



PONDICHERY UNIVERISTY
(A CENTRAL UNIVERSITY)

BA DEGREE IN SOCIAL WORK

(CBCS PATTERN)

COURSE STRUCTURE, SYLLABUS AND REGULATIONS

2017-18 Onwards

AIM OF THE PROGRAMME

Vision

To provide highest quality of education and field based training for budding social work professionals to make them competent to deal with the requirements in the field of professional social work and contribute for social development

Programme Objectives

1. To impart education and field oriented systemic training in professional social work in order to develop qualified professionals in social work.
2. To develop knowledge, skills, attitude, ethics and values appropriate to Social work profession.
3. To promote integration of theory and practice in social work.
4. To utilise social work education to enhance students personal and professional development.
5. To develop professional identity as a social worker by applying professional values and ethics to social work practice.

ELIGIBILITY FOR ADMISSION

For the purpose of admission into the B.A.Social Work programme

A candidate shall have passed the Higher Secondary Examination conducted by U.T OF Puducherry (or) an examination accepted as equivalent thereof by the Academic council, Pondicherry University.

SYLLABUS: (Detailed syllabus is enclosed)

SCHEME OF EXAMINATION

This is in accordance with the CBCS Regulations, Pondicherry University, that has come into effect from 2017 and changes effected from time to time shall also become automatically applicable.

Duration of the Programme

The programme of study shall be for duration of THREE academic years with SIX semesters

Distribution of Credits

Course	No of Credits	
MIL	06	Modern Indian Language (2 papers)
ENGLISH	12	English (4 papers)
AECC	04	Ability Enhancement Course (2 papers)
SEC	08	Skill Enhancement Course (4 papers)
GE	06	General Specific Elective (2 papers)

DSE	24	Discipline specific Elective (6 papers)
DSC	60	Discipline Specific Course (14 papers)

CLASSIFICATION OF SUCCESSFUL CANDIDATE

This is in accordance with the CBCS Regulations, Pondicherry University, that has come into effect from 2017 and changes effected from time to time shall also become automatically applicable.

PATTERN OF EXAMINATION

The End-Semester examination for each course in a Programme of Study shall be conducted by the Pondicherry University for a maximum of 75 marks and Internal Continuous Assessment for 25 marks.

PATTERN OF QUESTION PAPER (END SEMESTER THEORY): Descriptive

MODEL QUESTION PAPER

B.A SOCIAL WORK SEMESTER EXAMINATION		
Time: 3 Hrs		Max Marks – 75
Part – A (50 words)		
Answer all the questions		
Total 5 questions. Each question carries 3 marks.		5 ×3=15 marks
Part – B (200 words)		
To answer 5 questions out of 8 questions.		
Each question carries 6 marks.		
		5 ×6=30 marks
Part – C (600 words)		
To answer 3 questions out of 5 questions		
Each question carries 10 marks.		
		3×10=30 marks

INTERNAL ASSESSMENT

Internal assessment for all theory courses shall be done on the basis of at least two Internal Assessment tests (15 marks), term papers/assignments/seminars/case demonstrations/presentations/ write-ups/viva etc. (5 marks) and attendance (5 marks). The following weightage shall be given to attendance:

95% - 100% (5 marks) 90% - 94% (4 marks) 85% - 89% (3 marks) 80% - 84% (2 mark) 75% - 79% (1 mark)

All documents of internal assessments are to be kept in the department/college for verification if required and Internal Assessment marks shall be displayed a week before the commencement of end semester examinations. The responsibility of evaluating the internal assessment is vested on the teacher(s), who teach the paper.

FIELD WORK ASSESSMENT

Total 100 marks

B.A Social Work curriculum has 4 Field Work papers starting from third semester as follows.

- Third Semester - Observational Visits.
- Fourth Semester – Rural camp and concurrent field work in the community setting
- Fifth Semester – Study tour and concurrent field work in the agency/institutional setting
- Sixth Semester – Concurrent Field Work in the agency/Institutional setting.

EXTERNAL FIELD WORK ASSESSMENT (Refer field work syllabus)

INTERNAL FIELD WORK ASSESSMENT (Refer field work syllabus)

VIVA VOCE EXAMINERS (Field Work Evaluation External)

The examiners shall be professionally qualified academician or professionals, working (or) employed in Social Work settings in and around Puducherry. Viva voce for field work papers in the fourth, fifth and sixth semester is proposed.

