



ಕ್ರಮಾಂಕ/No. : ಮಂ.ವಿ/ಎಸಿಸಿ/ಸಿಆರ್ 19/2018-19/ಎ8

ಕುಲಸಚಿವರ ಕಛೇರಿ

ಮಂಗಳಗಂಗೋತ್ರಿ - 574 199

Office of the Registrar
Mangalagangothri - 574199

ದಿನಾಂಕ/Date: 01.12.2020

ಸುತ್ತೋಲೆ

ವಿಷಯ : ಆಯ್ಕೆ ಆಧಾರಿತ ಶ್ರೇಯಾಂಕ ಪದ್ಧತಿಯ ಸಮಾಜಕಾರ್ಯ ಪದವಿ ಕಾರ್ಯಕ್ರಮ
(ಬಿ.ಎಸ್.ಡಬ್ಲ್ಯೂ) ದಲ್ಲಿನ ತಿದ್ದುಪಡಿ ಬಗ್ಗೆ.

ಉಲ್ಲೇಖ: 1. ಈ ಕಚೇರಿ ಅಧಿಸೂಚನೆ ಸಮಸಂಖ್ಯೆ ದಿನಾಂಕ : 05.04.2019

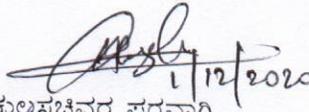
2. ಪದವಿ ಮಟ್ಟದ ಸಮಾಜಕಾರ್ಯ ಅಧ್ಯಯನ ಮಂಡಳಿ ಅಧ್ಯಕ್ಷರ ಪತ್ರ

ಸಂಖ್ಯೆ: PGS/SW/2020-21/205 ದಿನಾಂಕ: 12.11.2020

ಉಲ್ಲೇಖ (1) ರನ್ವಯ ಅಧಿಸೂಚಿಸಿರುವ ಸಮಾಜಕಾರ್ಯ ಪದವಿ ಕಾರ್ಯಕ್ರಮದ (ಬಿ.ಎಸ್.ಡಬ್ಲ್ಯೂ) ಪಠ್ಯಕ್ರಮದಲ್ಲಿ ಈ ಕೆಳಗಿನ ತಿದ್ದುಪಡಿಗಳನ್ನು ಅಳವಡಿಸುವಂತೆ ತಿಳಿಸಲಾಗಿದೆ.

1. ಗ್ರೂಪ್ II ರ ಆಯ್ಕೆ ಕೋರ್ಸ್‌ಗಳಾದ Industrial Social Work (BSWSCE 236) ಅಥವಾ School Social Work ಗಳನ್ನು (BSWSCE 237) ಪಠ್ಯಕ್ರಮದಲ್ಲಿ ನಾಲ್ಕನೇ ಸೆಮಿಸ್ಟರ್ ಬದಲು ತೃತೀಯ ಸೆಮಿಸ್ಟರ್ ಎಂದು ತಿದ್ದುಪಡಿ ಮಾಡುವುದು.
2. ಹಾಗೆಯೇ ಆಯ್ಕೆ ಕೋರ್ಸ್‌ಗಳಾದ Personality Development (BSWSCE 286) ಅಥವಾ Project Planing & Management (BSWSCE 287) ಗಳನ್ನು ಪಠ್ಯಕ್ರಮದಲ್ಲಿ ತೃತೀಯ ಸೆಮಿಸ್ಟರ್ ಬದಲು ನಾಲ್ಕನೇ ಸೆಮಿಸ್ಟರ್ ಎಂದು ತಿದ್ದುಪಡಿ ಮಾಡುವುದು.

ಮೇಲಿನ ತಿದ್ದುಪಡಿಗಳನ್ನು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ಜಾಲತಾಣ www.mangaloreuniversity.ac.in ರಲ್ಲಿ ಪ್ರಕಟಿಸಲಾಗಿದೆ.


ಕುಲಸಚಿವರ ಪರವಾಗಿ

ರಿಗೆ:

- 1) ಸಂಬಂಧಪಟ್ಟ ಎಲ್ಲಾ ಕಾಲೇಜುಗಳ ಪ್ರಾಂಶುಪಾಲರುಗಳಿಗೆ
- 2) ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ.
- 3) ಪ್ರೊ. ಪಿ.ಜಿ. ಎಕ್ವಿನಾಸ್, ಪದವಿ ಮಟ್ಟದ ಸಮಾಜಕಾರ್ಯ ಅಧ್ಯಯನ ಮಂಡಳಿ, ಸ್ನಾತಕೋತ್ತರ ಸಮಾಜಕಾರ್ಯ ವಿಭಾಗ, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ.
- 4) ನಿರ್ದೇಶಕರು, DUIMS ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ - ತಿದ್ದುಪಡಿಯನ್ನು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ಜಾಲತಾಣದಲ್ಲಿ ಪ್ರಕಟಿಸಲು ಕೋರಲಾಗಿದೆ.
- 5) ಸಹಾಯಕ ಕುಲಸಚಿವರು/ ಅಧೀಕ್ಷಕರು, ಶೈಕ್ಷಣಿಕ ವಿಭಾಗ, ಕುಲಸಚಿವರ ಕಚೇರಿ, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

MANGALORE  UNIVERSITY

(NAAC accredited 'A' Grade)

MANGALAGANGOTTHRI

Syllabus for

Bachelor of Social Work (BSW)

(I to VI Semesters)

OBJECTIVE OF THE COURSE:

To impart education and training in Professional Social Work to those desirous of making a career in the field of Social Work

To provide opportunities through intensive field work practicum to work with variety of people in their development and provide service to those who are in need of it.

To promote among students a sense of dedication and commitment for service to the cause of the poor and under privileged sections of society

THE SCHEME OF EVALUATION

The Examination is conducted on the basis of Semester scheme as stated below:

Theory Papers

For the first Semester to fourth Semester University Examination: out of total 100 marks:

Theory 80 marks (University Examination) and 20 marks for Internal Assessment

For the fifth and Sixth Semester University Examination: Out of 150 marks: Theory 120 marks (University Examination) and 30 for Internal Assessment for first four papers and remaining three papers Out of 100 marks: Theory 80 marks (University Examination) and 20 for Internal Assessment.

The University Examination is of 3 hours (three hours) duration and the candidate has to answer as per the guidelines of the Question paper

Question Paper pattern for 80 marks for the first Semester to fourth semester university Examination

AND

Question Paper pattern for 120 marks for first four papers and remaining paper marks is 80 for the fifth and Sixth Semester University Examinations provided in the end of the syllabus

Field Work Practicum

For the Field Work Practicum for first to fourth Semesters is allotted 100 marks to be evaluated by the faculty supervisor.

For the fifth semester out of 100 marks, 80 marks allotted for the Viva-Voce which is conducted by examiners appointed by the BOE.

For the Sixth Semester out of 100 marks allotted: 80 marks is allotted for Viva-Voce, 20 marks is allotted by the faculty supervisor for Study tour and internal assessment.

The student is required to present a duly signed and approved field work report and diary (time sheet) on the day of Viva-Voce Examination.

The Examination is conducted according to the University norms.

Eligibility for Teaching: All the subjects under Group I and Group II are to be taught by the Faculty members having Master of Social Work (MSW) degree only.

Teaching Pedagogy: The programme consists of Lectures and Practical sessions both inside and outside the classroom. Lectures will be supplemented with tutorial classes which encompass Student Seminars, Case Studies, Group Discussions, Role Play activities, extension activities.

I SEMESTER

	No courses	Course code	Particulars	Instruction hrs/week	Duration of exam	Marks			Credits
						IA	Exam	Total	
Group I: Core Courses	4 Theory	BSWBWC 131	Introduction to Social Work	4	3	20	80	100	2
		BSWBWC 132	Basic Sociological Concepts	4	3	20	80	100	2
		BSWBWC 133	Early Childhood Development	4	3	20	80	100	2
		BSWBWC 134	Fundamentals of Nutrition	4	3	20	80	100	2
	1 Field work Practicum	BSWBWC 135		6		100	-	100	2
Group II Elective	1 Theory	BSWSCE 136 BSWSCE 137	Fundamentals of Social Work Or Fields of Social work	2	2	10	40	50	1
Group III a) Compulsory Foundation	Language I English	BSWENL 131		4	3	20	80	100	02
	Language II 1 : Kannada OR Add.English	BSWKAL131 BSWAEL131		4	3	20	80	100	02
b)Elective Foundation	Indian Constitution /Human Rights/Gender equity/ Environmental Studies	BSWCIF 131		2	2	10	40	50	01
Group IV	CC &EC : Co-curricular and Extra-curricular Activities							50	01

II SEMESTER

	No courses	Course code	Particulars	Instruction hrs/week	Duration of exam	Marks			Credits
						IA	Exam	Total	
Group I: Core Courses	4 Theory	BSWBWC 181	Methods of Social Work	4	3	20	80	100	2
		BSWBWC 182	Communication Skills For Social Work Practice	4	3	20	80	100	2
		BSWBWC 183	Childhood Problems and services	4	3	20	80	100	2
		BSWBWC 184	Home Management	4	3	20	80	100	2
	1 Field work Practicum	BSWBWC 185		6		100	-	100	2
Group II Elective	1 Theory	BSWSCE 186 BSWSCE 187	Developmental Psychology OR Disaster Management	2	2	10	40	50	1
Group III a) Compulsory Foundation b) Elective Foundation	Language I English	BSWENL 181		4	3	20	80	100	02
	Language II Kannada OR Add. English	BSWKAL 181 BSWAEL181		4	3	20	80	100	02
	Indian Constitution/Human Rights/Gender equity/ Environmental Studies	BSWHGF181		2	2	10	40	50	01
Group IV	CC & EC : Co-curricular and Extra-curricular Activities			-	-	-	-	50	01

III SEMESTER

	No courses	Course code	Particulars	Instruction hrs/week	Duration of exam	Marks			Credits
						IA	Exam	Total	
Group I: Core courses	4 Theory	BSWBWC 231	Social Group work	4	3	20	80	100	2
		BSWBWC 232	Early Stages of Human Development	4	3	20	80	100	2
		BSWBWC 233	Health care	4	3	20	80	100	2
		BSWBWC 234	Non formal Education	4	3	20	80	100	2
	1 Field work Practicum	BSWBWC 235		6		100	-	100	2
Group II Elective	1 Theory Open elective for BSW students	BSWSCE 236 BSWSCE 237	Industrial Social work Or School Social Work	2	2	10	40	50	1
Group III b) Compulsory Foundation	Language I English	BSWENL 231		4	3	20	80	100	02
	Language II 1 : Kannada OR Add. English	BSWKAL 231 BSWAEL231		4	3	20	80	100	02
b)Elective Foundation	Indian Constitution /Human Rights/Gender equity/ Environmental Studies	BSWGEF 231		2	2	10	40	50	01
Group IV	CC &EC : Co-curricular and Extra-curricular Activities							50	01

IV SEMESTER

	No courses	Course code	Particulars	Instruction hrs/week	Duration of exam	Marks			Credits
						IA	Exam	Total	
Group I: Core courses	4 Theory	BSWBWC 281	Social Case work	4	3	20	80	100	2
		BSWBWC 282	Later Stages of Human Development	4	3	20	80	100	2
		BSWBWC 283	Health Education	4	3	20	80	100	2
		BSWBWC 284	Education for Social Change	4	3	20	80	100	2
	1 Field work practicum	BSWBWC 285		6		100	-	100	2
Group II Elective	1 Theory Open elective for other students	BSWSCE 286 BSWSCE 287	Personality Development O R Project Planning and Management	2	2	10	40	50	1
Group III c) Compulsory Foundation	Language I English	BSWENL 281		4	3	20	80	100	02
	Language II 1 : Kannada OR Add.English	BSWKAL281 BSWAEL 281		4	3	20	80	100	02
b) Elective Foundation	Indian Constitution /Human Rights/ Gender equity/ Environmental Studies	BSWESF 281		2	2	10	40	50	01
Group IV	CC & EC : Co-curricular and Extra-curricular Activities							50	01

V Semester

	No Courses	Course code	Particulars	Instruction hrs/week	Duration of exam	Marks			Credits
						IA	Exam	Total	
Group I: Core courses	6 Theory	BSWBWC 331	Social Case work with Families	4	3	30	120	150	3
		BSWBWC 332	Social Work with Communities	4	3	30	120	150	3
		BSWBWC 333	Social Welfare Administration	4	3	30	120	150	3
		BSWBWC 334	Problems of Indian Society	4	3	30	120	150	3
		BSWBWC 335	Weaker Sections of Indian Society	3	3	20	80	100	2
		BSWBWC 336	Human Relations and Skill Development	3	3	20	80	100	2
	1 Field work Practicum	BSWBWC 337		8		20	80	100	2

VI Semester

	No courses	Course code	Particulars	Instruction hrs/week	Duration of exam	Marks			Credits
						IA	Exam	Total	
Group I: Core courses	6 theory	BSWBWC 381	Social group work in various settings	4	3	30	120	150	3
		BSWBWC 382	Community Organisation and Development	4	3	30	120	150	3
		BSWBWC 383	Social Work research and statistics	4	3	30	120	150	3
		BSWBWC 384	Contemporary challenges of Indian Society	4	3	30	120	150	3
		BSWBWC 385	Development of Weaker Section	3	3	20	80	100	2
		BSWBWC 386	Mass Communication	3	3	20	80	100	2
	1 field work practicum	BSW 364		8		20	80	100	2

GUIDELINES FOR FIELD WORK

Field work is an integral part of social work curriculum at undergraduate and post-graduate levels. Social work educators and practitioners hold fieldwork to be the core of professional social work education. Field work, also referred to as practicum, internship or field placement, and emphasizes the application of theory to practice.

