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ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
MANGALORE UNIVERSITY  
(Accredited by NAAC with 'A' Grade)



ಕ್ರಮಾಂಕ/No. MU/ACC/CR5/2016-17/A2

ಕುಲಸಚಿವರ ಕಛೇರಿ  
ಮಂಗಳಗಂಗೋತ್ರಿ - 574 199  
ಕರ್ನಾಟಕ, ಇಂಡಿಯಾ  
Office of the Registrar  
Mangalagangothri - 574 199  
Karnataka, India  
ದಿನಾಂಕ/Date : 3/5/2017

### **NOTIFICATION**

Sub: Revised syllabus of B.S.W. degree programme.

Ref: Academic Council decision No. 3:2 (2016-17)  
dated: 3-2-2017.

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The revised syllabus of Bachelor of Social Work [B.S.W.] degree programme which approved by the Academic Council as referred above is hereby notified for implementation with effect from the academic year 2017-18 and onwards.

  
REGISTRAR  
✓ K.V.

To:

- 1) The Principals of colleges offering B.S.W. degree programme.
- 2) The Registrar [Evaluation], Mangalore University.
- 3) The Chairman, BOS in Social Work, Mangalore University.
- 4) The Assistant Registrar, (ACC), Mangalore University.
- 5) The Superintendent [ACC], O/o. the Registrar, Mangalore University.
- 6) Guard file.



**MANGALORE UNIVERSITY**

**(NAAC accredited 'A' Grade)**

**MANGALAGANGOTHRI**

Syllabus  
for

Bachelor of Social Work  
(BSW)

(I to VI  
Semesters)

MANGALORE UNIVERSITY  
CREDIT BASED SEMESTER SYSTEM  
BSW DEGREE COURSE

**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 125 marks: Theory 100 marks (University Examination) and 25 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 100 marks 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 field work supervisor.
- For the fifth and sixth semester out of 150 marks, 50 marks allotted for the Viva-Voce which is conducted by examiners appointed by the BOE.
- For the Sixth Semester out of 150 marks allotted: 50 marks is allotted for Viva-Voce, 80 marks is allotted by the field work supervisor and 20 marks allotted for Study tour.
- 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 are conducted according to the University norms

**SCHEME FOR BSW DEGREE COURSE**

**First Semester**

Subject	Paper	Teaching hours per week	Duration of exam (Hours)	Marks for the Final Exam	Marks for Internal Assessment	Total Marks	Credits
Language I	AA 101	4	3	80	20	100	2
Language II	BB 101	4	3	80	20	100	2
Introduction to Social Work	SW 101	4	3	80	20	100	2
Basic Sociological concepts	SW102	4	3	80	20	100	2
Early Childhood Development	SW103	4	3	80	20	100	2
Fundamentals of Nutrition	SW104	4	3	80	20	100	2
Field Work Practicum	SW105	6			100	100	2
Constitution of India	CI 101	4	3	80	20	100	2
CC & EC						50	1
<b>Total</b>						<b>850</b>	<b>17</b>

**Second Semester**

Subject	Paper	Teaching hours per week	Duration of exam (Hours)	Marks for the Final Exam	Marks for Internal Assessment	Total Marks	Credits
Language I	AA 151	4	3	80	20	100	2
Language II	BB 151	4	3	80	20	100	2
Methods of Social Work	SW 151	4	3	80	20	100	2
Social Problems & Services	SW152	4	3	80	20	100	2
Childhood Problems & Services	SW153	4	3	80	20	100	2
Home Management	SW154	4	3	80	20	100	2
Field Work Practicum	SW155	6			100	100	2
Human Rights and Environment	CI 151	4	3	80	20	100	2
CC & EC						50	1
<b>Total</b>						<b>850</b>	<b>17</b>

### Third Semester

Subject	Paper	Teaching hours per week	Duration of exam (Hours)	Marks for the Final Exam	Marks for Internal Assessment	Total Marks	Credits
Language I	AA 201	4	3	80	20	100	2
Language II	BB 201	4	3	80	20	100	2
Working with Individuals	SW 201	4	3	80	20	100	2
Early Stages of Human Development	SW202	4	3	80	20	100	2
Health Care	SW203	4	3	80	20	100	2
Non Formal Education	SW204	4	3	80	20	100	2
Field Work Practicum	SW205	6			100	100	2
CC & EC						50	1
Total						750	15

### Fourth Semester

Subject	Paper	Teaching hours per week	Duration of exam (Hours)	Marks for the Final Exam	Marks for Internal Assessment	Total Marks	Credits
Language I	AA 251	4	3	80	20	100	2
Language II	BB 251	4	3	80	20	100	2
Working with Groups	SW 251	4	3	80	20	100	2
Human Growth & Personality Development	SW252	4	3	80	20	100	2
Health Education	SW253	4	3	80	20	100	2
Education for Social Change	SW254	4	3	80	20	100	2
Field Work Practicum	SW255	6			100	100	2
CC & EC						50	1
Total						750	15

Fifth Semester

Subject	Paper	Teaching hours per week	Duration of exam (Hours)	Marks for the Final Exam	Marks for Internal Assessment	Total Marks	Credits
Social Case Work with Families	SW 301	5	3	100	25	125	2.5
Social Work with Communities	SW 302	5	3	100	25	125	2.5
Social Welfare Administration	SW 303	5	3	100	25	125	2.5
Weaker Sections of Indian Society	SW 304	5	3	100	25	125	2.5
Problems of Indian Society	SW 305	5	3	100	25	125	2.5
Communication for Social Work Practice	SW 306	5	3	100	25	125	2.5
Field Work Practicum	SW 307	8		50 (viva)	100	150	3
<b>Total</b>						<b>900</b>	<b>18</b>

Sixth Semester

Subject	Paper	Teaching hours per week	Duration of exam (Hours)	Marks for the Final Exam	Marks for Internal Assessment	Total Marks	Credits
Social Group Work in various settings	SW 351	5	3	100	25	125	2.5
Community Organization & Development	SW 352	5	3	100	25	125	2.5
Social Work Research & Statistics	SW 353	5	3	100	25	125	2.5
Contemporary Challenges of Indian Society	SW 354	5	3	100	25	125	2.5
Development of Weaker Section	SW 355	5	3	100	25	125	2.5
Mass Communication	SW 356	5	3	100	25	125	2.5
Field Work Practicum	SW 357	8		50 viva	100 (80 Internals + 20 Study Tour)	150	3
<b>Total</b>						<b>900</b>	<b>18</b>

## **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, 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.

<b>Learning Opportunities</b>	
<ul style="list-style-type: none"><li>• Orientation visits</li><li>• Rural/Tribal Camps</li><li>• Study Tours</li></ul>	<ul style="list-style-type: none"><li>• Workshops</li><li>• Concurrent Practice Learning</li><li>• Summer Placement (optional)</li></ul>