SOCIAL WORK FACULTY

All the papers including the papers of interdisciplinary nature and general specific elective papers have to be handled by Professionally qualified Social Work educators (MA in Social Work or MSW) since the concepts have to be taught related to scope of social work practice and strategies.

PONDICHERRY CENTRAL UNIVERSITY

SCHEME FOR CHOICE BASED CREDIT SYSTEM – B.A SOCIAL WORK

COURSE	SUBJECT CODE	TITLE OF THE PAPER	CREDITS ALLOTTED	Lecture/ Practical
SEMESTER – 1		19 Credits		
MIL-1	LBEN/LHIN/LMAL/ LSAN/LTAM/LTEL -111	Bengali/Hindi/Malayalam/ Sanskrit/ Tamil/Telugu/ French	3	3
ENGLISH	ENGL 112	English I	3	3
AECC - 1	PADM 113	Public Administration	2	2
DSC - 01	BSWK 114	Social Case Work	4	4
DSC - 02	BSWK 115	Sociology for Social Work Practice	3	3
DSC - 03	BSWK 116	Introduction to Professional Social Work	4	4
SEMESTER - II		19 Credits		
MIL-2	LBEN/LHIN/LMAL/LSAN/ LTAM/LTEL-121	Bengali/Hindi/Malayalam/ Sanskrit/ Tamil/Telugu/ French	3	3
ENGLISH-2	ENGL 122	English -II	3	3
AECC- 02	ENVS 123	Environmental Science	2	2
DSC - 04	BSWK 124	Community Organisation and Social Action	4	4
DSC - 05	BSWK 125	Social Problems in India	3	3
DSC - 06	BSWK 126	Social Group Work	4	4
SEMESTER – III		19 Credits		
MIL-3	LBEN/LHIN/LMAL/LSAN/ LTAM/LTEL	Bengali/Hindi/Malayalam/ Sanskrit/ Tamil/Telugu/ French	3	3
ENGLISH 3	ENGL 231	English-III	3	3
DSC - 07	BSWK 232	Social Welfare Administration	4	4
DSC - 08	BSWK 233	Psychology for Social Work Practice	2	2
DSC - 09	BSWK 234	Field Work Practice – I	5	10 *
SEC - 01	BSWK 235	Life Skills Education	2	2
SEMESTER – IV		19 Credits		
MIL-4	LBEN/LHIN/LMAL/LSAN/ LTAM/LTEL-121	Bengali/Hindi/Malayalam/ Sanskrit/ Tamil/Telugu/ French	3	3
ENGLISH 4	ENGL 241	English-IV	3	3
DSC - 10	BSWK 242	Human Rights and Social Legislation	2	2
DSC - 11	BSWK 243	Social Work Research	4	4
DSC - 12	BSWK 244	Field Work Practice - II	5	10*
SEC - 02	BSWK 245	Skills and Techniques in Field Work Practice	2	2
SEMESTER – V		22 Credits		
SEC - 3	BSWK 351	Application of programme media	2	2
DSE - 01	BSWK 352	Gerontology and Social Work	4	4
	BSWK 353	Social Work Practice with Families and Children	4	4
DSE-02	BSWK 354	Gandhian Philosophy and Social Work	4	4
DSE-03	BSWK 355	Social Work with Youth	4	4
	BSWK 356	Social Work with Persons with Disability	4	4
DSC - 13	BSWK 357	Field Work Practice - III	5	10*
GE- 01	BSWK 358	Counselling Skills for Social Work Practice	3	3
SEMESTER VI		22 Credits		
SEC 4	BSWK 361	Communication for Development	2	2

DSE - 04	BSWK 362	Rural and Urban Community Development	4	4
	BSWK 363	Women Empowerment	4	4
DSE - 05	BSWK 364	Health Care and Social Work	4	4
	BSWK 365	Corporate Social Responsibility	4	4
DSE-06	BSWK 366	Criminology and Correctional Social Work	4	4
DSC- 14	BSWK 367	Field Work Practice IV	5	10*
GE - 02	BSWK 368	Disaster Management	3	3

*Practical Paper.