Field work is not merely visiting an agency or observing what goes on in the agency. Field work training is imparted under the guidance and supervision of a social work educator as well as the supervision of experienced social workers in the agency.

Social work practicum has the following learning opportunities for the development of professional skills. |

Learning Opportunities	
Orientation visits	Workshops
Rural/Tribal Camps	Concurrent Practice Learning
Study Tours	Summer Placement (optional)

Field Work for First Year BSW

The first year BSW students are placed in Schools for the entire duration of the year. The stipulated hour for field work practicum is 90 hours (6hours x 15 days) per Semester. The essential tasks to be undertaken by the first year students include:

Orientation visits to social work agencies

Concurrent Placement in a School (Government or Private) where they are required to undertake:

Group work-- one meeting per week Home Visits

Case work-- at least one or two cases in the second semester

In addition, the students with the cooperation of the school authorities may organize

Field trips to industries, museums, media centers, laboratories etc

Talks for parents on Parenting, Understanding Children/ Teenagers and other related topics

Faculty development programmes of school teachers

Field Work for Second Year BSW

The second year BSW students continue to be engaged in school social work by being placed in schools for the entire duration of the semester/year. The stipulated hours for field work practicum are 90 hours (6 hours x 15 days) per Semester. It may be noted that the school selected for placement must be a different from the school they were placed in the first year. Alternatively, students may also be placed in an Anganwadi. The second year students have to take up the followingtasks:

Case Work—at least three cases per semester and five or six cases in a year

Group work—one meeting every week

In addition, the students may conduct field trips, parenting sessions, faculty development programmes as suggested for first year field work.

Field Work for Third Year BSW

The third year BSW students are compulsorily placed in Panchayath's or NGOs to work with communities of low-income groups. The stipulated hour for field work practicum is 120 hours (8 hours x 15 days) per Semester. Unless the student completes minimum 90 hours of field work he/she will not be eligible to attend the external viva voce examination.

The primary focus of the third-year students is to engage in community work or community organization method of Social work. In addition, the students may take up group work or case work in the community if the situation demands.

The students may be placed in teams of two or three and initially observe and understand the community dynamics. After the initial phase, they may organize programmes for selected groups or the entire community as well as facilitate the community in resolving issues and problems. The evaluation criteria are given below:

Performance of Evaluation (for 1 Year)

Sl. No.	CRITERIA	Marks (Total)
1.	Adjustment in the Agency Adjustment to the physical setting/environment Adjustment to the authority/heads of the institutions Understanding the agency structure and the various Programs	10
2.	Professional Self Self-discipline and responsible behaviour Sincerity, integrity, honesty, maturity Regularity, punctuality, overtime Dress, manners, etiquette	20
3.	Group Work Skill in identifying individual needs Skill in identifying group dynamics Skill in enabling group participation Skill in Planning Programme Creative use of Programme Media	25
4.	Home Visit	15
5.	Recording Ability to write records clearly, consistently and includes copies of documents, Includes relevant information, reports, documents, correspondences, Write one's impression and future plan, Up to date recording and submission in time	15
6.	Field Instruction and Field Work Conferences* Utilizing field instruction for learning, Responsibility for conference preparation and participation, Ability to accept assessments of strength and limitations, Active participation with initiative in thinking and planning, Ability to reach out to new tasks, (* Regularity in attending conferences)	15

Name and Signature of the Field work Supervisor

Performance of Evaluation (for II Year)

Sl. No.	CRITERIA	Marks (Total)
1.	Adjustment in the Agency Adjustment to the physical setting/environment Adjustment to the authority/heads of the institutions Understanding the agency structure and the various Programs	10
2.	Professional Self Self-discipline and responsible behaviour Sincerity, integrity, honesty, maturity Regularity, punctuality, overtime Dress, manners, etiquette	10
3.	Case work Use of Interview skills, Use of community resources/collateral contact, Use of case work principles, Home Visit, Ability to use supportive techniques	25
4.	Group Work Skill in identifying individual needs Skill in identifying group dynamics Skill in enabling group participation Skill in Planning Programme Creative use of Programme Media	25
5.	Recording Ability to write records clearly, consistently and includes copies of documents, Includes relevant information, reports, documents, correspondences, Write one's impression and future plan, Up to date recording and submission in time	15
6.	Field Instruction and Field Work Conferences* Utilizing field instruction for learning, Responsibility for conference preparation and participation, Ability to accept assessments of strength and limitations, Active participation with initiative in thinking and planning, Ability to reach out to new tasks, (* Regularity in attending conferences)	15

Name and Signature of the Field work Supervisor

Performance of Evaluation (for III Year)

Sl. No.	CRITERIA	Marks (Total)
1.	Adjustment in the Agency Adjustment to the physical setting/environment Adjustment to the authority/heads of the institutions Understanding the agency structure and the various Programs	10
2.	Professional Self Self-discipline and responsible behaviour Sincerity, integrity, honesty, maturity Regularity, punctuality, overtime Dress, manners, etiquette	10
3.	Case work Use of Interview skills, Use of community resources/collateral contact, Use of case work principles, Home Visit, Ability to use supportive techniques Or Group Work Skill in identifying individual needs Skill in identifying group dynamics Skill in enabling group participation Skill in Planning Programme Creative use of Programme Media (* Note: Marks are allotted either for case work or group work depending on the work done by the Student)	10
4.	Community Work Understanding the community, Knowledge of the dynamics of the community, Identifying, prioritizing problems and establishing contract, Planning a strategy of work and establishing contract, Efforts at involving the community in participation of meetings, Use of interviewing techniques and skills	30
5.	Recording Ability to write records clearly, consistently and includes copies of documents, Includes relevant information, reports, documents, correspondences, Write one's impression and future plan, Up to date recording and submission in time	10
6.	Field Instruction and Field Work Conferences* Utilizing field instruction for learning, Responsibility for conference preparation and participation, Ability to accept assessments of strength and limitations, Active participation with initiative in thinking and planning, Ability to reach out to new tasks, (* Regularity in attending conferences)	10
7.	Study Tour	20

FIRST SEMESTER
BSWBWC 131- INTRODUCTION TO SOCIAL WORK

TheoryMarks	80
InternalAssessment	20
Teachinghours	48

OBJECTIVES:

- Understanding the historical evolution of Social Work in India and abroad
- Develop theoretical understanding of system approaches
- To understand the principles, values of Social Work and consciously apply in practice

UNIT I (12hrs)

Concept of Social Work: Meaning, Definition, Objectives, Values, Importance and Misconceptions of Social Work.

Historical Development of Social Work in Abroad : Origin- Friendly Visitors, Elizabethan Poor Law, Work Houses and Alms Houses, Charity Organisation Society.

Historical Development of Social Work in India: During British rule and after Independence. Contributions of Individuals and Organizations in Social Welfare, Modern Social Work in India.

UNIT II (16hrs)

Principles of Social Work: Individualization, Acceptance, Non-Judgmental Attitude, Confidentiality, Controlled Emotional Involvement, Purposeful Expression of Feelings, Clients Self-Determination.

Primary Methods of Social Work: Social Case work - Meaning, Definition and Objectives, **Social Group work** - Meaning, Definition and Objectives, **Community Organization** - Meaning, Definition and Objectives,

Secondary Methods of Social Work: Social Welfare Administration- Meaning, Definition and Objectives, **Social Work Research** - Meaning, Definition and Objectives, **Social Action**- Meaning, Definition and Objectives

UNIT III (12hrs)

Concepts Relevant to Social Work: Social Service, Social Welfare, Social Security, Social Policy, Social Planning, Social Development and Social Empowerment

Social Work Services: Family service, Child Welfare Services, Welfare Services for differently-abled, Women welfare, Labour welfare, Medical Social work and Correctional services.

.UNIT IV (8hrs)

Fieldwork: An Overview, Definition, Objective and Importance, Components of Field Work: Client-Problem-Agency-Supervisor-Conferences (Individual/Group)

Code of Ethics in Social Work: NASW 2018

References:

1. Sanjay Battacharya 2004, Social Work, an integrated approaches, Deep and Deep publication Pvt Ltd Delhi – 110027
2. Subhedar I.S. 2001, Field work training in Social work, Rawat Publication, Jaipur & New Delhi
3. Madan G.R. 2000, Indian Social Problems- Social disorganization and Reconstruction, New Delhi; Allied Publishers Ltd
4. Mudgal S.D. 1997, An introduction to Social Work, Jaipur Book Enclave
5. P.D. Misra, Beena Misra 2004, Social Work Profession in India, New Royal Book Co. Lucknow
6. Chawdhry D. Paul, Introduction to Social Work- History, Concepts, Methods and Fields, Delhi; Atma Ram & sons
7. Prakash Ravi & Devi Rameshwar 2001, Social Work Practice, Jaipur, . Mangal Deep Publication.
8. Harish Kumar, Social Work Vol. 1, Ishal Books Delhi
9. Skidmore, Rex A, Milton G Thackeray, O William Farley 1988, Introduction to Social Work, New Jersey, Prentice Hall, Englewood Cliff
10. Joselyn , Lobo T, 2017, Fieldwork in social work Education, A manual for educators and students., ATC publishers Bangalore

FIRST SEMESTER
BSWBWC 132- BASIC SOCIOLOGICAL CONCEPTS

TheoryMarks	80
InternalAssessment	20
Teachinghours	48

OBJECTIVES

- To Provide Sociological Perspectives And Sociological Insight For Effective Social WorkPractice
- To Develop an Understanding of Basic SociologicalConcepts
- To Understand The Need, Importance and Functions of Primary SocialInstitutions

UNIT I (8hrs)

Sociology: Introduction, Concept, Importance and uses of Sociology

Society: Meaning, Characteristics and Kinds of Societies

Community: Meaning and Characteristics, Difference Between Society and Community

Group: Meaning and Characteristics, Classification of Groups and importance

UNIT II (14hrs)

Social Organization: Nature and Characteristics of Social Organization, Types and its characteristics

Culture: Meaning, Characteristics and Functions of Culture, Culture and Society, Culture and Civilization

Concepts of Cultural Lag

Socialization: Meaning, Process of Socialization Agencies of Socialization

UNIT III (14hrs)

Social Institution: Meaning, Characteristics and Types of Social Institution, Institution and Association

Marriage: Meaning and Characteristics, Forms of marriage, Mate selection: Exogamy and Endogamy

Family: Meaning and Function of family, Types of family: Nuclear, Extended, Joint family, Features of Modern family

UNIT IV (12hrs)

Religious Institution: Components, Functions, and Forms of Religion

Economic Institution: Nature of Economic Institutions, Property: Nature of Property Rights, Private property, Capitalism and Socialism: A critical analysis

Political Institution: Meaning of State and Government. Functions of State: Protective and Welfare functions, Forms of Government: Democracy and Totalitarianism

References

1. Rao, C.N. Shankar, Sociology, New Delhi; S. Chand and Company Ltd1993
2. Singh K., Principles of Sociology, Lucknow; Prakashan Kendra,1999
3. Bhushan, Vidya & D.R. Sachdeva. An Introduction of Sociology, Allahabad;Kitab Mahal1989
4. Davis, Kingsley, Human Society, Delhi; Surjeet Publications1981
5. Deva Indra &Shrirama, Society and Culture in India; Their dynamics throughthe Ages. Jaipur: Rwat Publications,1999
6. Girbert P. Fundamental of Sociology. 3rd edition. Bombay: Orient LongmanLtd

**FIRST SEMESTER BSW
BSWBWC 133- EARLY CHILDHOOD DEVELOPMENT**

TheoryMarks	80
InternalAssessment	20
Teachinghours	48

OBJECTIVES

- To Understand How Children Develop and The Psychological Significance of Development
- To Understand Fundamental Facts About Principles of Development
- To Know How Emotions Play An Important Role InChildren's Lives
- To Know The Contribution of Play in child's growthand development

UNITI (12hrs)

Growth and Development: Concept of Growth and Development, Factors influencing Development, Principles of Development, Hazards in Physical Development

UNITII (12hrs)

Emotional Development: Characteristic features of Children's emotions, Effect of emotions on Children's personal and social adjustment, Hazards in Emotional Development, Causes for behavioural problems in children

UNITIII (12hrs)

Play Development: Play- Meaning and definition, Characteristics of Children's play, Contribution of play to children's personality Development, Hazards in play development

UNITIV (12hrs)

Nurturing children: Needs of Children- Significance, security, acceptance, love, praise and discipline Art of effective parenting, Components of child- friendly schools, Life skills for effective moulding of behavior

References:

1. Hurlock Elizabeth B. - Child Development, McGraw Hill, Sydney1978
2. Hurlock S.B, - Childs growth and psychology, Tata McGrawHill
3. Dsouza Barnalu. - Walking with Vulnerable Children. Mumbai DonBosco Research, Documentation & training centre2006
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6. Green Christophi- Toddler Taming: A parent's Guide to the first four years.London: Vermillion1992
7. GupthaSangettha- The joy of Parents. New Delhi: Unicorn Books Pvt Ltd2003
8. LakshammaT.- Professional Training in Social Work. New Delhi: Discovery Publishing House Pvt Ltd2010
9. Santrock, John W. – Child Development. New Delhi, Tata McGraw Hill Publishing Co Ltd2007

FIRST SEMESTER BSW
BSWBWC 134- FUNDAMENTALS OF NUTRITION

TheoryMarks	80
InternalAssessment	20
Teachinghours	48

OBJECTIVES

- To help students to discuss the relationship between food, health and diseases
- To help students to assess the diseases caused by deficiency of vitamins and minerals
- To enable students to practice dietary habits that contribute to healthy lifestyle

UNIT I (10hrs)

Basic Concepts of Nutrition: Definition and importance of Nutrition, Basic Food Groups: definition, types of food groups, functions of food.