### **Field Work for First Year BSW**

The first year BSW students are placed in Schools for the entire duration of the year. The stipulated hours for field work practicum is 90 hours (6hoursX15 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 (6hoursX15 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 following tasks:

- 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 communities of low-income groups within the city or the suburbs or in tribal communities (if available). The stipulated hours for field work practicum is 135 hours (9hoursX15 days) Per Semester. The primary focus of the third year students is engaging 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:



### Performa of Evaluation (for 1 Year)

Name of the Student:

Year/Semester:

SL. NO.	CRITERIA	MARKS (Total)
1.	<b>Adjustment in the Agency</b> Adjustment to the physical setting/environment Adjustment to the authority/heads of the institutions Understanding the agency structure and the various programmes	10 Marks
2.	<b>Professional Self</b> Self-discipline and responsible behaviour Sincerity, integrity, honesty, maturity Regularity, punctuality, overtime Dress, manners, etiquette	20 Marks
3.	<b>Group Work</b> 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 Marks
4.	<b>Home visit</b>	15 Marks
5.	<b>Recording</b> 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 Marks
6.	<b>Field Instruction and Field Work Conferences*</b> 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 Marks

Name and Signature of the Field work Supervisor

### Performa of Evaluation (for II Year)

Name of the Student:

Year/Semester:

SL. NO.	CRITERIA	MARKS (Total)
1.	<b>Adjustment in the Agency</b> Adjustment to the physical setting/environment Adjustment to the authority/heads of the institutions Understanding the agency structure and the various programmes	10 Marks
2.	<b>Professional Self</b> Self-discipline and responsible behaviour Sincerity, integrity, honesty, maturity Regularity, punctuality, overtime Dress, manners, etiquette	10 Marks
3.	<b>Case Work</b> Use of Interview skills Use of community resources/collateral contact Use of case work principles Home visit Ability to use supportive techniques	25 Marks
4.	<b>Group Work</b> 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 Marks
5.	<b>Recording</b> 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 Marks
6.	<b>Field Instruction and Field Work Conferences*</b> Utilising 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 Marks

Name and Signature of the Field work Supervisor

### Performa of Evaluation (for 3 Year)

Name of the Student:

Year/Semester:

SL. NO.	CRITERIA	MARKS (Total)
1.	<p><b>Adjustment in the Agency/ Community</b>                      Adjustment to the physical setting/environment                      Adjustment to the authority/heads of the institutions                      Understanding the agency structure and the various programmes</p>	10 Marks
2.	<p><b>Professional Self</b>                      Self-discipline and responsible behaviour                      Sincerity, integrity, honesty, maturity                      Regularity, punctuality, overtime                      Dress, manners, etiquette</p>	10 Marks
3.	<p><b>Case Work *</b>                      Use of Interview skills                      Use of community resources/collateral contact                      Use of case work principles                      Home visit                      Ability to use supportive techniques                      Or  <b>Group Work*</b>                      Skill in identifying individual needs                      Skill in identifying group dynamics                      Skill in enabling group participation                      Skill in Planning Programme                      Creative use of Programme Media                      (* <b>Note:</b> Marks are allotted either for case work or group work depending on the work done by the Student)</p>	10 Marks
4.	<p><b>Community Work</b>                      Understanding the community                      Knowledge of the dynamics of the community                      Identifying, partializing 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</p>	30 Marks
5.	<p><b>Recording</b>                      Ability to write records clearly, consistently and includes copies of documents                      Includes relevant information, reports, documents, correspondences                      Write one's impression and future plan</p>	10 Marks

	Up to date recording and submission in time	
6.	<b>Field Instruction and Field Work Conferences*</b> 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 Marks
7.	<b>Study Tour</b>	20 Marks

Name and Signature of the Field work Supervisor

## **FIRST SEMESTER**

### **BSW 101- INTRODUCTION TO SOCIAL WORK**

Theory Marks: 80

Internal : 20

Teaching hours: 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**

##### **History of Social Work Profession:**

- Emergence / Evolution of Professional Social Work in U.K. and USA
- Emergence /Evolution of Professional Social Work in India

##### **Nature and Scope**

- Social Work- Meaning Definition and Objectives
- Values of Social Work
- Code of Ethics

#### **Unit II**

##### **Basic Methods of Social Work**

- Social Case work - Meaning, Definition and Objectives
- Social Group work - Meaning, Definition and Objectives
- Community work Organization - Meaning, Definition and Objectives
- Social welfare administration- Meaning, Definition and Objectives
- Social work Research -- Meaning, Definition and Objectives
- Social Action- Meaning, Definition and Objectives

##### **Relationship with other Social Sciences:**

- Social work and Sociology
- Social work and Psychology

#### **Unit III**

##### **Social work Services**

- Family service
- Child welfare services
- Welfare services for differently abled
- Women welfare
- Labour welfare
- Medical Social work
- Correctional services.

#### **Unit IV**

##### **Components of Field work**

- Basic concepts, importance of field work
- Client-Problem-Agency-Supervisor-conferences (individual/group)

##### **Home visit**

- Need for home visits
- Principles of Home visits

- Procedure involved in Home visit

### **Recording:**

- Purpose of recording
- Types of Recording
- Procedure for recording

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16. Skidmore, Rex A, Milton G Thackeray, O William Farley 1988, Introduction to Social Work, New Jersey, Prentice Hall, Englewood Cliffs

## **BSW 102- BASIC SOCIOLOGICAL CONCEPTS**

Theory Marks: 80

Internal : 20

Teaching hours: 48

### **OBJECTIVES:**

- To provide Sociological perspectives and sociological insight for effective social work practice
- To develop an understanding of basic sociological concepts
- To understand the need, importance and functions of primary social institution

### **Unit I**

#### **Society**

- Meaning, Characteristics
- Kinds of Societies

#### **Community:**

- Meaning and Characteristics
- Different between Society and community

#### **Group:**

- Meaning and Characteristics
- Classification of groups- Importance

### **Unit II**

#### **Culture:**

- Meaning and Characteristics
- Functions of culture
- Culture and society
- Culture and civilization

#### **Social Change:**

- Meaning and characteristics
- Factors of social change: Biological, geographic, cultural and technological
- Concepts of cultural lag

#### **Socialization:**

- Meaning, process of socialization
- Agencies of socialization
- Role of socialization in life

### **Unit III**

#### **Social Institution:**

- Meaning and characteristics
- 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**

**Religious Institution:**

- Components of Religion
- Functions of Religion
- 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 Govt
- Functions of State: Protective and Welfare functions
- Forms of Govt : Democracy and Totalitarianism