CREDITS IN EACH SEMESTER

SEMESTER I	19
SEMESTER II	19
SEMESTER III	19
SEMESTER IV	19
SEMESTER V	22
SEMESTER VI	22
TOTAL	120

DISTRIBUTION OF CREDITS

Course	No of Credits	
MIL	12	Modern Indian Language (4 papers)
ENGLISH	12	English (4 papers)
AECC	04	Ability Enhancement Course (2 papers)
SEC	08	Skill Enhancement Course (4 papers)
GE	06	General Specific Elective (2 papers)
DSE	24	Discipline specific Electives (6 papers)
DSC	54	Discipline Specific Course (14 papers)
TOTAL	120	

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
I	BSWK 114	Social Case Work	04

SOCIAL CASE WORK

Objectives

1. To understand the basic concepts and process in Social Case Work
2. To develop in students the necessary attitude and skills to practice Social case work

Course contents

Unit I : Social Case Work; Meaning, Definitions, Scope, Purpose and Principles. Historical development of Case Work. Case work practice in India. Relation to other methods of social work .

Unit II: Case Work Relationship; Nature and Components. Principle and significance of case work relationship.

Unit III: Tools and techniques in casework: listening, observation, Interview – home visits, collateral contacts, referrals – techniques in practice – ventilation, emotional support, action oriented support, advocacy, environment modification, modeling, role-playing and confrontation

Unit IV: Phases in Social Case work; Study, Diagnosis, Treatment, Evaluation & Termination, Follow up. Case work recording.

Unit V: Application of Case Work in different settings – Schools, Hospital, Psychiatric and Family setting.

References

1. Hamilton, Gordon, 2013, Theory and Practice of Social Casework, Rawat Publications, New Delhi
2. Sanjay. 2009. Social Case Work Administration and Development. Rawat Publications. New Delhi.
3. David S., Shepard. 2009. Counseling Theories and Practice. Cengage Learning India Pvt. Ltd. New Delhi.
4. Mathew, Grace. 1992. An introduction to Social Case Work. Tata Institute of Social Sciences. Bombay.
5. Social Case Work – Problem Solving Process. Rawat Pulicatrions. India.
6. Upadhya, R. K. 2010. Social Case Work A Therapeutic Approach. Rawat Publications. New Delhi

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
I	BSWK 115	Sociology for Social Work Practice	03

SOCIOLOGY FOR SOCIAL WORK PRACTICE

Objectives:

1. To understand and develop insight about sociological concepts for social work education and practice
2. To inculcate skills among students to analyze social structure and social system.

Course Contents

Unit I: Basic Concepts. Social Groups, Community, Association and Institution: definition, meaning and characteristics. Culture: Meaning, components and relationship with individual and society.

Unit II: Understanding Society. Society: Definition, meaning and characteristics. Approaches to understanding society. Relevance of Understanding Sociology for Social Work Practice.

Unit III: Social Process; Meaning and types of social process. Social Control: Concept, Theories and Agencies.

Unit IV: Social Stratification; Concept and theories of social stratification. Forms of stratification: Caste, Class, Gender. Social change and social mobility

Unit V: Socialisation and agencies. Social Institutions - Marriage, Family, Education, Religion – Meaning, Types and Functions

Reference

1. Abraham, M. Francis (2010): Contemporary Sociology: An Introduction to Concepts & Theories. Oxford University Press.
2. Anderson & Taylor (2007): Understanding Sociology. Wadsworth Cenage Learning India Private Ltd.
3. Berger, P.L. (1963): An Invitation to Sociology: An Humanistic Perspective. Harmondsworth. Penguin.
4. Bottommore, T.B. (1971): Sociology: A Guide to Problem and Literature. George Allen and Unwin. Bombay.
5. Dipankar Gupta (1993): Social Stratification. (Ed.). OUP.
6. Giddens, A. (1999): Sociology. Cambridge. Polity Press.
7. Theodor (1991): Sociology of Groups. Prentice Hall. New Delhi.
8. Sharma K. L. (1994): Social Stratification and Mobility. Rawat Publications. Jaipur

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
I	BSWK 116	Introduction to Professional Social Work	04

INTRODUCTION TO PROFESSIONAL SOCIAL WORK

Objectives

1. To enable students to understand the fundamental concepts in social work
2. To understand the context of the emergence of social work as a profession and its practice in varied settings.