Balanced Diet: Meaning and definition of balanced diet- calculation of balanced diet, guidelines for planning balanced diet

Nutrients and their classification: macronutrients and micronutrients

UNIT II (12hrs)

Carbohydrates- functions sources and deficiency

Proteins- functions and sources and deficiency

Fats and Oils- functions sources and deficiency

Vitamins: Fat soluble vitamins: Functions, sources and Deficiency

Vitamin A and Vitamin D:

Water-soluble vitamins: Functions, sources and deficiency

Vitamin B complex and vitamin C

UNIT III (12hrs)

Mineral Elements-Calcium: functions, sources and deficiency

Iron: functions, sources and deficiency

Green leafy vegetables: Significance and Nutritive composition

Fiber: Significance and role of fiber in the body -Harmful effects of low fiber in the diet

Understanding food combination: Its impact on self- highlight of right and wrong food combination

Water: Its importance and functional values

UNIT IV (14hrs)

Malnutrition: Meaning and Definition-Causes and effects of malnutrition-prevention of malnutrition.

Methods of cooking (exposure to nutritional lab): Types of cooking methods - Conservation of nutrients -Enhancing Nutrient content

Food Adulteration: Types of adulterants-Common adulterants used on various eatables - Detection of Food adulterants

Food poisoning-Types, Causes and Prevention

References:

1. Babu Suresh S – A treatise on Home Remedies. Delhi Pustak Mahal2009
2. Bakhru H.K. -Vitamins that Heal: Natural Immunity for Better Health. Noida Saurabh Printers Pvt Ltd 2007
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14. Singh Jyothi- Handbook of Nutrition and Dietetics. New Delhi: Lotus Press2008
15. Srilakshmi B – Nutrition Science. New Delhi New age InternationalPublishers
16. Swaminathan M – Essentials of Food and Nutrition (Vol II)Bangalore. The Bangalore Printing and Publishing Co Ltd2008
17. Venkataiah S. Teaching Food and Nutrition. New Delhi Anmol publications Pvt Ltd2002
18. Vidhya Chinthapalli- A text book of Nutrition, New Delhi Discovery Publishing House1996

FIRST SEMESTER BSW- CBCS
Fundamentals of Social Work
Code: BSWSC136

Theory Mark	:40
Internal Assessment	:10
Teaching hours	:24

OBJECTIVES

- Understanding the historical development of Social Work
- Develop insight into the Professional Social Work and its functions
- To understand the different areas of Social Work practice

UNIT -I (6 hrs)

Social Work -Concepts, Meaning, Definition, Objectives, Values, Principle and Ethics.

UNIT- II(6 hrs)

Primary Methods of Social Work: Case Work, Group Work, Community Organization-
Concept, Objectives and Principles

UNIT- III (6 hrs)

Secondary Methods of Social Work: Social Work Administration, Social Work Research
and Social Action- Concept, Objectives and Principles

UNIT- IV (6hrs)

Concepts of -Social Service, Social Welfare, Social Security, Social Change, Social Policy,
Social Planning, Social Development and Social Empowerment

References:

1. Anand, C.L. 1982 – Equality, Justice and Reverse Discrimination. Popular Book Service, New Delhi
2. Chowdhry Paul, D. 1971 – Voluntary Social Welfare in India. Sterling Publishers, New Delhi..
3. Hajira Kumar 1995 – Theories in Social work practice Friends Publication(India) Delhi.
4. Kulkarni, P.D. – Social policy and Social Development in India Association of school of social work
5. Gore. M.S. 1985 – Social Aspects of Development Jaipur: Rawat Publications

FIRST SEMESTER BSW- CBCS
Fields of Social Work
Code: BSWSC137

TheoryMark	40
InternalAssessment	10
Teachinghours	24

OBJECTIVES

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

UNIT –I (8 hrs)

Social Work with Children-Children in special circumstances-The destitute child: Meaning, causes, services for the destitute child, Child Abuse: Meaning, Types, causes and services for the Child Abuse, Street Children: Concept, Causes, services for the street children. Role of social worker.

UNIT –II (5 hrs)

Social Work with Youths: Concept and features- Drug Abuse, Alcoholism and Suicide. Role of social worker.

UNIT –III (5 hrs)

Social Work with Differently Abled: Concept of disability. Classifications, Psycho – Social problems. Role of social worker.

UNIT –IV (6 hrs)

Social Work With Women: Widows, Unwed Mothers, Destitute Women, Commercial Sex Workers. Role of social worker

References:

1. Devi, Laxmi (ed) – Child and Family Welfare. Institute for Sustainable Development, Lucknow & Anmol Publications Pvt. Ltd. New Delhi., 1998.
2. Kaldate, S.V. – Society, Delinquent and Juvenile court. Ajanta Publications New Delhi
3. Devandar, Kiran – Status and Positions of Women in India; Shakthi Books, Delhi, 1985.
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SECOND SEMESTER
BSWBWC 181-METHODS OF SOCIAL WORK

TheoryMarks	80
InternalAssessment	20
Teachinghours	48

OBJECTIVES

- To develop an understanding of different methods in Social Work
- To develop the skills to apply in various methods of intervention
- Help students to develop ability to establishing and sustaining a working relationship with the clients system

UNIT I(10hrs)

Social Case Work: Characteristics and principles of Social Case Work

Social Group Work: Characteristics and Principles of Social Group Work

Community Work: Concept of Community Work, Characteristics of community work

UNIT II(12hrs)

Social Action: Concept and Principles of Social action

Social Welfare Administration: Concept and Principles of Social Welfare Administration

Social Work Research: Concept of Social work Research, Classification and Functions of Social work Research

UNIT III(12hrs)

Meetings: Concept, Purpose, Key components, planning and process of conducting Meetings, Role of the Chairperson.

Programmes: Meaning and importance of Programmes, Importance of Programme Planning

Specific Programme Media: Art and crafts, Drama, Clay modeling, games, group discussion, role play

UNIT IV(14hrs)

School Social Work: Introduction-Historical Development in India, Values of School Social Work

Services: Academic support program, Students assistance programme, Individual and group counseling, Student-Parent-Community education programmes, Crisis Interventions, Connection to community resources

Skills and Challenges of School Social worker

References

1. Mathew Grace- An Introduction to Social Case Work, Mumbai Tata Institute of Social Sciences 1992
2. Konapka, Gisela – Social Group work a Helping process, New Jersey Prentice Hall 1972
3. Bhattacharya Sanjay- Social Work an Integrated Approach. New Delhi. Deep and Deep Publications Pvt. Ltd 2004
4. Chawdhry D. Paul, Introduction to Social Work- History, Concepts, Methods and Fields, Delhi; Atma Ram & sons
5. Friedlander, Water A 1977, Concept and Methods of Social Work, New Delhi Prentice Hall of India
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8. Segl Elizabeth A Karen E Gerdes and Sue Steiner- Professional Social Work. New Delhi: Engage Learning India Pvt Ltd 2010
9. Seymour Smith Seonard- Making your Meeting More Effective: Checklist and Guide; New Delhi Sterling Publication Pvt Ltd 1989
10. Siddiqui H.Y, Social Work and Social Action: A developmental Perspective New Delhi: Harnam Publication 1984

SECOND SEMESTER BSW
BSWBWC 182- COMMUNICATION SKILLS FOR SOCIAL WORK PRACTICE

TheoryMarks	80
InternalAssessment	20
Teachinghours	48

OBJECTIVES

- To provide an overview of the communication process and analyse the barriers of communication
- To enhance interpersonal communication skills
- To learn the use and importance of visual aids in communication

UNIT-I(10hrs)

Communication: Meaning, definition and importance.

Communication Process-Sender

→Message→Channel→Receiver→Feedback
Communication Barriers: Different barriers to communication, Ways of overcoming barriers

UNIT II(12hrs)

Verbal Communication-Interpersonal Communication- Meaning, Characteristics, Giving and receiving feedback

Nonverbal Communication- Concept Components and Importance

Written Communication: Concept and basics

UNIT -III(12hrs)

Public Speaking: Concept ,Structure and Principles of Public Speaking

Types of Speeches: Master of Ceremony, Welcome speech, Introduction of the guest, Vote of Thanks - guidelines

UNIT IV(14hrs)

Listening: Concept, Benefits of effective listening, Causes for poor listening, Developing listening skills

Interviewing: Concept, Planning and process of an Interview, Types of Questions, Interviewing in Social Work

Telephone Communication: Basic Telephone Rules, guidelines for Making and answering the call

References

1. Adair John – Effective Communication New Delhi Rupa & Co1997
2. Balan K.R and C.S. Rayudu – Effective Communication. New Delhi Beacon Books 1904
3. Barker Alan- Improve your communication skills. New Delhi Kogan Page2010
4. Cole Kris – Crystal Clear Communication: Skills for understanding and being understood. Chennai East West Books Pvt Ltd.2000
5. Kishore Lalith – A text book of audio-visual aids. Delhi Doaba House1989
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8. Scott Bill – The skills of Communication . Mumbai Jaico Publishing House1995
9. Stanton Nicky- Mastering Communication . London: Macmillan Press Ltd1996
10. Vilanilam JV- More Effective Communication – A Manual for Professionals New Delhi Response Book2000

SECOND SEMESTER BSW
BSWBWC 183- CHILDHOOD PROBLEMS AND SERVICES

TheoryMarks	80
InternalAssessment	20
Teachinghours	48

OBJECTIVES

- To develop ability to identify and respond to common problems of children
- To develop an understanding of legal framework and policies that support child protection
- To develop an understanding of the need for establishing early childhood Development Programmes
- To understand the contributions of National and International Organization in the field of Child Development

UNIT I(12hrs)

The Child as Learner – Important aspects about learning, Causes and treatment for childhood disorders – Bedwetting, Thumb sucking, Nail biting, Hyper activity, Stammering, Scholastic backwardness, Stealing, Eating disorder, The Teacher as a guide for learning

UNIT II(14hrs)

Constitutional safeguards for children in India-Rights of Children-Legislation related to children: Medical Legislations related to children: Termination of pregnancy Act 1971 (MTP) and amendment 2002

The Pre-Natal Diagnostic Techniques (Regulation and prevention of Misuse) act 1994 (PNDT)

Juvenile Justice (care and protection) Act 2000 and amendment 2006 Right to Education 2009

Protection of Children from Sexual Offence act-2012(POCSO)

UNIT III(12hrs)

Services for Children: Creche – Requirements and functions, ICDS – Objectives and services Child line Objectives and services, Integrated Child Protection Scheme (ICPS) Objectives and Services

UNIT IV(10hrs)

National and International initiative for care and protection of children

Indian council for child welfare-National Commission for Protection of Child Rights

National Institute of Public Cooperation and Child Development Child Rights and You (CRY)

United Nations Children's Emergency Fund (UNICEF)

References

1. Edgar J Schmiedeler – The child and problems of Today, Better yourself books Bombay1994
2. Joanna, JeravNichale, Mehanaetal- Childline at my finger tips A Resource book, child line India foundation2001
3. Kuppuswamy B – Child Behavior & development, Vikas Publishing House, New Delhi1984
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5. Benjamin Spock & Michal B Rahenberg – DR Spock’s baby & child care1992
6. Rattan Vijay, Integrated Child Development Services- Programme Administration, S Chand & co Ltd New Delhi2000
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8. Strang Ruth- An Introduction to Child Study 4th Edition, The Mac Millan Company, New York1998
9. Thakare Abhishek – The Portrait of a Super Student, Pustak Mahal, Delhi2001
10. Vijay Prakash- Study Technique. Vasan Publication, Bangalore2005
11. Prabhu Vinay- General Psychology- Vipul Prakashan,Mumbai
12. Kohn Ruth – The Exploring Child. Orient long man Ltd Mumbai1972
13. P.D. Mathew- Know your Rights- Nyay DarshanVododara
14. Mundkur Nandini, Pejavar Ranjan Kumar- Your child-parents guide to child health. Prism Book LtdBangalore2000

SECOND SEMESTER BSW
BSWBWC 184- HOME MANAGEMENT

TheoryMarks	80
InternalAssessment	20
Teachinghours	48

OBJECTIVES

- To develop Home ManagementSkills
- To understand the need to preserve nutritive values offood.
- To learn the Managerial responsibilities and Home MakingDuties.