**References**

1. Rao, C.N. Shankar, Sociology, New Delhi; S. Chand and Company Ltd 1993
2. Singh K., Principles of Sociology, Lucknow; Prakashan Kendra, 1999
3. Bhushan, Vidya & D.R. Sachdeva. An Introduction of Sociology, Allahabad; Kitab Mahal 1989
4. Davis, Kingsley, Human Society, Delhi; Surjeet Publications 1981
5. Deva Indra & Shrirama, Society and Culture in India; Their dynamics through the Ages. Jaipur: Rwat Publications, 1999
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8. Perry, John & Erna Perry. The Social Web: An Introduction to Sociology. San Francisco: Canfield Press 1973



## **BSW 103- EARLY CHILDHOOD DEVELOPMENT**

Theory Marks: 80

Internal : 20

Teaching hours: 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 in children's lives
- To know the contribution of play

### **UNIT I**

#### **Growth and Development**

- Concept of Growth and Development
- Factors influencing Development
- Principles of Development
- Hazards in Physical Development

### **UNIT II**

#### **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

### **UNIT III**

#### **Play Development**

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

### **UNIT IV**

#### **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 behaviour

### **References**

1. Hurlock Elizabeth B. - Child Development, McGraw Hill, Sydney 1978
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## BSW 104- FUNDAMENTALS OF NUTRITION

Theory Marks: 80

Internal : 20

Teaching hours: 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 health life style

### UNIT I

#### Basic concepts of Nutrition

- Basic knowledge of Nutrition: Definition and importance of study of Nutrition
- Basic Food Groups : definition, types of food groups, functions of food
- Nutrients and their classification:
  - Carbohydrates- Significance, nutritive values, functions sources and deficiency
  - Proteins- Significance, nutritive values, functions and sources and deficiency
  - Fats and Oils- Significance, Nutritive values, functions sources and deficiency

### UNIT II

#### Mineral Elements

- Calcium: Significance, nutritive value, functions, sources and deficiency
- Iron : Significance, nutritive value, functions, sources and deficiency
- Iodine: Significance, nutritive value, functions, sources and deficiency

#### Fat soluble vitamins:

- Vitamin A: Functions, sources and Deficiency
- Vitamin D: Functions, sources and Deficiency
- Vitamin E: Functions, sources and Deficiency
- Vitamin K: Functions, sources and Deficiency

#### Water Soluble Vitamins

- B-complex Vitamins- Functions, sources and deficiency
- Vitamin C : Functions, sources and Deficiency

**Water:** Its importance and functional values

### UNIT III

#### Green leafy vegetables: Significance and Nutritive composition

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

#### Understanding food combination

- Its impact on self
- Highlight of right and wrong food combination
- Effects of common eatables and their harmful ingredients

### UNIT IV

#### Malnutrition:

- Meaning and Definition
- Causes and effects of maternal malnutrition
- Causes and effects of malnutrition in children

## **Guideline for planning balanced diet**

### **Methods of cooking (exposure to nutritional lab)**

- Conservation of nutrients
- Enhancing Nutrient content

### **Food Adulteration**

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

### **Food safety**

- Food contamination
- Contamination caused by chemical and micro-organism

### **Food poisoning**

- Food Infection
- Food Intoxication

## **References**

1. Babu Suresh S – A treatise on Home Remedies. Delhi Pustak Mahal 2009
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## SECOND SEMESTER

### BSW 151- METHODS OF SOCIAL WORK

Theory Marks: 80

Internal : 20

Teaching hours: 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 client system

#### UNIT I

##### **Social Case Work**

- Objectives Case Work
- Principles of Social Case Work

##### **Social Group Work**

- Principles of Social Group Work
- Formation of groups and selection of group members

##### **Community Work**

- Concept of Community Work
- Characteristics of Community Work

#### UNIT II

##### **Social Case Work- Problem Solving Process**

- Intake
- Fact finding
- Analysis and Assessment
- Diagnosis
- Treatment
- Termination
- Evaluation and follow-up

#### UNIT III

##### **Social Action:**

- Concept of Social Action
- Principles of Social action
- Strategy of Social action
- Use of social action in social work

##### **Meetings:**

- Types of Meetings
- Process of conducting meeting
- Role of the Chair person
- Role of the Participants

#### Unit IV

##### **Programmes:**

- Meaning and importance of Programmes
- Programme Planning

- Specific programme media: Art and crafts, Drama, Clay modeling, games, group discussion, role play

### **School Social Work**

- Skills for School Social Work
- Role of Social Work in School Setting

### **References**

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## BSW 152- SOCIAL PROBLEMS AND SERVICES

Theory Marks: 80  
Internal : 20  
Teaching hours: 48

### OBJECTIVES

- To analyse the causes and consequences of various social problems confronting Indian society and the world at large.
- To explore the various preventive and rehabilitative services for victims of social ills and addictions.
- To highlight the role of social worker in resolving social problems.

### UNIT I

#### Social Deviance:

- Meaning and types
- Factors contributing to Deviance

#### Crime:

- Concept of Crime
- Causes of Crime; types of Crime
- Correction and Rehabilitation of criminals

#### Juvenile in conflict with Law:

- Meaning, causes, types of Delinquents
- Preventive and Rehabilitative Services

#### Child Labour:

- Situation of child labour in India
- Preventive and Rehabilitative services ; Role of NGOs

### UNIT II

#### Alcoholism:

- Meaning, causes, effects of Alcoholism
- Treatment of alcoholism: Therapies
- Alcoholic Anonymous

#### Commercial Sex work:

- Definition, causes
- Types of commercial sex workers
- Preventive and rehabilitative measures
- Role of social worker

#### Beggary:

- Meaning and causes
- Types of beggars; Techniques of begging
- Preventive and rehabilitative measures
- Role of a social worker

### UNIT III

#### Differently abled:

- Meaning and causes
- Blindness, deafness, polio
- Cerebral palsy, Muscular dystrophy

- Preventive and rehabilitative services

Mentally Challenged:

- Meaning and causes
- Preventive and rehabilitative Services

Suicide:

- Sociological Perspective
- Durkheim's views
- Prevention of suicide
- Role of parent and teachers

#### UNIT IV

Youth Unrest

- Characteristics and causes of youth unrest
- Youth Agitations in India
- Controlling Youth Agitations

Legal Literacy:

- Concepts of Law; Law vs Custom
- Basic Legal Terms: FIR Investigation, arrest and Warrant, Bail
- Rights of the Arrested

Social Legislation:

- Concept and Objectives of Social Legislation
- Role of Social Worker in Legal Assistance
- Public Interest Litigation (PIL)