Course contents

Unit I: Concepts in social work: Social Service, Social Welfare, Social Reform, Social Justice, Social Security, Social Policy, Social Defence, Social Development, Social Legislation. Social Work: definitions, objectives, functions, purpose, principles and Scope.

Unit II: Development of professional social work in U.K. and U.S.A. Development of professional social work in India. Development of social work models: Charity model, remedial model, developmental model and sustainable model. Roles of Social Worker.

Unit III: Philosophy and values of social work: humanitarianism and democratic values, values relating to individual, values relating to relationship. Tools and Techniques of Social Work.

Unit IV: Methods of Social Work: Primary and secondary methods of social work. Units of interventions: Individual, family, group, community. Social Work as a Profession: Professional traits, professional Code of Ethics, Social Work Profession in India and challenges of social work profession.

Unit V – Fields of Social Work: Personnel Management and Labour welfare, Rural, Urban and Tribal Development, Family & Child Welfare, Medical & Psychiatric Social Work.

References

1. Bhattacharya, S. (2003). Social Work: An Integrated Approach. New Delhi: Deep & Deep Publications
2. Dhawan, N. (2011). Social Work Perspectives: Philosophy and Methods. Lucknow: Bharat Book Centre.
3. Misra, P.D. (1994). Social Work: Philosophy and Methods. New Delhi: Inter India Publications.
4. Reddy, D.S (2013). A Handbook of Social Work. New Delhi: Swastik Publications.
5. Morales, A.T & Sheafor, B.W. (2004). Social Work: A Profession of Many Faces. New York: Pearson.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
II	BSWK 124	Community Organisation and Social Action	04

COMMUNITY ORGANISATION AND SOCIAL ACTION

Objectives

1. Develop understanding of critical elements of community organization practice
2. Enhance understanding of various models and strategies for community organization

Course contents

Unit I: Community: Definition, Concept, characteristics, types and functions. Definition of community organisation, objectives values and principles of Community Organisations, ethics of community organisation practice. Historical development of community organisation practice.

Unit II: Power: Concept of power - The range of perspectives - Dimensions of power relevant to community organization. Empowerment: Concept of Empowerment - Barriers to, process and cycle of empowerment.

Unit III : Models and Strategies of Community Organization - Locality Development Model - Social Planning Model - Social Action Model, Roles in different models.

Unit IV: Skills of Community Organization Practitioner: Problem analysis, resource mobilization, conflict resolution, organizing meetings, writing and documentation, networking, training. Advocacy in community organisation

Unit V: Social Action: Concept, Definitions, Objectives, Principles, Methods and Strategies. Role of Social Worker's in Social Action.

References

1. Arora R. K. (Ed.) 1979 People's Participation in Development Process: Essays in Honour of B. Mehta, Jaipur: the HCM State Institute of Public Administration.
2. Battern, T. R. 1962 The Non-Directive Approach in Group and Community Work, London: Oxford University Press.
3. Brager, G. and Community Organisation, New York: Specht, H. 1969 Columbia University Press.
4. Battern, T. R. 1965 The Human Factor in Community Work, London: Oxford University Press.
6. Dayal, R. 1960 Community Development Programme in India, Allahabad: Kitab Mahal Publishers.
7. Dunham, Arthur E. 1970 The Community Welfare Organisation, New York, Thomas Y. Crowell.
8. Gandhi, M. K. Sarvodaya (The Welfare of All), Ahmedabad: Navjivan Publishing House.
9. Gangrade, K. D. 1971 Community Organisation in India, Bombay, Popular Prakashan.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
II	BSWK 125	Social Problems in India	03

SOCIAL PROBLEMS IN INDIA

Objectives

1. To provide insight about present social problems and their magnitude.
2. To enable the students to understand the impact of social problems on social life.

Course contents

Unit I: Social problems: Concept, Meaning and Definitions. Classification of social problems. Causes and consequences of social problems. Social work approach in the prevention, control and management of social problems.

Unit II: Poverty and unemployment: Meaning, Types and Causes. Programmes for alleviating poverty and unemployment.

Unit III: Substance Abuse: Causes, Types, preventive measures. Suicide: Definition, Causes, Preventive Measures and Crisis Intervention.