UNIT I(12hrs)

Home Management: Meaning and Definition, Steps in Home Management process.
Qualities and Managerial responsibilities of Home maker
Importance and process of Decision making in Home Management
Work Simplification: Definition, Importance

UNIT II(12hrs)

Meal Planning: Concept and aims of Meal planning-Factors to be considered in meal planning
Meal planning for an adolescent and adult
Meal planning for a pregnant woman and lactating mothers
Safety in Home

UNIT III(12hrs)

Personal Hygiene: meaning – importance- different ways of maintaining personal hygiene
Cleanliness of Home and Surrounding
Management of Family Income: Definition, Types of Income, Ways of improving the income of the family.
Family Budgeting: Meaning and Definition of budget -Importance of budgeting- Steps in Family budgeting

UNIT IV(12hrs)

Ethics in Daily life
Consumer Rights: meaning and types of consumer rights
Nutritional factors in selected diseases

- Cardiovasculardiseases
- Cancer
- Obesity
- Diabetes

Nutrition Education

- Concept of NutritionEducation
- Planning of Nutritional educationprogramme
- Techniques of Nutrition Education

References

1. Varna Mathur & Agarwal 1996 – Child Nutrition Problems and Prospects. Jaipur; Ina ShreePublishers
2. Gopalan C. B.V. Rama Sastri& S.D. Balasubramani, 1993- Nutritive Value of Indian Foods. National Institute of Nutrition Hyderabad
3. Reddy S.R. 1997 – Teaching health and Nutrition, New Delhi, Common Wealth Publication
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5. M.A. Varghese Ogale K Srinivasa- Home Management, New Delhi New age International PvtLtd
6. Mann Mohendir K.I. Mann 1985 Balaram – Home Management for IndianFamily; Bombay sethpublishers
7. Mulleck, Prematha 1983- Elements of Home Service New Delhi KalyaniPublishers
8. C. Raj Kumar, K. Chockalingam- Human Right Justice and constitutional empowerment Oxford University Press2007
9. Dr. Bhanwar Lal Harsh, Human Rights Law in India – Protection and Implementation of the Human Rights act 11993, Regal Publication New Delhi2008

**SECOND SEMESTER BSW-CBCS
DEVELOPMENTAL PSYCHOLOGY
Code: BSWSC186**

TheoryMarks	40
InternalAssessment	10
Teachinghours	24

OBJECTIVES

- To acquire knowledge about Psychology
- To understand the concept of Human Behavior
- To understand the concept of Life Span
- To understand the causes for Behavioral Problems

UNIT I(4hrs)

Introduction to Psychology

- Concept, Meaning and Definition
- Branches of Psychology
- Relationship between Psychology and Social Work

UNIT II(8hrs)

Introduction to Developmental Psychology

- Developmental Psychology- Meaning ,Definition
- Concept of Growth and Development
- Biological bases for Human Behavior- Heredity, Environment

UNIT III(6hrs)

Stages of Life span -I

- Meaning and characteristics- Infancy, childhood and adolescent

UNIT IV(6hrs)

Stages of Life span -II

- Meaning and characteristics: Adulthood, Middle age and Old age

References

- Developmental Psychology- A life Span Approach by Elizabeth B Hurlock
- Child development - Elizabeth B Hurlock
- Introduction to Psychology – K S Nataraj
- Bringing up a dream child- Juli Agarwal , Publishers Unicorn Book Pvt. Ltd. New Delhi

**SECOND SEMESTER BSW- CBCS
DISASTER MANAGEMENT
Code: BSWSC187**

TheoryMarks	40
InternalAssessment	10
Teachinghours	24

OBJECTIVES

- To understand the concept and types of disaster
- To enhance the skills for disaster management
- To know role of various agencies in Disaster Management

UNIT- I(6hrs)

Disaster: Concept, definition, classifications, types and Impact of disaster

Disaster Management: Concept and Definition

UNIT – II(6hrs)

Disaster Management Cycle:

- Pre disaster management stage- Prevention, preparedness and education
- Post Disaster Management stage – Response, rescue, relief, rehabilitation and reconstruction

UNIT III(6hrs)

- Mitigation: guiding principles of Mitigation, Mitigation measures, risk Management, vulnerability analysis, risk reducing measures, formulation and implementation of mitigation programme

UNIT IV(6hrs)

- Role of Government , NGO'S and Voluntary agencies in Disaster Management
- Role of Social worker in Disaster Management

References:

1. Krishna S. Vasta – The Bhuj earthquake 2001- Identification of priority issues, World Institute for disaster risk management, Alexandria, USA 2001
2. James Mann- Power, poverty and poison; disaster and responses in an Indian city, sage publication, New Delhi 1993
3. Naseem Ahmad- Managing disasters, Kilsa books New Delhi, 2003
4. Dr. Aqueil Ahmad- Disaster Management-preparedness, response, ASCI and ARTIC, Hyderabad, 1981

THIRD SEMESTER BSW
BSWBWC 231-SOCIAL GROUP WORK

TheoryMarks	80
InternalAssessment	20
Teachinghours	48

OBJECTIVES

- To understand group as an instrument of change
- To foster an understanding of the basic values and group relationship in Social Group work
- To develop skills of working with groups
- To promote understanding of dynamics in groups
- To develop self-awareness in dealing with individuals in the group

UNIT I (8 hrs)

Social Group Work

Principles of Social Group Work, Values in Social group Work, Process of Group work, Skills of Social Group Work

UNIT II (12 hrs)

Stages of Group Development

Forming, Storming, Norming, Performing and adjourning

Dynamics in group process: Bond, Subgroup, Isolate, Group Conflict, Leadership, Newcomer, Scapegoat

UNIT III (16 hrs)

Various Helping Media in Social Group Work

Relationship between Group Members

Verbal Communication

Non-verbal communication

Purposeful choice and creation of Environment.

Recording in Group work: Need and Importance

UNIT IV (12 hrs)

Types of group: Remedial Group, Task Group, Growth group

Camp as a programme media

Purpose

Planning a camp

Advantage

References

1. Corey, Marianne S and Gerald Corey – Groups: Process and Practices: California Books/Cole 2002
2. Donelson R. Forsyth- Group Dynamics 4th Edition. New Delhi: Wadsworth 2009
3. Friedlander, Walter A. – Concept and Methods of Social Work; New Delhi Prentice Hall of India 1977
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6. Konapka, Gisela, Social Group Work, A Helping Process : New Jersey, Prentice Hall 1972
7. Mudgal S.D. Social Work Education Today and Tomorrow : Jaipur Book Enclave 1997
8. Rameshwari Devi and Ravi Prakash- Social Work Practice: Jaipur Mangal Deep Publications 2001
9. Siddiqui H.Y – Group Work- Theories and Practices: Jaipur: Rawat Publications, 2008
10. Stroup Herebert Hewitt: Social Work: An Introduction to Field 2nd Edition. New Delhi: Eurasia Publishing House 1960
11. Trecker Harleigh B.- Social Group Work: Principles and Practices. New York Association Press 1975

THIRD SEMESTER BSW
BSWBWC 232- EARLY STAGES OF HUMAN DEVELOPMENT

TheoryMarks	80
InternalAssessment	20
Teachinghours	48

OBJECTIVES

- To develop an understanding of the characteristics and developmental stages of human life
- To develop an understanding of behaviour at different stages of development and the needs and tasks of the period

UNIT I (10 hrs)

Introduction to Psychology

Meaning, Definition and Scope of Psychology.

Developmental Psychology : Definition and Nature of Developmental Psychology Significant facts about Development; Distinction between Growth and Development

Determinants of Human Growth and Behaviour, Heredity and Environment

UNIT II (12 hrs)

Prenatal Period

How life begins: Conception: Heredity Endowment-Determination of Sex

Germinal stage- Embryonic stage- Foetal stage

Factors influencing Prenatal Development

Internal and External factors

Stages of Child Birth Process, Types of Birth and its consequences

UNIT III (14 hrs)

Post- Natal Period

Conditions influencing adjustment to Postnatal life : Parental attitude, Post-natal care

Infancy

Characteristics of Infancy Major adjustments of Infancy, Physical and Psychological hazards

Babyhood: Characteristics of Babyhood, Physical development ,Muscle and Motor control, Speech Development, Hazards of Babyhood

UNIT IV (12 hrs)

Early Childhood: Characteristics of Early Childhood, Role of Preschool Education, Importance of Early Developmental stage

Late Childhood: Influence of School, Social Grouping & Social behavior, Hazards of childhood.

References

1. Bhatia, Hans Raj- Elements of Psychology: Bombay Somaiya Publication 1970
2. Berk Laura- Child Development; New Delhi Pearson Prentice Hall 2007
3. Chakravarthy Madhumita- Child Psychology, New Delhi, Common wealth Publishers 2005
4. Engler, Barbara- Personality Theories: an Introduction; Boston: Houghton Mifflin Company 1991
5. Hurlock, E.B. – Developmental Psychology: A life Span approach 5th edition; New York: Tata McGraw Hill Publishing Co. Ltd 1999
6. Jafar Mohamud- Development Psychology. New Delhi ; APH Publishing corporation 2004

THIRD SEMESTER BSW
BSWBWC 233- HEALTH CARE

Theory Marks	: 80
Internal Assessment	: 20
Teaching hours	: 48

OBJECTIVES

- To develop an understanding of the Holistic concept of Health
- To develop an understanding of the Health situation in India
- To promote healthy lifestyle

UNIT I (10hrs)

Health- Meaning, Definition and Dimensions of Health

Determinants of Health

Indicators of Health

Introduction to systems of medicine: Ayurveda, Alopahy, Homeopathy, Naturopathy and Unani

UNIT II (12 hrs)

Concept of Health Care: Meaning and Levels of Health Care

Primary health care: meaning- Principles of Primary health care

Elements of Primary Health Care

Health Status and Problems in India

UNIT III (12 hrs)

First aid during emergency – concept of the first aid box

Objects in the ear, nose, eye, Burns, Electric shock, lightning, Fainting, epilepsy, Suffocation – drowning, choking, Fractures fall and bandages

UNIT IV (14 hrs)

Health Services

National, State, District, Taluk and PHC levels.

National Health Programmes: NRHM, NACO, RCH

National and International Organizations working for Health: WHO, Academy for severe handicaps and Autism (ASHA)

Role and functions of Social Worker in Health care

References

1. Mangala, S.K.- Educational Psychology for B.Ed Correspondence and Regular students. Ludhiana: Tandon Publications 2006
2. Malayala Manorama, Manorama Yearbook 2014, Kottayam
3. Mathur J.S. – Introduction to Social and Preventive Medicine. Mumbai: Oxford and IBH Publishing Co 1971
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7. Pillai, Rajendra- Youth and Druggs; Mumbai: Better Yourself Books 1997
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9. Swarnakar, Keshav – Community Health Nursing; Indore NR Brothers Publishers, 2009
10. Thapur G.D.- All you need to know about Heart Attack . Hyderabad: Pustak Mahal 2009
11. Tribhuvan, Robin D – Studies in Tribal Rural and Urban Development Vol 2; New Delhi: Discovery Publishing House 2000
12. Journals: Health, Health Action; Health Herald; Swasth Hind; Women's Health Journal

THIRD SEMESTER BSW
BSWBWC 234-NON FORMAL EDUCATIONS

TheoryMarks	80
InternalAssessment	20
Teachinghours	48

OBJECTIVES

- To develop a critical understanding of formal education in India and the need for non-formaleducation
- To understand the magnitude of the problem of illiteracy in India and government efforts at eradicatingilliteracy
- To understand the need and role of adult and continuingeducation

UNIT I (12 hrs)

Education: Meaning, Definition and Importance of Education, Objectivesof Education, Four Pillars of Learning – UNESCO Document, Channels of Education: Informal, Formal and Non-formal

Formal Education in India

Historical perspective; British and Post-Independent Periods

Critical Evaluation of Formal Education in India

DeschoolingMovement: Concept, Ivan Illich and Deschooling Society

UNIT II (12 hrs)

Non-Formal Education (NFE)-Definition, Objectives, characteristics and scope. Clientele of NFE, Agencies ofNFE

NFE in India: Need for NFE in India.

Non-formal Educator ;Role of NFE educator or instructor, Qualitiesof an Educator

UNIT III (12 hrs)

Illiteracy in India:Definition of Literacy, Causes of illiteracy, Eradication of illiteracy- Govt. Efforts before and after Independence

National Literacy Mission: Concept of Functional Literacy

Adult Education: Meaning and scope, Characteristics of Adult learners, Principles of Adult Learning, Adult Education in India

UNIT IV (12hrs)

Continuing Education:Concept of continuing Education, Post-literacy and Continuing Education

Non- Formal Education for Children and Youth: Situation of Children in India ,NFE for pre-school children , NFE for working childrenNFE for Youth

Non- Formal Education for Women :Characteristics of NFE for women, NFE Programmes for Women

References

1. Chandra, Arvinda and Anupama Shah- Non-formal Education for all; New Delhi Sterling Publishers Pvt Lited1987
2. Mohanty, S. B- Non-formal Education ; Allahabad: Chug Publications1985
3. Mohanty Jaganath 2nd Edition- Adult and Non-formal Education; NewDelhi Deep and Deep Publications 2002
4. Mookerji, Radha Kumud- Ancient Indian Education: Brahmincal and aBuddhist; New Delhi Cosmo Publications1999
5. Nagappa T.R. and H. R. Chandravandana Rao – Towards Total Literacy. New Delhi: Vikas Publishing House Pvt Lted1997
6. Pnadya, Rameshwari- Adult and Non Formal Education. New DelhiGyan Publishing House2010
7. Pillai P. Ramachandra- Non formal Education. Hyderabad: Neelkamal Publication Pvt Ltd2002
8. Ssingh R.P – Non-formal Education: An alternative Approach. New Delhi SterlingPublishers Pvt Ltd1987
9. Journals: Journal of Higher Education: UGC; New Frontiers inEducation : Inernational Journal of Education

**THIRD SEMESTER BSW- CBCS
INDUSTRIAL SOCIAL WORK
BSWSCE 236**

TheoryMarks	40
InternalAssessment	10
Teachinghours	24

OBJECTIVE

- To know the meaning and scope of industrial socialwork
- To study the relevance of social work in industries
- To understand the role of social worker in industries

UNIT – I (4 hrs)

Industrial social work – Meaning, need and scope

Methods of social work and its application in industries

UNIT – II (8 hrs)

Labour– meaning and characteristics; categories of industrial labour and their problems

Labour welfare: Concept, Definition, Objectives and Principles; Statutory and non-statutory welfare measures; intramural and extramural welfare measures; Labour Welfare Officer – legal status, qualification, role and functions

UNIT – III (6 hrs)

Industrial Relations – concept, definition, objectives and scope. **Grievance** – concept, definition, causes and impact; methods of identifying grievance; grievance handling procedure.