#### References

1. Ahuja Ram- Social Problems in India (2<sup>nd</sup> Edition) Jaipur: Rawat Publications, 1997
2. Joshi A & Y.P. Singh – Socio-economic Background of Beggars in Religious Centre, New Delhi: ABH Publishing Corporation 1999
3. Bhushan, Vidya & D.R. Sachdeva- An Introduction of Sociology; Allahabad Kitab Mahal 1989
4. Madan G.R. – Indian Social Problems, New Delhi Allied Publishers Pvt Ltd 1987
5. Mooney Linda A., David Knox & Caroline Schacht- Understanding Social Problems (2<sup>nd</sup> Edition) Belmont: Wadsworth, 2000
6. Moulder Frances V – Social Problems of the Modern World- A Reader Belmont: Wadsworth, 2000
7. Prasuraman S. – Development Dilemma- Displacement in India. London: MacMillan Press Ltd 1999
8. Vijayakumar Lakshmi- Suicide prevention: meeting the challenge together. Chennai: Orient Longman 2003

Theory Marks: 80  
Internal : 20  
Teaching hours: 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

**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

**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

**Services for Children**

- a) Creche – Requirements and functions
- b) ICDS – Objectives and services
- c) Child line Objectives and services
- d) Integrated Child Protection Scheme ( ICPS) Objectives and Services

## Unit IV

**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 Bombay 1994
2. Joanna, Jerav Nichale, Mehanaetal- Childline at my finger tips A Resource book, child line India foundation 2001
3. Kuppuswamy B – Child Behavior & development, Vikas Publishing House, New Delhi 1984
4. Pinto Jerry & Biblinaria Jeroo,- A Guide to Starting child line. Child line India Foundation 2000
5. Benjamin Spock & Michal B Rahenberg – DR Spock’s baby & child care 1992
6. Rattan Vijay, Integrated Child Development Services- Programme Administration, S Chand & co Ltd New Delhi 2000
7. Dr. I sobha – Welfare Services for Women & Children, Discovery Publishing House, New Delhi 2003
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9. Thakare Abhishek – The Portrait of a Super Student, Pustak Mahal, Delhi 2001
10. Vijay Prakash- Study Technique. Vasan Publication, Bangalore 2005
11. Prabhu Vinay- General Psychology- Vipul Prakashan, Mumbai
12. Kohn Ruth – The Exploring Child. Orient long man Ltd Mumbai 1972
13. P.D. Mathew- Know your Rights- Nyay Darshan Vododara
14. Mundkur Nandini, Pejavar Ranjan Kumar- Your child-parents guide to child health. Prism Book Ltd Bangalore2000

## BSW 154- HOME MANAGEMENT

Theory Marks: 80

Internal : 20

Teaching hours: 48

### OBJECTIVES

- To develop Home Management Skills
- To understand the need to preserve nutritive values of food.
- To learn the Managerial responsibilities and Home Making Duties.

### UNIT I

#### Home Management

- Definition
- Qualities and Managerial responsibilities of Home maker

#### Meal Planning

- Concept of Meal Planning
- Aims of Meal planning
- Factors to be considered in meal planning

#### Meal planning for an adolescent

#### Meal planning for an adult

#### Meal planning for pregnant women and lactating mothers

### UNIT II

#### Care of Household Utensils

- Major and Minor Kitchen Equipment
- Care and Maintenance of Kitchen Equipment

#### Storage of Food

- Classification of Food based on perishability
- Methods of Food storage

#### Care of Clothing

#### Care of Furniture

- Objectives of furnishing
- Fundamentals in furniture arrangements

### UNIT III

- Personal Hygiene
- Cleanliness of Home and Surrounding
- Family Budgeting
  - Meaning and Definition of budget
  - Importance of budgeting
  - Steps in Family budgeting

#### Safety in Home

#### Ethics in Daily life

### UNIT IV

#### Food Poisoning: Types Prevention and Control

#### Consumer Rights

#### Nutritional factors in selected diseases

- Cardiovascular diseases
- Cancer
- Obesity
- Diabetes

## Nutrition Education

- Concept of Nutrition Education
- Planning of Nutritional education programme
- Techniques of Nutrition Education

## References

1. Varna Mathur & Agarwal 1996 – Child Nutrition Problems and Prospects. Jaipur; Ina Shree Publishers
2. Gopalan C. B.V. Rama Sastri & S.D. Balasubramani, 1993- Nutritive Value of Indian Foods. National Institute of Nutrition Hyderabad
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9. Dr. Bhanwar Lal Harsh, Human Rights Law in India – Protection and Implementation of the Human Rights act 11993, Regal Publication New Delhi 2008

## THIRD SEMESTER

### BSW 201- WORKING WITH INDIVIDUALS

Theory Marks: 80

Internal : 20

Teaching hours: 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

##### Social Case Work

- Concept of Social case work
- Principles of Social Work

##### Tools of Social case work

- 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

##### Components of Social Case work

- Person
- Problem
- Place
- Process

#### UNIT III

##### Social Case work Intervention

- Meaning of intervention
- Principles of Intervention

##### Categories of Intervention

- Direct Intervention
- Environmental Modification
- Administration of a Practical Service

##### Supportive Techniques of Helping

- Acceptance, Assurance, Facilitation of Expression of Feeling, Encouragement and Reassurance, Being with the Client, Allaying feelings that are overpowering, Accrediting and building of Self confidence, Enhancing Information and Knowledge

## UNIT IV

### Social Case Work Practice

- Characteristics of Social Case Work Practice

### Systems of Case Work

- Client system
- Target System
- Change-oriented system

### Case Illustration

- Specific Field Studies based on Assessment, Intervention, Termination, Evaluation and follow up

## References

1. Sanjay Battacharya 2004, Social Work, an integrated approach, Deep and Deep publication Pvt Ltd Delhi – 110 027
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
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9. Stroup, Herbert Hewitt- Social Work: An Introduction to the Field 2<sup>nd</sup> Edition New Delhi, Eurasia Publishing House 1960
10. Zastrow, Charles H- The Practice of Social Work 5<sup>th</sup> Edition. California: Wadsworth Publishing Co 1995

## **BSW 202- EARLY STAGES OF HUMAN DEVELOPMENT**

Theory Marks: 80  
Internal : 20  
Teaching hours: 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**

#### **Introduction to Development**

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

#### **Determinants of Human Growth and Behaviour**

- Heredity and Environment

#### **Prenatal Period**

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

### **UNIT II**

#### **Stages of Prenatal Development and its hazards**

- Germinal stage- Embryonic stage- Foetal stage

#### **Factors influencing Prenatal Development**

- Internal and External factors

#### **Twins Birth: Types, Characteristics**

#### **Birth Process**

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

### **UNIT III**

#### **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**

#### **Early Childhood**

- Characteristics of Early Childhood
- Role of Preschool Education

- Importance of Early Developmental stage

#### Late Childhood

- Influence of School
- Social Grouping & Social behaviour
- Hazards of childhood
- Development of Personality

