Family Structure in India, Westview press.
Williamson, Robert C. (1967) Marriage and Family Relations, New York, London, Sydney John Wiley and Sons, Inc.

Paper Code: SW 9

Paper Title: Social Work Practicum – III

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:
- o Orientation Lectures regarding the concept, process and recording in Concurrent Fieldwork;
- o Concurrent Fieldwork Placement in a School (Government or Private) or Anganwadi where they are required to undertake:
  - o Case work- at least two case works in the semester.
  - o Group work- one session per week.
  - o One or two need-based programmes for students, teachers and parents may be organized.

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-VI

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 date 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, Reviewing the Existing Literature, Identification of Objectives of the Study, Selection of Research Design, Formulation of Hypothesis.

UNIT III
Implementing the Research Project: Selection of Samples – meaning, significance, types; 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. Basic statistics: Meaning, characteristics. Percentage, Central tendency (Mean, Median, Mode).

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.

References:
Gupta, S.P. 1984. *Statistical Methods*. New Delhi: Sultanchand and Sons.
Kothari, C.R. 1990. *Research Methodology: Methods and Techniques*. New Delhi: Wishwa Prakashan.
Krishnaswamy, O.R. 1993. *Methodology of Research in Social Sciences*. Bombay: Himalaya Publishing House.
Lal Das, D.K. 2000. *Practice of Social Research: A Social Work Perspective.* Jaipur: Rawat.
Ramachandran, P. 1990. *Issues in Social Work Research in India*. Bombay: Tata Institute of Social Sciences.
Ramchandran, P. 1987. "Research in Social Work" in A.B. Bose (ed.) *Encyclopaedia of Social Work in India*. New Delhi: Govt. of India.
Rubin, Allen & Babbie E. 1989. *Research Methodology for Social Work*. California: Belmont, Wadsworth.
Thomas, Gracious (ed.). 2010. *Social Work Intervention with Communities and Institutions (Vol. II).* New Delhi: School of Social Work, IGNOU.
ಚ.ನ.ಶಂಕರರಾವ್: "ಸಮಾಜಿಕ ಸಂಶೋಧನಾ ಕೈಪಿಡಿ. ಜೈಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು. 2012
ಚ.ನ.ಶಂಕರರಾವ್: "ಸಂಶೋಧನಾ ವಿಧಾನಶಾಸ್ತ್ರ, ಜೈಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು. 2012

ಈ.ಚ.ಮುಳುಗುಂದ: ಸಂಶೋಧನಾ ವಿಧಾನಶಾಸ್ತ್ರ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ, 2014.

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.

Unit V
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.

References:

1. Aziz, Adbul. 1984 — 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.

5. Cullingworth, J. B. 1973 — Problems of Urban Society, Vol. I, The Social Framework of Planning, London, George Allen and Unwin Ltd.

6. Diddee, Jaymala and Rangaswamy Vomla (Eds.) 1993 — Urbanisation - Trends, perspectives and Challenges, Jaipur, Rawat Publications

7. D' Souza, Victor S. 1987 — Urban Development in India, In Encyclopedia of Social Work in India Vol.III, New Delhi, Ministry of Welfare, Government of India,.

8. Gangrade, K. D. 1971 — Community Organisation in India, Bombay, Popular Prakashan.

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 of Data, Second Edition, No. 10

11. Karamer, R. M.' and Specht, H. 1983 — Readings in Community Organisation Practice, Englewood Cliffs: Prentice Hall.

12. Kundu, Amitabh 1987 — Urban Community Development, In. Encyclopedia of Social Work in India, Vol. III, New Delhi, Ministry of Welfare, Government of India.

13. Maurya, S. D. (Ed) 1989 — Urbanisation and Environmental Problems, Allahabad, Chugh Publications.

14. Prakasa Rao, V. L. S. 1983 — Urbanisation in India - Spatial Dimensions, New Delhi, Concept Publishing Company.

15. Ramachandran, R. 1989 — Urbanisation and Urban Systems in India, Bombay, Delhi Oxford University Press.

16. Rani Singh Sundra. 1979 — Urban Planning in India, New Delhi Ashish Publishing House.

17. Rao, M. S. A. Bhat, Chandrashekar and Kadekar Laxmi Narayan. 1991 — A Reader in Urban Sociology, New Delhi, Orient Longman.

18. Ross, Murray G. 1955 — Community Organisation: Theory. New York, Principles and Practice, Harper and Row.

19. Srivastava, A. K. 1989 — Urbanization: Concept and Growth, New Delhi, H. K. Publishers and Distributors.

20. Turner, Roy (Ed.) 1962 — India's Urban Future, Bombay, Oxford University Press.

21. Verma, S. S. — Urbanization and Regional 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, Enabling environment.

Unit V

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

References:

1. Albrecht, G., Seelman, K., Bury,M (ed) 2001, Handbook of Disability Studies, New Delhi: Sage Publication

2. Biglan A.W., VamJasselt V.B., Simon J. (1988). Visual Impairment. In VanHasselt V.B.(Ed.), Handbook of Developmental and Physical Disability (pp.471-562). New York: Perganon Press.
3. Bloom F. (1974). Our Deaf Children, London: Martins Publishers Ltd.
4. Freeman R.D., Carbin C.F. & Boose R.J. (1981). Can't Your Child Hear? A Guide for those who Care about Deaf Children. Baltimore: University Press.

5. Fulder, A.R. & Best, A.B. & Bax, M.C.O. (1993). The Management of Visual Impairment in Childhood. London: Mac Keith Press.
6. Georgy S (1976). The Deaf Child and his Family. London: George Allen & Unwin.
7. Jan J.E., Freeam R.D. & Scott E.P. (1977). Visual Impairment in Children and Adolescents. New York: Grune and Stratton.
8. Karna,G (2001) Disability Studies In India: Retrospects and Prospectus, New Delhi; Gyan Publishing House
9. Mc Innes J.M. & Treffry J.A. (1982). Deaf-Blind Infants and Children. England: Open University Press.
10. Michel E.D. & Vennon M. (1981). They Grow in Silence – The Deaf Child and the Family. Maryland: National Associate of the Deaf.
11. Oliver, M. (1990) The Politics of Disablement, New York: Palgrave MacMillan

12. Shakespeare, T (2006) Disability Rights and Wrongs, London: Routledge

13. Oliver,M, Sapey,B (2006), Social Work with Disabled People, New York: Palgrave MacMillan

14. Punani B. & Rawal N.(1993). Handbook: Visual handicap. New Delhi: Ashish Publishing House.

15. Stein L.K. (1988). Hearing Impairment. In VasHasselt V.B. (Ed.) Handbook of Developmental and Physical Disability (pp.271-294). New York: Perganon Press.

16. Goldenson, Robert M. (1978). Disability and Rehabilitation Handbook, McGraw Hill Inc.

17. Sterwart W.F.R. (1979). The Sexual Side of Handicap, Great Britain: Woodhead Faulkner Ltd.

18. Banerjee, Gauri Rani. (1972). Social Caseworker and the Physically Handicapped Child. In Papers on Social Work – An Indian Perspective, Bombay: TISS.

19. Houck C.K. (1984). Learning Disabilities, Understanding Concepts, Characteristics and Issues, Englewood Cliffs: Prentice Hall Inc.

20. Malin N. (Ed.) (1995). Services for People with Learning Disabilities. London: Routledge.

Paper Code: SW 12

Paper Title: Social Work Practicum - IV

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 two visits of all the students together and a minimum of three 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 25 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.

UGC

14

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.