UNIT – IV (6 hrs)

Employee Education – concept; objectives and programmes of Central Board for Workers' Education; Employee Health Care and Safety – concept and statutory provisions; Employee Counseling – concept, objectives, scope; qualities and characteristics of an effective counselor

Reference:

1. Anand Sirohi, *Encyclopaedia Social Welfare – Modern Perspective on Social Work*, Dominant Publishers and Distributors, New Delhi
2. Desai M.M., *Industrial Social Work*, TISS, Mumbai, 1979
3. Mamoria C.B., Sathish Mamoria and Subba Rao P., *Dynamics of Industrial Relations*, Himalaya Publishing House, Mumbai, 2017
4. Moorthy M.V., *Social Work Methods and Fields*, Karnataka University, Dharwad, 1974
5. Rameshwari Devi and Ravi Prakash, *Social Welfare Administration – Methods and Research*, Mangal Deep Publications, Jaipur, 1998
6. Sarma A.M., *Aspects of Labour Welfare and Social Security*, Himalaya Publishing House, Mumbai, 2011
7. Sarma A.M., *Industrial Jurisprudence and Labour Legislations*, Himalaya Publishing House, Mumbai, 2004

**THIRD SEMESTER BSW- CBCS
SCHOOL SOCIAL WORK
BSWSCE 237**

TheoryMarks	40
InternalAssessment	10
Teachinghours	24

OBJECTIVES

- To develop an understanding of school socialwork.
- Understanding the historical evolution of School socialwork.

UNIT-I (6 hrs)

School Social work :Meaning and Concepts, Historical evolution of school social work in India

Systems of School Social Work: Child system, Family System, School system, Community System

UNIT-II (8hrs)

School concepts, Classification & features of schools.

School Administration: Meaning and Concepts, Administrative structure of schools, Role and Responsibilities of HM.

School Development and Monitoring Committee: Meaning and functions SDMC, School committees

Current Government Programmes in school

UNIT-III (6 hrs)

Pupil related Problems: Causes and Interventions: Absenteeism and Dropouts, Behavioural problems, Disability problems, Drug addiction, Health Related problems: Physical and psychological, Scholastic problems, Children in conflict with law

UNIT-IV(4 hrs)

Role, Skills and functions of School Social worker

Pupil Rights & Legislations

Child Rights, Right to Education Act 2009, POCSO Act 2012, J.J Act2015

Reference :

1. A.E., The field of Social Work, Henry Holt and Co., NewYork.
2. Nordshog, J.E and Others, Analysing Social Problems, The Dryden Press, NewYork
3. Planning Commision Social Welfare in India, Planning commission, Governmentof–India, NewDelhi
4. Misra, P.D., Social Work Philosophy, Intu India Publication, NewDelhi.
5. Mangal. S.D., An Introduction to Social Work, Book Enclave,Japa

**FOURTH SEMESTER BSW
BSWBWC 281-SOCIAL CASE WORK**

TheoryMarks	80
InternalAssessment	20
Teachinghours	48

OBJECTIVES

- To develop knowledge and understanding in working with individual
- To foster skills on interviewing and recording in Social Case Work
- To enable students to use supportive techniques which dealing with individual

UNIT I (12hrs)

Social Case Work: Concept of Social case work, Principles of Social case Work
Tools of Social Casework: Observation, Listening, Home visit, Collateral contact, Interview
(Purpose) Recording, Relationship- Transference and counter transference
Interview in Social Case Work: Basic Rules, Specific Skills, Essential Qualities

UNIT II (12hrs)

Components of Social Case work: Person; Problem; Place; Process
Social Case Work- Problem Solving Process: Intake, Fact finding, Analysis and
Assessment
Diagnosis, Treatment, Termination, Evaluation and follow-up

UNIT III (14hrs)

Social Case work Intervention: Meaning of intervention, Principles of Intervention
Categories of Intervention: Direct Intervention, Environmental Modification, Administration
of a Practical
Supportive Techniques: Acceptance, Assurance, Facilitation of Expression of Feeling,
Encouragement and Reassurance, Being with the Client, Allying feelings that are
overpowering, Accrediting and building of Self confidence, Enhancing Information and
Knowledge

UNIT IV (10hrs)

Social Case Work Practice: Characteristics of Social Case Work Practice
Role of caseworker: Enabler, Facilitator, Resource mobilize and guide.

References

1. Sanjay Battacharya 2004, Social Work, an integrated approach, Deep and Deep publication Pvt Ltd Delhi – 110027
2. Mudgal S.D. 1997, An introduction to Social Work, Jaipur Book Enclave
3. P.D. Misra, Beena Misra 2004, Social Work Profession in India, New Royal Book Co. Lucknow
4. Upadyay R. K – Social Case Work, Jaipur Rawat Publication 2003
5. Mathew Grace- An Introduction to Social Case Work, Mumbai Tata Institute of Social Sciences 1992
6. Pearlman, Helen Harris – Social Case Work Relationship : a Problem Solving Process London: The University of Chicago Press 1967

FOURTH SEMESTER BSW
BSWBWC 282- LATER STAGES OF HUMAN DEVELOPMENT

TheoryMarks	80
InternalAssessment	20
Teachinghours	48

OBJECTIVES

- To understand the characteristics and behavior of individuals at different stages of development from Puberty to Old age
- To develop an understanding of the concept of personality and factors affecting it
- To acquire knowledge of various schools of thought with reference to Personality Development

UNIT I (10hrs)

Puberty: Physical changes and its effects, Behavioural changes

Adolescence: Period of Storm & Stress, Identity Crisis, Peer Group Influence Family Frictions, Social Relationship & Sexuality; Development of Sexual Identity, Role of Professional Social Workers in dealing with problems of adolescence

UNIT II (14hrs)

Adulthood: Characteristics, developmental tasks, Adjustments: Vocational and Marital, Hazards: Social, Vocational and Marital

Middle Age: Characteristics, Adjustment in family, Widowhood, Preparation for Old age

Old age: Characteristics, Adjustments, Hazards

UNIT III (14hrs)

Theory of Personality: Freud's PsychoAnalytical Theory: Id, Ego and Super Ego

Personality Development: Meaning of Personality, Dimensions of Personality, Factors affecting personality

UNIT IV (10hrs)

Tools of Personality Assessment: Psychometric Test, Rating Scales, Questionnaires, Projective Techniques

Defense Mechanism: Concept, Meaning and Types of Defense Mechanism

References

1. Agochiya, Devendra – Life Competencies for Adolescents. New Delhi: Sage Publications 2010
2. Berk E Laura- Child Development. 7th edition. New Delhi: Pearson 2007
3. Chaturvedi, Ramesh- Encyclopedia of Guidance and Counseling. New Delhi Crescent publication Corporation 2008
4. Dusek Jerome B- Adolescent Behaviour and Development: New York: Science Research association 1977
5. Feldman Robert S – Understanding psychology 4th edition New York: Tata McGraw Hill Publishing Co Ltd 1997
6. Garden Iraj- Human Development. Bombay: D.B. Taraoreval Sons Co Pvt Ltd 1970
7. Hurlock, Elizabeth B – Developmental Psychology 3rd Edition. New York Tata McGraw Hill Publishing Co Ltd 1997
8. Nand V.K. - Developmental Psychology . New Delhi Surjeet Publications 2004
9. Sharma R.N. – Developmental Psychology. New Delhi Surjeet Publication

**FOURTH SEMESTER BSW
BSWBWC 283-HEALTH EDUCATION**

TheoryMarks	80
InternalAssessment	20
Teachinghours	48

OBJECTIVES

- To understand the common misconceptions, attitudes and practices related to health problems
- To develop knowledge and skills for improving the status of health

UNIT I (12hrs)

Health Education: Meaning, definition, aims and objectives, Principles of Health Education

Methods in Health Education: Individual approach, Group approach, Mass approach

Mental health and Mental illness: Concept, Myths and misconception about mental illness

UNIT II (14 hrs)

Communicable Diseases: Modes of disease transmission, Principles of disease control and prevention

Respiratory Infections: Agent, Host, Symptoms, Incubation period, Mode of Transmission,

Prevention of: Chickenpox, Measles, and Tuberculosis

UNIT III (12 hrs)

Intestinal Infections: Agent, Host, Symptoms, Incubation Period, mode of Transmission,

Prevention of Poliomyelitis - Viral Hepatitis - Diarrhoea - Typhoid Fever- Hookworm infection

Arthropod-borne infection: Agent, Host, Symptoms, Incubation Period, mode of Transmission, Prevention of - Dengue Fever; Malaria, and Chikungunya

UNIT IV (10 hrs)

Surface Infection- Agent, Host, Symptoms, Incubation Period, mode of Transmission,

Prevention of: Tetanus, Leprosy

Sexually Transmitted Disease: Syphilis, Gonorrhoea and HIV/AIDS

References

1. Ghai O.P- Management of Primary Health care. New Delhi Interprint 1985
2. Goel S.L. Health Care Administration: Levels and Aspects. Bangalore: Sterling Publishers Pvt Ltd 1984
3. Govt of India: India Year book 2014, New Delhi Ministry of Information and Broadcasting
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5. Malayala Manorama: Manorama Year Book 2014 Kottayam
6. Mathur J.S. Introduction to Social and Preventive Medicine. Mumbai Oxford and IBH Publishing Co 1971
7. Park K -Park's text book of Preventive and Social Medicine. Jabalpur M/S Banarasidas 2005
8. Pustak Mahal.-Pocket Health Guides New Delhi
9. Ramachandran L and Dhamalingam J. – Health Education : A new Approach.

FOURTH SEMESTER BSW
BSWBWC 284- EDUCATION FOR SOCIAL CHANGE

TheoryMarks	80
InternalAssessment	20
Teachinghours	48

OBJECTIVES

- To analyze the Indian Situation and examine the role of education for socialchange
- To understand the various approaches of education and non-formal education in the Indiancontext
- To develop skills and techniques for effectiveteaching

UNIT I (10hrs)

Social Change: Meaning and Characteristics, **Factors of Social Change:** Biological, Geographic, Cultural and Technological,

Indian situational analysis: Basic facts and contradictions,Socio- economic situation, Cultural Situation,Political Scenario

Education and Social Mobility: Concept of Social Mobility, Education for social mobility

UNIT II (14hrs)

Paulo Freire's Pedagogy: Banking concept of Education, Methodology of Freire, Conscientization Process

Need for Equalization of education opportunities: Problems, causes and remedial measures suggestions

Role of Education in social change

Street Theatre: Elements of Street theatre, Street Theatre for conscientization

UNIT III (14hrs)

Methodology of Education: Overview of Teaching Methods, Learning and stages of learning

Teaching Aids: Chalkboard, Flash cards, Flip Charts, Flannel Graphs, LCD, advantages and Limitations

Role Play: Meaning and Procedures, Uses of Role Play

Puppetry: Role, Types and Uses of Puppetry

UNIT IV (10hrs)

Simulations:Simulations and Games, Uses and Limitations of Simulations

Group Discussion: Procedures, Advantagesand Limitations

Brainstorming: Rules of Brainstorming, Steps in Brainstorming, Advantages and Limitations

References

1. Dahama O.P. & O.P. Bhatnagar- Education and Communication for Development. New Delhi Oxford & IBH Publishing co1985
2. Dash M – Education in India: Problems and perspectives. New Delhi. Atlantic Publishers and Distributors2000
3. Rao, C.N. Shankar, Sociology, New Delhi; S. Chand and Company Ltd1993
4. Desrochers, John – Education for Social Change, Bangalore. CSA Publications,1987
5. Dietrich Gabriele & Bas Wielenga- Towards Understanding Indian Society. Madurai: Tamilnadu Theological Seminary1997
6. Freire,Paulo- Pedagogy of the Oppressed. Penguin Education1974
7. Kochhar S.K. – Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt Ltd 1990
8. Mali M.G.- Adult Education in India. New Delhi Deep & Deep Publishers1984
9. Shah B.V. and K.B. Shah – Sociology of Education. Jaipur, Rawat Publications1998
10. Shah, Anupama and Uma Joshi- Puppetry and Folk Dramas for Non-formal education. New Delhi: Sterling Publishers Pvt Ltd1992

FOURTH SEMESTER BSW- CBCS
Personality Development
Code :BSWSCE 286

TheoryMarks	40
InternalAssessment	10
Teachinghours	24

OBJECTIVES:

- To get oriented towards the basics of personality
- To acquire knowledge regarding personality development
- To understand the factors influencing personality

UNIT-I (6hrs)

Introduction to Personality: Meaning-definition, dimensions of personality, Determinants of personality-Factors affecting personality, Basic Personality traits, Types of personality

UNIT II(6hrs)

Personality Development: Development of personality –concept of adjustment and maladjustment, Theories of personality-Freud’s psychoanalytical theory and Erickson’s psychosocial theory

UNIT-III(6hrs)

Leadership- Meaning and Definition –Types- Factors contributing for the development of leadership

UNIT-IV(6hrs)

Attitude- Concept, significance, Factors affecting Attitude

Motivation- Concept – Significance- Internal and External motives- Factors affecting Motivation

Need- Concept- Maslow’s hierarchy of needs

REFERENCE

1. Covey Sean, Seven Habits of Highly Effective Teens, New York, Fireside Publishers, 1998.
2. Carnegie Dale, How to win Friends and Influence People, New York: Simon & Schuster, 1998.
3. Thomas A Harris, I am ok, You are ok , New York-Harper and Row,1972
4. Covey Sean, Seven Habit of Highly Effective Teens, New York, Fireside Publishers,1998.
8. Carnegie Dale, How to win Friends and Influence People, New York: Simon & Schuster, 1998.