### 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 5<sup>th</sup> edition; New York: Tata McGraw Hill Publishing Co. Ltd 1999
6. Jafar Mohamud- Development Psychology. New Delhi ; APH Publishing corporation 2004
7. Nanda, VK. Development Psychology : New Delhi: Surjeet Publication 2004

## **BSW 203- HEALTH CARE**

Theory Marks: 80  
Internal : 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 life style

### **UNIT I**

Health- Meaning, Definition and Dimensions of Health

- Changing concepts of Health
- Determinants of Health
- Indicators of Health
- Responsibility for Health
- Positive Health

Introduction to the system of medicine- Ayurveda, Alopahy, Homeopathy, Naturopathy and Unani

### **UNIT II**

Concept of Health Care

- Levels of Health Care
- Elements of Primary Health Care
- Principles of Primary Health Care
- Health Status and Problems in India

### **UNIT III**

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**

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

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8. Priyadarshini Laughter Club International- Information Guide to Hasyayag Laughter Therapy; Mumbai: Priyadarshini Academy
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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

## **BSW 204- NON FORMAL EDUCATION**

Theory Marks: 80  
Internal : 20  
Teaching hours: 48

### **OBJECTIVES**

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

### **UNIT I**

#### **Education:**

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

#### **Formal Education in India**

- Historical perspective ; Ancient, Medieval, British and Post-Independent Periods
- Critical Evaluation of Formal Education in India

#### **Deschooling Movement:**

- Concept
- Ivan Illich and Deschooling Society

### **UNIT II**

#### **Non-Formal Education (NFE)**

- Definition, Objectives, characteristics and scope.
- Clientele of NFE
- Agencies of NFE

#### **NFE in India**

- Need for NFE in India
- The Open School System

#### **Non-formal Educator**

- Role of NFE educator or instructor
- Qualities of an Educator

### **UNIT III**

#### **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

### Continuing Education:

- Concept of continuing Education
- Post-literacy and Continuing Education
- Lifelong Learning

### Non-formal Education for Children and Youth:

- Situation of Children in India
- NFE for pre-school children
- NFE for working children
- NFE 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 Lited 1987
2. Mohanty, S. B- Non-formal Education ; Allahabad: Chug Publications 1985
3. Mohanty Jaganath 2<sup>nd</sup> Edition- Adult and Non-formal Education; New Delhi Deep and Deep Publications 2002
4. Mookerji, Radha Kumud- Ancient Indian Education: Brahmincal and aBuddhist; New Delhi Cosmo Publications 1999
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6. Pnadya, Rameshwari- Adult and Non Formal Education. New Delhi Gyan Publishing House 2010
7. Pillai P. Ramachandra- Non formal Education. Hyderabad: Neelkamal Publication Pvt Ltd 2002
8. Ssingh R.P – Non-formal Education: An alternative Approach. New Delhi SterlingPublishers Pvt Ltd 1987
9. Journals: Journal of Higher Education: UGC; New Frontiers in Education : Inernational Journal of Education

## FOURTH SEMESTER

### BSW 251- SOCIAL GROUP WORK

Theory Marks: 80

Internal : 20

Teaching hours: 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

##### Social Group Work

- Basic Values in Social group Work
- The need and importance of group relationship
- Skills of Social Group Work
- Principles of Social Group Work

#### UNIT II

##### Dynamics in group process

- Bond
- Subgroup
- Isolate
- Group Conflict
- Leadership

##### Principles relating to:

- Communication and interaction pattern in group process
- Group cohesion
- Social control
- Group culture
- Group development

#### UNIT III

##### Stages of Group Development

- Pre-affiliation, Approach and Avoidance- workers focus
- Power control – workers focus
- Intimacy- workers focus
- Differentiation- workers focus
- Separation- workers focus

Understanding the purpose of working with the individuals in the group

Role of a Group worker in group work process

#### UNIT IV

##### Group work Models

- Meaning and purpose

- Remedial group
- Task group
- Growth group

Camp as a programme media

- Purpose
- Planning a camp
- Advantage/impact on Individual

### **REFERENCES**

1. Corey, Marianne S and Gerald Corey – Groups: Process and Practices: California Books/Cole 2002
2. Donelson R. Forsyth- Group Dynamics 4<sup>th</sup> Edition. New Delhi: Wadsworth 2009
3. Friedlander, Walter A. – Concept and Methods of Social Work; New Delhi Prentice Hall of India 1977
4. Gutierrez, Lorraine M and Parsons Ruth J- Empowerment in Social Work Practice. Boston: Brooks/Cole 1988
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9. Siddiqui H.Y – Group Work- Theories and Practices: Jaipur: Rawat Publications, 2008
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11. Trecker Harleigh B.- Social Group Work: Principles and Practices. New York Association Press 1975

## **BSW 252- HUMAN GROWTH AND PERSONALITY DEVELOPMENT**

Theory Marks: 80

Internal : 20

Teaching hours: 48

### **OBJECTIVES**

- To understand the characteristics and behavior of individuals at different stages of development from Puberty to Old age
- To develop capacity to work in the interdisciplinary team as a Social Worker
- 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**

#### **Personality Development:**

- Meaning of Personality- factors affecting personality

#### **Tools of Personality Assessment**

- Psychometric Test
- Rating Scales
- Questionnaires
- Projective Techniques

#### **Defense Mechanisms**

- Concept and Meaning
- Types of Defense Mechanism

#### **Theory of Personality**

- Freud's Psycho Analytical Theory: Id, Ego and Super Ego

### **UNIT II**

#### **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 III**

#### **Adulthood**

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

#### **Middle Age**

- Adjustment in family, Widowhood, Preparation for Old age

### **UNIT IV**

#### **Old age:**

#### **Physical and Mental Health**

- Chronic conditions and Disabilities

#### **Mental and Behavioural Problems**

- Alzheimer's Disease- Depression. Physical & Psychological Characteristics, Need and Problems

### **Influence of Emotional States, Personality and Stress**

- Stress – Causes and Effects – Managing Stress – Occupational Stress – Burnout

### **Relationships with Maturing Children**

- Adolescent Children – The Empty Nest – Parenting Grown - Children – The Cluttered Nest

### **REFERENCES**

1. Agochiya, Devendra – Life Competencies for Adolescents. New Delhi: Sage Publications 2010
2. Berk E Laura- Child Development. 7<sup>th</sup> 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 Developent: New York: Science Research association 1977
5. Feldman Robert S – Understanding psychology 4<sup>th</sup> 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 3<sup>rd</sup> Edition. New York Tata McGraw Hill Publishing Co Ltd 1997
8. Nand V.K. - Developmental Psychology . New Delhi Surjeet Publications 2004
9. Shaffer, David R and Katherine Kipp- Developmental Psychology: Childhood and Adolescence 7<sup>th</sup> edition New York: Thomson Wadsworth 2007
10. Sharma R.N. – Developmental Psychology. New Delhi Surjeet Publication 2000
11. Sigelman Carol K and Rider A Elizabeth- Human Development. New Delhi Wadsworth 2003

## BSW 253- HEALTH EDUCATION

Theory Marks: 80  
Internal : 20  
Teaching hours: 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

#### Health Education

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

#### Methods in Health Education

- Individual approach, Group approach, Mass approach

#### Myths/reality about mentally ill and their behavior

#### Myths/reality about treatment of mental illness

### UNIT II

#### Communicable Diseases

- Modes of disease transmission
- Principles of disease control and prevention

#### Respiratory Infections

Agent, Host, Symptoms, Incubation period, Mode of Transmission,

#### Prevention of:

- a) Chickenpox b) Measles c) German Measles d) Mumps e) Diphtheria f) Whooping cough  
g) TB

### UNIT III

#### Intestinal Infections –

Agent, Host, Symptoms, Incubation Period, mode of Transmission,

#### Prevention of

- a) Poliomyelitis b) Viral Hepatitis c) Cholera d) Diarrhoea e) Dysentery f) Typhoid Fever  
g) Hookworm infection

#### Arthropod – borne infection-

Agent, Host, Symptoms, Incubation Period, mode of Transmission, Prevention of

- a) Dengue Fever b) Malaria c) Filariasis d) Chikungunya

### UNIT IV

#### Zoonoses –

Agent, Host, Symptoms, Incubation Period, mode of Transmission,

#### Prevention of :

- a) Rabies b) Kyasanur Forest disease

#### Surface Infection-

Agent, Host, Symptoms, Incubation Period, mode of Transmission,

#### Prevention of:

- a) Tetanus b) Leprosy c) Sexually Transmitted Disease – (Syphilis, Gonorrhoea, Chancroids)  
d) HIV/AIDS

#### Role of social work in the field of health



## REFERENCES

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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. New Delhi: Vikas Publishing Housing Pvt Ltd 1996
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## BSW 254- EDUCATION FOR SOCIAL CHANGE

Theory Marks: 80  
Internal : 20  
Teaching hours: 48

### OBJECTIVES

- To analyze the Indian Situation and examine the role of education for social change
- To understand the various approaches of education and non-formal education in the Indian context
- To develop skills and techniques for effective teaching

### UNIT I

#### **Social Analysis**

- Meaning of Social Analysis
- Need for Social Analysis
- Macro and Micro analysis

#### **Indian situational analysis**

- India: 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

#### **Paulo Freire's Pedagogy**

- Banking concept of Education
- Methodology of Freire
- Conscientization Process

#### **Distance and Open Education**

- Objectives of Distance Education
- Distance Education Technologies
- Indira Gandhi National Open University (IGNOU) features and Programme
- Online Education- e-learning

#### **Street Theatre:**

- Elements of Street theatre
- Street Theatre for conscientization

### UNIT III

#### **Methodology of Education:**

- Overview of Teaching Methods
- Learning and stages of learning

#### **Teaching Aids**

- Chalkboard, Flash cards, Flip Charts, Flannel Graphs
- Overhead Projector- features, advantages and Limitations

### **Role Play**

- Meaning and Procedures
- Uses of Role Play

### **Puppetry**

- Role of Puppetry
- Types of Puppets
- Uses of Puppetry

## **UNIT IV**

### **Simulations:**

- Simulations and Games
- Uses and Limitations of Simulations

### **Group Discussion:**

- Procedures
- Advantages and 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 co 1985
2. Dash M – Education in India: Problems and perspectives. New Delhi. Atlantic Publishers and Distributors 2000
3. Desrochers, John – Education for Social Change, Bangalore. CSA Publications, 1987
4. Dietrich Gabriele & Bas Wielenga- Towards Understanding Indian Society. Madurai: Tamilnadu Theological Seminary 1997
5. Freire, Paulo- Pedagogy of the Oppressed. Penguin Education 1974
6. Kochhar S.K. – Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt Ltd 1990
7. Mali M.G.- Adult Education in India. New Delhi Deep & Deep Publishers 1984
8. Shah B.V. and K.B. Shah – Sociology of Education. Jaipur, Rawat Publications 1998
9. Shah, Anupama and Uma Joshi- Puppetry and Folk Dramas for Non-formal education. New Delhi: Sterling Publishers Pvt Ltd 1992

## **FIFTH SEMESTER**

### **BSW 301- SOCIAL CASE WORK WITH FAMILIES**

Theory Marks: 100

Internal : 25

Teaching hours: 60

#### **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**

##### **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
- Practical and professional consideration towards elderly
- Attitude and skills of social worker in dealing with elderly

#### **UNIT II**

##### **Balancing Family and Work**

- Gender equality in work
- Work place stress
- Causes and effects for occupational stress

##### **Role of Family Conflicts**

- Division of labour by gender
- Problems of working women
- Work overload

##### **Factors of family life work balance**

- Innovative strategies for work life balance
- Social support system

#### **UNIT III**

##### **Parents in need of professional help**

- Over emotional parents
- 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

### **Crisis-Theory and practice**

- Meaning of crisis
- Types of crisis
- Identifying people in crisis
- Meaning and Techniques of crisis intervention

## **UNIT IV**

### **Social work intervention with children and Youth**

#### **Major areas of child neglect**

- Nutritional neglect
- Homelessness
- Neglected health care
- Educational neglect
- Inadequate Supervision
- Protection from environmental hazards
- 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

#### **The Role of a Global Youth Worker**

- Understanding positive power in youth work
- Enabling participation
- Undertaking youth work tasks and duties
- Providing services and facilities for young people

## REFERENCES

1. Butler Ian and Gwenda Roberts- Social work with children and Families Getting into practice. London: Jessica Kingsley publishers 1997
2. Davey Jill and Jenny Bigmore- Introducing Child Care Social Work: Contemporary Policy and practice. Exeter, learning matters Ltd 2009
3. Desai Murali- Family and Intervention: A course compendium. Bombay TATA Institute of social sciences 1994
4. Ginott Haim G- Between Parent and Child. New York. Macmillan 1967
5. Howard, Dubowilz nd Diane Depanfell – Hand book for Child Protection Practice. New Delhi Sage Publications 2000
6. Kate Sapin- Essential Skills for Youth work practice. New Delhi Sage Publications 2009
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9. Mantell Andy and Terry Scragg – Safeguarding Adult in Social work Exeter: Learning Matters Ltd 2008
10. Parad H and Coplan G- Crisis Intervention: Selected reading. New York: Family Association of America 1983
11. Schwatz Mary Ann and Barbara Marliene Scott: Marriages and Families 3<sup>rd</sup> Edition New Jersey Prentice Hall 2000
12. TATA Institute of Social Sciences- Enhancing the role of the family as an Agency for social and economic development. Mumbai 1994
13. Vasani J.P. Good Parenting New Delhi. Sterling Paperbacks 2007