**FOURTH SEMESTER BSW- CBCS
PROJECT PLANNING AND MANAGEMENT
BSWSCE 287**

TheoryMarks	40
InternalAssessment	10
Teachinghours	24

OBJECTIVES:

- To gain knowledge about concept, components and various types of project planning
- To understand the process of project planning
- To acquire the knowledge of designing project proposal

UNIT I(4hrs)

BASICS OF PROJECT MANAGEMENT: Introduction, Meaning and definition of Project Management, Need for Project Management, Project Management Principles

UNIT II(6hrs)

PROJECT MANAGEMENT PROCESSES: Project Initiation, Project Planning, Project Execution, Project Monitoring and Control –PERT and CPM, Project Evaluation – Types and Methodology – Appraisal Report- Social Audit

UNIT III(6hrs)

RESOURCE MOBILISATION AND MANAGEMENT: Resources- Monetary And Non-Monetary

Concept of Fundraising – Meaning and Definition, Principles and Ethics in Fundraising, Strategies and tools for non-profit Fundraising, National and International Funding organisations

UNIT IV(8hrs)

Project Proposal and Project Report – Types and Format

REFERENCE

- Barker, S & Cole R: Project Management. What the best project managers know, do and say. Pearson Education Limited 2009.
- Meri Williams: The Principles of Project Management. SitePoint Ltd. 2008.
- Weinstein, Stanley 2009 : The Complete Guide to Fundraising Management Third Edition, New York: John Wiley & sons
- Stephen T. S1994 : Project Formulation for Voluntary Organisation, DC-Network, Bhubaneshwar
- Stevel. E. Pauley, Daniel G. Riordan – Technical Report Writing Today – AITBS Publishing & Distributors, India 5th edition – 2000.
- Dr. William Wallace: Project Management. United Kingdom: Edinburgh Business School Heriot Watt University

FIFTH SEMESTER BSW
BSWBWC 331-SOCIAL CASE WORK WITH FAMILIES

Theory Marks : 120
Internal Assessment : 30
Teaching hours : 56

OBJECTIVES:

- To understand family complexities, their interrelatedness and impact on individuals and families
- To develop an understanding of changing factors of family life and work balance
- To facilitate students to work towards Family Life Enrichment
- To enable students to develop skills of intervention

UNIT I (16 hrs)

Understanding the dynamics of family: Family cohesion, Family communication, Family role performance, Family decision making Family adaptability

Family Complexities: Impact of Family Complexity on Children, Problems faced by parents in the family, Problems faced by the spouse in the family.

Social Work with Elderly: Understanding the unique characteristics of the elderly, Attitude and skills of social worker in dealing with elderly

UNIT II (12 hrs)

Balancing Family and Work: Gender equality in work, Work place stress, Causes and effects for occupational stress

Role of Family Conflicts: Gender based division of labour, Problems of working women

Factors of family life work balance: Innovative strategies for work life balance, Social support system

UNIT III (14 hrs)

Parents in need of professional help: Over protective parents, Alcoholic parents, Divorced parents

Scope of Work towards Family Enrichment: Need for family life education; Counseling – Definition, skills and techniques in counseling, General characteristics of an effective counselor

Family Intervention: Meaning of Intervention, Major areas of family intervention, Goals for Family well-being

UNIT IV (14 hrs)

Social work intervention with children and Youth

Major areas of child neglect: Nutritional neglect, Homelessness, Neglected health care, Educational neglect, Inadequate Supervision, Inadequate nurturance love, affection and support

Understanding Life style related problems of youth: Concept of Risk behavior, Substance abuse, Alcohol, Tobacco use, Sexual behavior, Injuries and violence, Stress and Mental Health

References

1. Butler Ian and Gwenda Roberts- Social work with children and Families Getting into practice. London: Jessica Kingsley publishers1997
2. Davey Jill and Jenny Bigmore- Introducing Child Care Social Work: Contemporary Policy and practice. Exeter, learning matters Ltd2009
3. Desai Murali- Family and Intervention: A course compendium. Bombay TATA Institute of social sciences1994
4. Ginott Haim G- Between Parent and Child. New York. Macmillan1967
5. Howard, Dubowilznd Diane Depanfell – Hand book for Child Protection Practice. New Delhi Sage Publications2000
6. Kate Sapin- Essential Skills for Youth work practice. New Delhi Sage Publications 2009
7. KhasgiwalaAruna- Family Dynamics; Social Work Prospective. New Delhi Anmol Publicaations1993
8. Mace David R – Prevention in Family Services: Approaches to Family Wellness. New Delhi sage publication Pvt Ltd1985
9. Mantell Andy and Terry Scragg – Safeguarding Adult in Social work Exeter: Learning Matters Ltd2008
10. Parad H and Coplan G- Crisis Intervention: Selected reading. New York: Family Association of America1983
11. Schwatz Mary Ann and Barbara Marliene Scott: Marriages and Families 3rd Edition New Jersey Prentice Hall2000
12. TATA Institute of Social Sciences- Enhancing the role of the family as an Agency for social and economic development. Mumbai1994
13. Vasani J.P. Good Parenting New Delhi. Sterling Paperbacks2007

FIFTH SEMESTER BSW
BSWBWC 332- SOCIAL WORK WITH COMMUNITIES

Theory Marks : 120
Internal Assessment : 30
Teaching hours : 56

OBJECTIVES

- To understand community Organization as a Method of Social Work
- To developing values and attitudes appropriate to working with groups of people belonging to different cultural, religious, socio-economic and political background
- To develop understanding of community dynamics, power structures and conflicts situation that affect people in communities

UNIT I (14 hrs)

Introduction to Community: Meaning, definition, Characteristics of a community, Functions of Community

Rural and Urban communities: Definition and characteristics of Rural and Urban communities

Differences between Rural and Urban community

Tribal Community: Concept of tribes, Characteristics, Problems of Tribal community

UNIT II (14 hrs)

History of community work in India: Colonial Rule; Rural Reconstruction Movement, Community development Projects and programmes, Panchayath Raj.

Scope of Community work: Meaning and scope of community work, Qualities of community worker, Knowledge needed for a community worker

UNIT III (14 hrs)

Community Dynamics: Caste and Classes In Communities; Gender Differences, Power Dynamics, Sub-Group Relationship, Organization and Association; Informal Groups; Social Conflicts, Apathy and Prejudices, Value System

Methods and Techniques of community work: Fact-finding, Survey Analysis, Planning, Implementation and Evaluation

UNIT IV (14 hrs)

Need for community work in India

Relevance of Economic, social, political and cultural factors

Panchayath Raj: Meaning and Objectives, The Panchayath Raj system in Karnataka

References

1. Amit, H.R.- Participatory Approaches to Development. Mangalore: Institute for Social Development 2000
2. Biddle W.W. and Biddle I.J.- The community Development Process, New York, Holt, Rinehart and Winston 1965
3. Desmond, D'Abreo - From Development Worker to Activist. Mangalore : DEEDS 1989
4. Dahama O.P. and O.P. Bhatnagar- Education and Communication for Development. New Delhi: Oxford & IBH Publishing Co., 1985
5. Gangrade K.D. – Community Organization in India. Bombay: Popular Prakashan 1971
6. Goel S. L. and Rajaneesh Shalini- Panchayath Raj in India. New Delhi: Deep and Deep Publication 2003
7. Henderson, Paul and David N Thomas Ed- Readings in Community work. London: George Allen and Unwin Ltd 1981
8. Herper E.B. and A Dunham – Community Organization in Action. New York Association Press 1959
9. Sunder Irvin- Making Good Communities Better. Bombay: Allied Pacific Pvt Ltd 1953
10. Stephen T.S,- Project Formulation for Voluntary Organizations. Bhubaneswar PDC 1994

FIFTH SEMESTER BSW
BSWBWC 333-SOCIAL WELFARE ADMINISTRATION

TheoryMarks	120
InternalAssessment	30
Teachinghours	56

OBJECTIVES

- To develop an understanding of basic concepts of Social Welfare Administration
- To express the ability to apply the basic principles of Social Welfare
- To provide necessary knowledge of administration of Welfare Organizations
- To develop an understanding of Organization as a system

UNIT I (12 hrs)

Conceptual frame work: Social welfare and social service, Social welfare administration and Public Administration

Social Welfare Administration: Principles and Functions of Social Welfare Administration

Social Security Schemes: Concept of Social Security, Social Insurance, Social Assistance, Public Assistance, Social Welfare Programmes of Government of Karnataka

UNIT II (16 hrs)

National and International Welfare Organization: Meaning and characteristics of welfare organization; Funding agencies: National and International

Registration of Welfare Organization: The importance and need for Registration

Provisions for various forms of Registration of welfare organization/N GO

Trust Act and Societies Act- Conditions and procedures required for Registration

Administration of Registered Welfare Agencies

Role and functions of General body

Role and responsibilities and function of office bearers

UNIT III (14 hrs)

Central Social Welfare Board: Objectives for setting up of CSWB; function and role in society

State Social Welfare Advisory Board- function and role

Grant-in-aid for social Welfare: Concepts of grant in aid, Eligibility and procedure involved to get funding assistance from Internal and External organization

Programmes and Schemes of the CSWB: Holiday camp, Hostels for working women, Awareness generation projects, Condensed courses of education, Socio-economic programmes

Counseling programme

UNIT IV (14 hrs)

Agency Administration: Concept of administration, Organization and Management

Executive in Administration process: Responsibilities, function and role of Executive in the Administrative process

POSDCORB: Planning, Organising, Staffing, Directing, Coordinating, Reporting, Budgeting

Problems faced by Welfare Organization: VO/NGO, Nature of programmes of NGO'S
General and specific problems of voluntary and NGO's, Remedial measures

References

1. Bhattacharya Sanjay- Social Work Administration. Jaipur: Rawat Publication,2006
2. Bhattacharya Sanjay- Social Work: an Integrated approach, Jaipur: Rawat Publication 2004
3. Chowdry Payl. D – Social Welfare Administration. New Delhi: Atma Ram and Sons 1990
4. D hama O.P. – Extension and Rural Welfare. Agra: Ram Prasad & sons1986
5. Dubey S.N.- Social Welfare Policy and Social Welfare Service . Bombay: TATA Institute of Social Sciences1972
6. Goel S.L.- Social Welfare Administration, Social Justice and Empowerment. Vol 1 & 2 New Delhi: Deep and Deep Publication Pvt Ltd2010
7. Johri P.K. –Social Administration. New Delhi: Anmol Publication2007
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10. Rameshwari Devi and Ravi Prakash – Social Work and Social Welfare Administration: Methods and Practices. Jaipur: Mangal Deep Publications1998
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12. Sachedeva D.R. – Social Welfare Administration. New Delhi: KItab Mahal2009
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FIFTH SEMESTER BSW
BSWBWC 334- PROBLEMS OF INDIAN SOCIETY

TheoryMarks	120
InternalAssessment	30
Teachinghours	56

OBJECTIVES

- To understand the nature of Poverty and its magnitude in India
- To develop the capacity to analyze problems, identify causes and the implications of these problems in relation to the individual, family and society
- To develop the capacity to review the existing development approaches of both the Govt and the Non-Govt Organizations

UNIT I (12 hrs)

Poverty: Meaning and definition of poverty, Types and Cause; Concept of Poverty line: meaning and definition

Different approaches to understand poverty: Absolute Poverty , Relative poverty , Basic need approach, Minimum Diet approach, Human Development Index (HDI) Human Poverty Index (HPI)

UNIT II (16 hrs)

Responding to Poverty: Poor relief, social protection, strategic intervention, prevention, indirect responses, Strategic approaches