## **BSW 302- SOCIAL WORK WITH COMMUNITIES**

Theory Marks: 100

Internal : 25

Teaching hours: 60

### **OBJECTIVES**

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

### **UNIT I**

#### **Introduction to Community**

- Meaning and definition
- Characteristics of a 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 of tribal communities
- Case study: Koragas

### **UNIT II**

#### **History of community work in India**

- Ancient India ; period of enlightened kings
- Colonial rule; Rural Reconstruction Movement
- Community development Projects and programmes, Panchayath Raj, Modern Period

#### **Scope of Community work**

- Meaning and scope of community work
- Community work as a process
- Qualities required by a community worker
- Knowledge needed for a community worker

### **UNIT III**

#### **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
- Evaluation

## UNIT IV

### **Need for community work in India**

- Relevance of Economic, social, political and cultural factors

### **Panchyath 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 Yor, Holt, Rinehart and Winson 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 Orgnization 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 Unwim 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. Bhubaneshwar PDC 1994



## BSW 303- SOCIAL WELFARE ADMINISTRATION

Theory Marks: 100

Internal : 25

Teaching hours: 60

### 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
- Develop an understanding of Organization as a system

### UNIT I

#### Conceptual frame work

- Social welfare and social service
- Social welfare administration and Public Administration

#### Social Welfare Administration:

- Principles of Social Welfare Administration
- 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

#### 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 of NGO under Registration of Societies Act of 1860

#### Administration of Registered welfare agencies

- Role and functions of General body
- Role and responsibilities and function of office bearers

### UNIT III

#### 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**

#### **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: Voluntary/ 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 & sons 1986
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12. Ranjana Devi – Social Welfare Administration. New Delhi: Omega Publications 2009
13. Sachedeva D.R. – Social Welfare Administration. New Delhi: KItab Mahal 2009
14. Skidmore R.A – Social Work Administration. Boston: Allyn & Bocan 1995

## BSW 304- PROBLEMS OF INDIAN SOCIETY

Theory Marks: 100

Internal : 25

Teaching hours: 60

### 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

#### Poverty

- Meaning and definition of poverty
- Types and Cause

#### Measurement of Poverty

- 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

#### 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 allevation

### UNIT III

#### Unemployment

- Unemployment situation in India
- General classification of unemployment
- Causes and remedies

#### Responding to problem 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 MNREGA 2005
- Pradhan Manthri Rojgar Yojana (PMRY)
- Swarna Jayanthi Shahari Rojgar Yojana ( SJSRY)

### UNIT IV

## **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
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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

## BSW 305- WEAKER SECTIONS OF INDIAN SOCIETY

Theory Marks: 100

Internal : 25

Teaching hours: 60

### 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

#### **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 facilitated the growth of caste system
- Advantages and Limitations of Caste system

### UNIT II

#### **Scheduled caste**

- Definition, problems of SC
- Causes for low literacy among SC
- Impact of education on SC
- Entrepreneurial challenges for SC

### UNIT III

#### **Scheduled Tribe**

- Definition, problems of ST
- Causes for low literacy among ST
- Position of Women among ST
- Tribal Economy
- Tribal culture

### UNIT IV

#### **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

#### **Sexual Minorities** –Meaning, Types and Rights of sexual minorities

## REFERENCES

1. Bose, Kumar Nirmal – Tribal Life in India. New Delhi:National Book Trust, 1971
2. D'souza Lawrence- Koragas, A primitive Tribe of South India Mangalore: Kodialbail Press 2000
3. Francis, D., and Chandu Subba Rao – Development of Weaker Sections. Jaipur Rawat Publication 2000
4. Govt of Karnataka A new Deal for Backward Classes in Karnataka 1986
5. Jayapalan, N – Indian Society and Social Institutions. New Delhi: Atlantic Publishers and Distributors 2001
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 & sons 2002
9. Patel,Tara- Development of Education among women. Delhi Mittal Publications 1984
10. Prakash Nirupama- Scheduled Castes socio Economic Changes. Allahabad: Chugh Publications 1984
11. Showeb M- Education and Mobility among Harijans. Vohra Publishers and Distributors 1986
12. Verma G.P. – Caste Reservation in India. Allahabad: Chugh Publications 1979

## **BSW 305- COMMUNICATION SKILLS FOR SOCIAL WORK**

Theory Marks: 100

Internal : 25

Teaching hours: 60

### **OBJECTIVES**

- To provide an overview of the communication process and analyse the barriers of communication
- To enhance interpersonal communication skills like verbal, non-verbal, listening and interviewing
- To learn the use and importance of visual aids in communication

#### **Unit I**

##### **Communication:**

- Meaning, definition and Importance
- Basic Communication Skills: Speaking, Listening, Reading, Writing
- Direction of Communication: Downward, Upward, Horizontal

##### **Process of Communication:**

- Sender →Encoding→ Message→Channel→Receiver→Decoding→Feedback

##### **Communication Barriers:**

- Different barriers to communication
- Ways of overcoming barriers

#### **UNIT II**

##### **Non Verbal Communication**

- Definition, Importance
- Components of Non-Verbal Communication

##### **Interpersonal Communication**

- Meaning, Characteristics
- Johari Window

#### **UNIT III**

##### **Public Speaking and Presentation Skills**

- Principles of Public Speaking
- How to begin a speech
- How to end a speech
- Structuring your presentation
- Using Power Point

##### **Types of Speeches**

- Introduction Speech
- Master of Ceremony
- Vote of Thanks

#### **UNIT IV**

##### **Listening:**

- Meaning, definition and principles;

- Benefits of effective listening;
- Guidelines to enhance listening skills

#### **Interviewing:**

- Meaning, definition, objectives
- Structure of an Interview
- Types of Questions
- Interviewing in Social Work

#### **Telephone Communication**

- Basic Telephone Rules
- Making and Answering the telephone call
- Mobile Etiquette

### **REFERENCES**

1. Adair John – Effective Communication New Delhi Rupa & Co 1997
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 Page 2010
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 House 1989
6. Ludlow Ron and Fergus Panton – The Essence of Effective Communication. New Delhi Prentice Hall of India 1995
7. McMillan Sandy – How to be a better Communicator. New Delhi Kogan Page India Ltd 1998
8. Scott Bill – The skills of Communication . Mumbai Jaico Publishing House 1995
9. Stanton Nicky- Mastering Communication . London: Macmillan Press Ltd 1996
10. Vilanilam JV- More Effective Communication – A Manual for Professionals New Delhi Response Book 2000