Govt Programmes: Drought Prone Area Programme, National food for work programme, SGRY 2001 (sampoorna Grameena Rozgar Yojna PMGSY 2000 (Pradhan Manthri Gram Sadak Yojna Annapurna Yojna 2001, PMGY 2000 (Pradhan Manthri Gramodya yojana 2000 **Approaches and strategies of NGO's:** Inclusive participation, Role of NGOs in poverty elevation

UNIT III (16 hrs)

Unemployment: Unemployment situation in India, General classification of unemployment Causes and remedies

Responding to problems of unemployment: Training programme- Govt and NGO'S Training of Rural Youth for Self employment (TRYSEM), NGO's in emerging self employment training programme, Employment Guarantee Programme in operation-based on MGNREGA 2005, Pradhan Manthri Rojgar Yojana (PMRY), Swarna Jayanthi Shahari Rojzgar Yojana (SJSRY)

UNIT IV (12 hrs)

Housing: Concept and definition of housing, Current housing situation in India, Problems, Causes and Remedies

Urban and Rural Housing Programmes: HUDCO (Housing Urban Development Corporation) Indira Awaas Yojna, Credit Cooperative society, Samagra Awaas Yojna

References

1. Barreto D. – The Indian situation. Bangalore CSA publication 1998
2. Chaturvedi Pradeep – Rural Energy for Sustainable Development: Technology and Environmental Issues. Concept Publishing Company 1998
3. Dandekar V.M. and Nilakantha Rath- Poverty in India. Poona: Indian School of Political Economy 1971
4. Dewett K. K. and Varna J.D. – Indian Economics. New Delhi: Chand and co., Pvt Ltd 2000
5. Dutt, Rudder and K.P.M. Sundaram- Indian Economics. New Delhi: Chand and co. pvt Ltd 2000
6. Gayathridevi K.G. and Rajasekar – Good Governance and Poverty Alleviation: A study of SGSY programme New Delhi: Concept Publishing Co., 2007
7. Goel O.P. ed - Role of NGO in development of Social system. Delhi Isha Books 2004
8. Gosh .N., - Poverty and Development The basic Issues. New Delhi Deep and Deep publications 1993
9. Gupta K.R. Poverty in India. New Delhi: Atlantic Publishers 2008
10. Maheswari, Uma and Khader Vijay – Poverty, Household Food Scarcity and Nutrition in Rural Areas. New Delhi: Discovery Publication House 2000
11. Mishra Rajdeep – Voluntary Sector and Rural Development: Concept, Practice and New approach to Remove Rural Poverty. Jaipur: Rawat Publication 2008
12. Sharma Neeraj- Anti-Poverty Programmes in Rural India. New Delhi: Deep and Deep Concept Publication Co 2006
13. Yadav BS., Deepak Kumar and Meena- Poverty in India: Concepts, Measurement and Alleviation. New Delhi: Shree Publishers and Distributors 2010

FIFTH SEMESTER BSW
BSWBWC 335-WEAKER SECTIONS OF INDIAN SOCIETY

TheoryMarks	80
InternalAssessment	20
Teachinghours	56

OBJECTIVES

- To understand the historical factors contributing to the low status of weaker sections in the contemporary Society
- To develop ability to analyse the social, economic and political situation of weaker sections

UNIT I (14 hrs)

Weaker sections: Meaning, definition and classification, Historical factors that has contributed to the status of weaker sections

Caste system: Definition, Characteristics of Caste System, Factors for the growth of caste system, Advantages and Limitations of Caste system

UNIT II (14 hrs)

Scheduled Caste: Definition, problems of SC, Causes for low literacy among SC, Impact of education on SC, Entrepreneurial challenges for SC

UNIT III (14 hrs)

Scheduled Tribe: Definition, problems of ST, Causes for low literacy among ST, Position of Women among ST, Tribal Economy, Tribal culture

UNIT IV (14 hrs)

Bonded Labour- Definition, Problems and types of Bonded labour

Agricultural Labourers- Problems

Women- analysis of the conditions of Indian women

Differently abled- Definition and Problems

Senior Citizens- Challenges

Transgender –Meaning, Types and Rights of sexual minorities

References

1. Bose, Kumar Nirmal – Tribal Life in India. New Delhi:National Book Trust,1971
2. D'souzaLawrance- Koragas, A primitive Tribe of South India Mangalore: Kodialbail Press 2000
3. Frncis, D., and Chandu Subba Rao – Development of Weaker Sections. Jaipur Rawat Publication2000
4. Govt of Karnataka A new Deal for Backward Classes in Karnataka1986
5. Jayapalan, N – Indian Society and Social Institutions. New Delhi: Atlantic Publishers and Distributors2001
6. Kamble M.D – Deprived Castes and their struggle for Equality. New Delhi Ashish Publishing house 1984
7. Khan Mumtaz Ali – Scheduled Caste and their Status in India. New Delhi Uppal Publishing house 1980
8. Kumar A – Tribal Development in India. New Delhi: Sarup& sons2002
9. Patel,Tara- Development of Education among women. Delhi Mittal Publications1984
10. Prakash Nirupama- Scheduled Castes socio Economic Changes. Allahabad: Chugh Publications 1984
11. Showeb M- Education and Mobility among Harijans. Vohra Publishers and Distributors1986
12. Verma G.P. – Caste Reservation in India. Allahabad: Chugh Publications1979

FIFTH SEMESTER BSW
BSWBWC 336-HUMAN RELATIONS AND SKILL DEVELOPMENT

TheoryMarks	80
Internal Assessment	20
Teachinghours	56

OBJECTIVES

- To understand and apply human relation concepts while working with socially diverse groups
- To develop the necessary skills for social work practice
- To inculcate positive attitude and understand its influence on behavior
- To empower learners to effectively manage themselves for personal and professional advancement

UNIT I (14hrs)

Human Relations: Concept, importance and elements.

Tools of Effective Human relations: Conflict Management, , networking and negotiation, effective communication and counselling. Ways to improve the Human relations

Self-Concept and self Esteem: Components, Difference between self-concept and self esteem

UNIT II (14 hrs)

Attitude: concept, Factors in Formation of attitude- family, society, values and beliefs, political and economic. Ways to Develop positive attitude

Motivation- Concept, Significance, Internal and External motives- Factors affecting Motivation, **Basic human needs:** Physical, psychological and Intellectual. Maslow's hierarchy of needs

UNIT III (14 hrs)

Skill Development:

Effective Communication- Verbal, non-verbal and written

Leadership- Meaning and Definition –Types- Factors contributing for the development of leadership

Time Management- Concept of Time Management, Importance of Time Management, Priority Management, Tips for Priority Management

Team Work- Meaning, skills and process

UNIT IV(14 hrs)

Stress and its Management:

Concept of stress, Eustress and distress

Types of stress- Conflict, Pressure and Frustration; Impact of stress

Stress management- Meaning, Techniques- Task and Defense oriented

References

1. Restogi Meenakshi, Human Relationship, Sonali Publications, New Delhi
2. Human Relations, Journal- SAGE Publications
3. Dr Alex K. Soft skills- know yourself and know the world, S. Chand and Company Ltd
New Delhi
4. Kuppaswamy B. An Introduction to Social Psychology, Media Promoters and Publication,
Bombay
5. Coleman James c, Abnormal Psychology, Scott Foresman and Company
6. R.B. Rao Dr., and Subbarao S Dr., Vol 1, Skills for all, Satyam Publishers and Distribution
Jaipur
7. Mangal S.K. Sterling Publishers Pvt Ltd, New Delhi Introduction to psychology
8. Prof P Nataraj, Psychology Part II, Srinivasa Publications Mysore

SIXTH SEMESTER BSW
BSWBWC 381-SOCIAL GROUP WORK WITH VARIOUS SETTINGS

TheoryMarks	120
InternalAssessment	30
Teachinghours	56

OBJECTIVES

- To enable students to develop knowledge and skills to work with various groups
- To facilitate interest and exposure towards creating Healthy working Environment
- To develop personal skills in being effective Social Group Worker
- To strengthen the quality of Team Spirit while working with groups

UNIT I (14 hrs)

Specific Principles of Social Group work practice: Principles of creating a safe Environment in group setting, Principle of Conflict Resolution in groups

Work Environment: Skills required for creating work environment, Steps to create a positive work place, Ways to build a better group work environment

Problem Solving Sills: Concept, Failure to solve the problems effectively, Ways to solve problems

UNIT II (14 hrs)

Group work practice with children: Understanding the social environment of children
Formulating group work objectives for- school children, street children and working children, children in Residential Institution; Guidelines for selecting children for group work.

Play Therapy for Children: Concept, purpose and Benefits of Play Therapy

Group work practice with Youth: Formulating objectives to work with Youth, Counseling the youth

UNIT III (14 hrs)

Group work practice with Women: Objectives of Group work with Women with Special reference to SHG, Role of the Social Group worker

Group work with unwed mothers- concept, objectives and role of the group worker

Group work practice with elderly: Understanding the unique characteristics of the elderly
Use of support groups, Recreational groups

UNIT IV (14 hrs)

Group work with Differently abled: Concept, Objectives and role of the group worker

Group work practice with Addicts: Concept, Objectives, Role of the Group worker

Group work practice with HIV/AIDS affected person: Concept, Objectives and role of the group worker.

References

1. Allan Brown – Group Work 3rd Edition England: Ashgate Publishing Co1994
2. Alphonse Xavier – A text Book on Life coping Skills. Chennai: MCRDC publication 2004
3. Axline, Virginia - Play Therapy . Boston: Houghton Mifflin1947
4. Balgopal R. and Thomas V. Vassil – Groups in social Work AnEcological Perspective. New York: Macmillan Publishing Co1983
5. BanmalanGospelwar- Social Group Work. Nagpur: Institute of Youth Welfare2007
6. Berry Juliet – Social Work with Children. London: Routledge and Kegan Paul1972
7. Butler Ian and Gwenda Roberts – Social Work with Children and Families: Getting into Practice. London: Jessica Kingsley Publishers1997
8. Pandey Veen Pani- Mental Retardation and Social responsibility. New Delhi Sumit Enterprises22004
9. Paranjekamalil John – Progressive Parenting: The Definitive Resource Book.New Delhi: Pustak Mahal2008
10. Patel, Sarjoo and /Veena Candotra Ed. – Ageing: An interdisciplinaryApproach. Jaipur Rawat Publications2011
11. Reddy Suma Raryana – Institutionalized Children. Allahabad: Chugh Publication 1989
12. Sapin Kate – Essential Skills for Youth Work Practice. New Delhi: Sage Publications 2009
13. Steven R Rose – Group Work with Children and Adolescents: Prevention and Intervention in school and Community system. New Delhi Sage Publication1998
14. Vaswani J P. – Good Parenting . New Delhi: Sterling Paperbacks2007

SIXTH SEMESTER BSW
BSWBWC 382-COMMUNITY ORGANIZATION AND DEVELOPMENT

TheoryMarks	120
InternalAssessment	30
Teachinghours	56

OBJECTIVES

- To understand different approaches in Community Organization and Community development
- To Develop an understanding of the role of Social Work in disasterManagement
- To understand the importance and methods of Participatory Rural Appraisal (PRA) in communitywork

UNIT I (12 hrs)

Community Organization: Meaning, definition, Objectives of Community organization
Principles of Community organization, Community Organization techniques

UNIT II (14 hrs)

Role of Community worker: The role of Guide, The Enabler role, The Expert Role
Approaches for Community Organization: Charity and welfare approach, Growth oriented approach, Transformative approach

UNIT III (16 hrs)

Community Development: Meaning and definition of community development
Distinction between community development and communityorganization
Community Development programmes in India: Objectives of Communitydevelopment programme, Basic characteristics of community developmentprogrammes

Project formulation: Project Description; Project Monitoring and Project Evaluation

UNIT IV (14 hrs)

Disaster Management: Meaning, types – Natural and manmade
Impact of disaster
Disaster Management

Participatory Rural Appraisal (PRA): Meaning characteristics
Techniques of PRA- Transect walk, Resource map, Venn diagram and Social mapping

References

1. Birmahaum F and Coplon J – “Crisis Intervention after a Natural Disaster” – Social case work Vol 54 No 9, 545-551
2. Datar Sudha et al – Skills training for Social Workers: A Manual. New Delhi Sage Publications India Pvt Ltd 2010
3. Gangrade K.D. – Community Organization in India. Bombay: PopularPrakashan 1997
4. Herper Ernest B & Arthur Dunham- Community Organization in Action; Basic Literature and Critical comments. New York: Association Press 1959
5. King Clarence – Working with the People in Community Action. New York Association Press 1966
6. Kumar Somesh – Methods for Community Participation; A complete Guide to Practitioners. New Delhi: Vistaar Publications 2002
7. MeenaiZubaiar – Participatory Community Work . New Delhi: Concept publishing Company 2008
8. Mukherjee Amitava- Participatory Rural Appraisal: Methods and Applications in Rural Planning. New Delhi: Concept Publishing Company 2004
9. Prakash Indu- Disaster Management: Societal Vulnerability to natural Calamities and Manmade Disaster Preparedness and Respnse. Ghaziabad: RastraPrahariPrakashan 1994
10. Singh R.B. Disaster Management. Jaipur Rawat Publications 2000
11. Steve Myers- Social Work Making a Difference. Jaipur: Rawat Publications 2009

SIXTH SEMESTER BSW
BSWBWC 383-SOCIAL WORK RESEARCH AND STATISTICS

TheoryMarks	120
InternalAssessment	30
Teachinghours	56

OBJECTIVES

- To develop ability to recognize and utilize Research as a problem solving process in Social work practice
- To develop ability to utilize the Research process in terms of conducting a simple and need based survey
- To develop ability to function as a member of a research team, in the area of data processing in research studies
- To develop a scientific approach for a systematic procedure in the problem solving process

UNIT I (12 hrs)

Meaning definition and scope: Social research and social work research

Research as a method of social work

Problem Identification: Steps and procedures

Formulation of research problem: Objectives and areas of study, Identification and definition of variables, Formulation of research hypothesis

UNIT II (12 hrs)

Research Coverage: Definition, meaning of the concept of 'population' or 'universe'

Sampling: Concept and significance of sampling, Methods of sampling- probability and non probability sampling

UNIT III (16 hrs)

Data collection: Methods and tools of data collection, Observation – as method and tool (Chart preparation), Interview s a Method and tool (Interview schedule), Questionnaire as a method and tool (Administering Questionnaire)

Data Processing: Editing, Classifying, Coding and tabulation, Data analysis and interpretation of tables

Report writing: Principles, format of report

UNIT IV (16 hrs)

Statistics: Meaning of statistics, Use of statistics in social work research

Central Tendency:

Arithmetic Mean: Characteristics of Mean, Use of application of Deviations and steps-deviation methods

Median: Characteristics of Median, Computation of Median from discrete and continuous series

Mode: Characteristics of Mode, Computation of Mode from Discrete and continuous Series

Standard Deviation: Its relevance and the process of computation

References

1. Ahuja Ram – Research Methodology: Methods and Techniques. Jaipur Rawat Publication 2003
2. Aquino V and Gaudencio – Essentials of Research and Thesis Writing. Manila: AlemarPhoenixPublishiang house Inc1972
3. Astana B.N. -Elements of Statistics. Allahabad: Chaitanya Publishers1976
4. Bajpai S.R. – Methods of Social Survey and Research. Kanpur: Kitab Mahal1976
5. Kothari C.R. Research Methodology. Methods and Techniques. New Delhi New age International Publishers 2004
6. Tkur, Devanad – Research Methods in Social Sciences. New Delhi Deep and Deep Publication2007

SIXTH SEMESTER BSW
BSWBWC 384-CONTEMPORARY CHALLENGES OF DEVELOPING SOCIETIES

Theory Marks : 120
Internal Assessment : 30
Teaching hours : 56

OBJECTIVES

- To understand the concept of Development and Underdevelopment
- To strengthen the sensitivity to development problems and the capacity for assessment of existing developmental approaches and appropriate strategies of Govt and NGOs
- To develop the capacity for deeper understanding of emerging challenges and to explore means to address its impact in the society

UNIT I (14 hrs)

Education: Primary and secondary level Education: Challenges and Responses, Higher education today: challenges and responses Rural education issues and initiatives, Free and compulsory education- challenges for rural areas, Education for girls: building bridges for future
Universalization of education: challenge, Impact of Privatization and Globalization of Higher Education

UNIT II (14 hrs)

Population: General description of population situation in India; Meaning and definition of : fertility rate, mortality rate, crude birth rate, crude death rate; Concept and importance of Family Welfare; Population Policy of India, Appraisal of Family Welfare programmes and schemes Contraceptive methods, New perspectives on population control and challenges- strategies and methods

Sustainable Development: Meaning and definition, Sustainable Livelihood, Sustainable Environment, Water Harvesting – Household and community

UNIT III (14 hrs)

Communalism: Concept of Communalism, Meaning and definition, Growing communal problems in India, Causes for communal problems and its impact, Remedial measures towards communal harmony

Gender issues: Issues related to Women, Empowerment of Women

UNIT IV (14 hrs)

Corruption: Meaning, Definition and Characteristics, Causes of corruption; Prevention: Jan Lok Pal Bill

Globalization: Meaning and definition, Impact of Globalization and challenges, Human development, Emerging Trends

Social Entrepreneurship: Micro Finance Rural asset for Employment

References

1. Adasgupta, Sugath – Peace Research for Peace Action. New Delhi: Indian Council of Peace research 1972
2. Agarwal Bablia – Social Problems in the age of Globalization. Jaipur: ABD Publishers 2009
3. Arulsamy S- Communalism in India. A challenge to theologians. Bangalore : Claretian Publication 1988
4. Bhardwaj K.K. – Combating Communalism in India : Key to National Integration . New Delhi, Mittal Publication
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7. Cibambo Pierre- Peace Building: Caritas Training Manual. Vatican City, Caritas International 2002
8. Choudry Ray and Basu Sabyasachi- Sustainability of Right after globalization. New Delhi Sage Publications India Pvt Ltd 2011
9. Chundi, Janaki and Srivastava Alka – Watershed Management: Key to sustainable Development. New Delhi Indian Social Institute 1999
10. Fisher F William – Towards Sustainable Development. Jaipur: Rawat Publication 1997
11. Foneska Dilrukshi and Raddika Kumaraswami- Peace work: Women Armed Conflict and Negotiation; New Delhi: Women Unlimited 2004
12. Green Duncan – From Poverty to Power . New Delhi: OXFAM International 2008
13. Joshi Y.G. Social Environment for Sustainable Development. Jaipur: Rawat Publication 1998
14. Karmakar K.G. Rural Credit and Self Help Group: Micro Finance, Needs and Concepts in India. New Delhi: Sage Publication 1999
15. Kumar Ravindra – Problems of Communalism in India. New Delhi Mittal Publication 1996

SIXTH SEMESTER BSW
BSWBWC 385-DEVELOPMENT OF WEAKER SECTIONS

TheoryMarks	80
InternalAssessment	20
Teachinghours	56

OBJECTIVES

- To develop knowledge and ability to assess the Government and non-Government strategies used for the development of weaker sections
- To develop sensitivity to the problems of social inequality and injustice and commitment to work for the development of weaker sections

UNIT I (12 hrs)

The development of weaker sections: Govt efforts in eradication of Untouchability
Non-Government efforts in the eradication of Untouchability, Role of a) Mahatma Gandhi b) Dr. B.R. Ambedkar

UNIT II (16 hrs)

Constitutional and legal safeguards for SC and ST: Rationale behind reservation policy
Reservation in education, service and politics, Evaluation of reservation policy

UNIT III (14 hrs)

Govt welfare programmes for SC and ST; Govt welfare programmes for senior citizens
Govt welfare programmes for differently abled; Govt welfare programmes for Sexual Minorities

UNIT IV (14 hrs)

Case studies of Non-Governmental initiatives in the welfare of weaker sections: SKDRDP, VGKK, MYRADA, Help age India; Role of social work in the welfare of weaker sections

References

1. Govt of Karnataka Report of Backward Class Commission Bangalore 1986
2. Govind Kalera D –Development of Weaker Sections New Delhi: Inter India Publication 1984
3. Kanaika Jose , Seventh Plan and Development of Weaker sections. New Delhi: India Social Institute 1985
4. Kumar A Tribal Development in India. New Delhi Sarup and sons 2002
5. Patel M.L. Planning Strategy for Tribal Community. New Delhi: Inter India Publications 1988
6. Rao, C. N. Shankar – Sociology of Indian Societies. New Delhi: S. Chand & Co Ltd 2004
7. Sharma A.N. Tribal Welfare and Development: Emerging Role of Anthropological Explorations. New Delhi: Sarup and Sons 2002

SIXTH SEMESTER BSW
BSWBWC 386-MASS COMMUNICATION

TheoryMarks	80
InternalAssessment	20
Teachinghours	56

OBJECTIVES

- To critically view the various mass communication media including folk media in the context of Indian society and development
- To focus on the role of Information Technology and other modern means of communication
- To focus on the importance of written communication and enhance writing skills

UNIT I (14 hrs)

Mass communication: Meaning, definition and characteristics, Role of Mass Media

Role of Press: Anatomy of a Newspaper, What makes News?, Role of Newspapers in India
Role of Magazines

Radio: Special Features of Radio as a Mass Medium, Advantages and Limitations

UNIT II (14 hrs)

Television: T.V. in India, Impact of TV. Television and Children

Advertising: Impact of Advertising, Exploitation of Women in advertising, Social Advertising

Films: Elements of Cinema, Indian Cinema, Impact of films

UNIT III (16 hrs)

Folk Media: Meaning and features, Types of folk media- folk songs, folk music, folk dance, folk theatre, Role of folk media in India, Folk media and social change

Visual Aids in Communication: Importance of Visual Aids, Display Aids: Charts, Posters, Collage, Photographs, Photo language

Information Technology: Internet- use, abuse and addiction, E-mail Etiquette

Social Media: Types, Advantages and Disadvantages

Use of Internet for Social Work practice

UNIT IV (12 hrs)

Written Communication: Basic of Writing, Outline Writing

Letter Writing: Parts of a Letter, Drafting a CV

Right to Information: Concept, Salient features of RTI Act

References

1. Ahuja B.K. – Mass Communication: Theory and practice. New Delhi Saurabh Publishing house 2014
2. Civikly Jean M – Messages: A Reader in Human Communication. New York Random House 1974
3. Dhama O.P. and O.P. Bhatnagar – Education and Communication for Development. New Delhi : Oxford and IBH Publishing 1985
4. Jayakaran I – Every one's Guide to Effective Writing. Chennai 2M Publishing International 2005
5. Kumar, Keval J – Mass Communication in India. Bombay Jaico Publishing House 1981
6. Ludlow Ron and Fergus Panton – The Essence of Effective Communication. New Delhi Prentice Hall of India 1995
7. Nagaraj Geetha – Write to Communicate. New Delhi Foundation Books 2004
8. Rani N Usha – Folk Media for Development: A Study of Karnataka's traditional Media: Bangalore Karnataka Book Publishers 1996
9. Srampickal, Jacob – Communication and Media in India today. Delhi Media House 1998
10. Wright Chrissie- Handbook of Practical Communication Skills. Mumbai: Jaico Publishing House 1999

Question Paper pattern for 120 marks

MANGALORE UNIVERSITY

FIFTH/ SIXTH SEMESTER B.S.W. DEGREE EXAMINATION

SOCIAL WORK

Title of paper

(Choice Based CREDIT SCHEME)

Answer any TEN of the following:

10 x 2 =20

Twelve (12) short answer type Questions to be answered in one or two sentence (should be set in both English and Kannada). Students are required to answer any 10 questions.

PART –‘B’

Answer Any FOUR of the following:

5X5 =25

Eight (8) short essay type Questions to be answered in about a page (should be set in both English and Kannada). Students are required to answer any 5 questions.

PART –‘C’

Answer Any FOUR of the following:

5X15 =75

Six (8) essay type Questions to be answered in about three to four pages (should be set in both English and Kannada). Students are required to answer any 5 question

Question Paper pattern for 80 marks

MANGALORE UNIVERSITY

FIFTH/ SIXTH SEMESTER B.S.W. DEGREE EXAMINATION

SOCIAL WORK

Title of paper

(Choice Based CREDIT SCHEME)

(for 80 marks)

PART A

Answer any Ten of the following

10 x 2 =20

Twelve (12) short answer type Questions to be answered in one or two sentences (should be set in both English and Kannada). Students are required to answer any 10 questions.

PART –B

Answer any Four of the following

4 x 5 =20

Six (6) short essay type Questions to be answered in about a page (should be set in both English and Kannada). Students are required to answer any 4 questions.

PART –C

Answer any Four of the following

4 X 10 = 40

Six (6) essay type Questions to be answered in about three to four pages (should be set in both English and Kannada). Students are required to answer any 4 questions.

MANGALORE UNIVERSITY

FIRST/ SECOND/ THIRD/ FOURTH SEMESTER B.S.W. DEGREE EXAMINATION

SOCIAL WORK

Title of paper

(CREDIT BASED SEMESTER SCHEME)

(for 80 marks)

PART A

Answer any Ten of the following

10 x 2 =20

Twelve (12) short answer type Questions to be answered in one or two sentences (should be set in both English and Kannada). Students are required to answer any 10 questions.

PART –B

Answer any Four of the following

4 x 5 =20

Six (6) short essay type Questions to be answered in about a page (should be set in both English and Kannada). Students are required to answer any 4 questions.

PART –C

Answer any Four of the following

4 X 10 = 40

Six (6) essay type Questions to be answered in about three to four pages (should be set in both English and Kannada). Students are required to answer any 4 questions.

MANGALORE UNIVERSITY

FIRST/ SECOND/ THIRD/ FOURTH SEMESTER B.S.W. DEGREE EXAMINATION

SOCIAL WORK

Title of paper: (Electives)

(CREDIT BASED SEMESTER SCHEME)

(for 40 marks)

PART A

Answer any Five of the following

5 x 2 =10

Six (6) short answer type Questions to be answered in one or two sentences (should be set in both English and Kannada). Students are required to answer any 5 questions.

PART –B

Answer any Two of the following

2 x 5=10

Three (3) short essay type Questions to be answered in about a page (should be set in both English and Kannada). Students are required to answer any 2 questions.

PART –C

Answer any Two of the following

2 X 10 =20

Three (3) essay type Questions to be answered in about three to four pages (should be set in both English and Kannada). Students are required to answer any 2 questions.