## SIXTH SEMESTER

### BSW 351- SOCIAL GROUP WORK WITH VARIOUS SETTINGS

Theory Marks: 100

Internal : 25

Teaching hours: 60

#### 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

##### **Group work practice with children**

Understanding the social environment of children

**Formulating group work objectives for** a) school children b) street children and working children c) children in Residential Institution

Guidelines for selecting children for group work

##### **Play Therapy for Children**

Concept and purpose

Benefits of Play Therapy

Criteria for selection of children for Therapeutic Play group

Basic Principles to guide the Therapist

##### **Group work practice with Youth**

Formulating objectives to work with Youth

Formulation of Group work with young persons

Personal development of youth

Counseling the youth

#### UNIT II

##### **Group work practice with Women**

Objectives of Group work with Women with Special reference to SHG

Self Help Groups for providing psycho-social support to members

Self-Help Groups for meeting community needs

##### **Group work practice with elderly**

Understanding the unique characteristics of the elderly

Use of support groups

Recreational groups

Health groups

Attitude and skills of the group worker in dealing with elderly

#### UNIT III

##### **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

### **Developing Personal skills**

Positive thinking and positive attitude

**Time Management-** a) Concept of Time Management b) Importance of Time Management  
c) Priority Management d) Tips for Priority Management

## **UNIT IV**

### **Developing Team work at work Place**

Concept of Team work  
Stages of Team building  
Techniques of Team building

### **Decision making skills**

Concept of Decision making  
Identifying Steps in decision making

The 'five Cs to follow in decision making (Considering, consulting, committing, communicating and checking)

### **Problem solving skills**

Concept of problem solving  
Failure to solve problems effectively  
Ways to solve problems  
Principles of managing problems positively

## **REFERENCES**

1. Allan Brown – Group Work 3<sup>rd</sup> Edition England: Ashgate Publishing Co 1994
2. Alphonse Xavier – A text Book on Life coping Skills. Chennai: MCRDC publication 2004
3. Axline, Virginia - Play Therapy . Boston: Houghton Mifflin 1947
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5. Banmalan Golpelwar- Social Group Work. Nagpur: Institute of Youth Welfare 2007
6. Berry Juliet – Social Work with Children. London: Routledge and Kegan Paul 1972
7. Butler Ian and Gwenda Roberts – Social Work with Children and Families: Getting into Practice. London: Jessica Kingsley Publishers 1997
8. Pandey Veen Pani- Mental Retardation and Social responsibility. New Delhi Sumit Enterprises 22004
9. Paranjmalil John – Progressive Parenting: The Definitive Resource Book. New Delhi: Pustak Mahal 2008
10. Patel, Sarjoo and /Veena Candotra Ed. – Ageing: An interdisciplinary Approach. Jaipur Rawat Publications 2011
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 Publication 1998
14. Vaswani J P. – Good Parenting . New Delhi: Sterling Paperbacks 2007

## **BSW 352- COMMUNITY ORGANIZATION AND DEVELOPMENT**

Theory Marks: 100

Internal : 25

Teaching hours: 60

### **OBJECTIVES**

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

### **UNIT I**

#### **Community Organization**

Meaning and definition

Objectives of Community organization

Principles of Community organization

Community Organization techniques

#### **Community Based Organizations (CBO)**

- SHG, Youth Club, Mahila Mandals, SDMC
- Community Chest-Concept and importance

### **UNIT II**

#### **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**

#### **Community Development**

Meaning and definition of community development

Distinction between community development and community organization

#### **Community Development programmes in India**

Objectives of Community development programme

Basic characteristics of community development programmes

**Project formulation:** Project Description; Project Monitoring and Project Evaluation

### **UNIT IV**

#### **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: Popular Prakashan 1997
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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. Meenai Zubaiar – 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: Rastra Prahari Prakashan 1994
10. Singh R.B. Disaster Management. Jaipur Rawat Publications 2000
11. Steve Myers- Social Work Making a Difference. Jaipur: Rawat Publications 2009

## BSW 353- SOCIAL WORK RESEARCH AND STATISTICS

Theory Marks: 100

Internal : 25

Teaching hours: 60

### 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

#### **Meaning definition and scope**

Social research and social work research  
Research as a method of social work

#### **Problem Identification:**

Steps and procedures to be considered

#### **Formulation of research problem**

Objectives and areas of study  
Identification and definition of variables  
Formulation of research hypothesis

### UNIT II

#### **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

#### **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

**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: Alemar Pheonix Publishiang house Inc 1972
3. Astana B.N. -Elements of Statistics. Allahabad: Chaitanya Publishers 1976
4. Bajpai S.R. – Methods of Social Survey and Research. Kanpur: Kitab Mahal 1976
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 Publication 2007

## **BSW 354- CONTEMPORARY CHALLENGES OF DEVELOPING SOCIETIES**

Theory Marks: 100

Internal : 25

Teaching hours: 60

### **OBJECTIVES**

- To understand the concept of Development and Under development
- 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**

#### **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**

#### **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**

#### **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**

#### **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
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5. Bhat M.K.and Anita Cheria et al- Life Goes On. London: The centre for Innovation in Voluntary Action 1997
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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
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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



## BSW 355- DEVELOPMENT OF WEAKER SECTIONS

Theory Marks: 100

Internal : 25

Teaching hours: 60

### OBJECTIVES

- To develop knowledge and ability to assess the Govt and non-Govt 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

#### **Five Year Plans and the development of weaker sections: Evaluation**

Govt efforts in eradication of Untouchability

Non-Govt efforts in the eradication of Untouchability

Role of a) Mahatma Gandhi b) Dr. B.R. Ambedkar

### UNIT II

#### **Constitutional and legal safeguards for SC and ST**

Rationale behind reservation policy

Reservation in education, service and politics

Evaluation of reservation policy

### UNIT III

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

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. Kananaika 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

## BSW 356- MASS COMMUNICATION

Theory Marks: 100

Internal : 25

Teaching hours: 60

### 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

#### **Mass communication:**

Meaning, definition and characteristics

Role of Mass Media

Mass Media and Values

#### **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

#### **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

#### **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**

### **Written Communication**

- Basic of Writing
- Outline Writing

### **Letter Writing**

- Parts of a Letter
- Drafting a CV

### **Right to Information**

- What is Right to Information?
- 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
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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 100 marks**

MANGALORE UNIVERSITY

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

SOCIAL WORK

Title of paper

(CREDIT BASED SEMESTER SCHEME)

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(for 100 marks)

**Answer any TEN of the following:**

10X2 =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:**

4X5 =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:**

4X15 =60

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.

**Question Paper pattern for 80 marks**

MANGALORE UNIVERSITY

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

SOCIAL WORK

Title of paper

(CREDIT BASED SEMESTER SCHEME)

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( for 80 marks)

**PART A**

Answer any Ten of the following

10 x2 = 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.