Unit IV: Crime: Meaning, Concept, and prevention. Violence against women, Human Trafficking. Migration and Displacement

Unit V: Juvenile Delinquency: Definition, Meaning, Classification, Causes and Preventive Programmes. Child abuse: Causes, consequences and preventive measures.

References

1. Ahuja, Ram (1992) Social Problems in India, Rawat Publications, Jaipur.
2. Becker, H.S (1996) Social Problems: A Modern Approach, John Wiley and Sons, New York.
3. Gupta K.R and Gupta, J.R (2008), Indian Economy, New Delhi, Atlantic Publishers
4. K.D (1973) Social Legislation in India, Vol.1 and II, ConceptPublishing Company, Delhi.
5. Habiburrahman M (2001) Social Development, Northern Book Centre, New Delhi.
6. Jalan, Bimal (2004) Indian Economy: Problems and Prospects: Penguin Books, New Delhi
7. Madan, G.R (2002) Indian Social Problems – Vol.I Seventh Edition, Allied Publishers Pvt.Ltd, New Delhi. Moorty, M.V (1966) Social Action, Asia Publishing House, Bombay

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
II	BSWK 126	Social Group Work	04

SOCIAL GROUP WORK

Objectives

1. Develop understanding of group work as a method of social work.
2. Develop knowledge, skills and techniques to be used by the social worker in groups.

Course Contents:

Unit I: Concept of group and its importance of groups in human life cycle. History and development of social group work. Social Group Work: Definition, Characteristics and Objectives. .

Unit II: Basic values and principles of group work. Models of group work practice

Unit III: Group Processes and Dynamics. Group behavior: Interaction patterns and Role Dynamics Stages of group work. of group worker in different stages of group work practice

Unit IV: Techniques and Skills of Social Group Work. Group work skills: facilitation, analytical thinking, leadership building and recording in group work. Techniques of group work: group counseling, group discussion, group decision making and Program media. Programme planning and evaluation. Recording in group work.

Unit V: Social Group Work Practice in Different Settings. Application of group work in diverse settings: parents of special children, elderly care, persons with disability and with persons affected with alcoholism.

References

1. Charles D. Gravin, Lorraine M. Gutierrez, Maeda J Galinsky (2004) Handbook of Social Work with Groups, Rawat Publications.
2. Chowdhary, Richa (2013) SamajkaryaPrakiya, The Bookline Publications, Delhi 3. David Cappuzzi, Douglas R. Gross (2010) Introduction to Group Work, Fourth Edition: Mark D. Stauffer, Rawat Publications.
3. H.Y.Siddiqui(2008) Group Work: Theories and Practices: Rawat, Publications
4. Konopka, G. (1963): Social Group Work: A Helping Process. Eaglewood Cliffs: Prentice.
5. Toseland, R.W & Rivas, R. (1984) An Introduction to Group Work Practice. New York: MacMillian.
6. Trecker, H.B. (1972) Social Group Work: Principles and Practice. New York: Association Press.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	BSWK 232	Social Welfare Administration	04

SOCIAL WELFARE ADMINISTRATION

Objectives

1. To study Voluntary Agency Administration
2. To create awareness about the various social welfare programmes implemented by Central & State Governments

Course contents

Unit I: Social Welfare Administration: Concept, Definition, Objectives and meaning, Scope of Social Welfare Administration. Evolution of Social Welfare Administration in India.

Unit II: Basic Administration Process: Planning, organizing, Staffing, Directing, Co-ordination, Reporting, Budgeting.

Unit III: Central Social Welfare Board: Structure, Functions and Programmes in India. State Welfare Board: Structure and Functions. Function of Local Administration Department.

Unit IV: Non- governmental organizations. Registration of Societies and Trusts., Constitution and byelaws. Societies Registration Act 1860. Factors motivating voluntary action. National & International voluntary agencies. Problems in the functioning of voluntary organisations.

Unit V: Centre Government Welfare programmes for Women, Children, Aged & differently abled (Institutional & Non-Institutional), Social Welfare Programmes for SCs & STs.

References

1. Batra, Nitin. (2004). Administration of social welfare in India. Jaipur: Raj Publishing House.
2. Bhattachary, Sanjay. (2009). Social work administration and development. New Delhi: Rawat Publications.
3. Bose, A.B. (1971). Social welfare planning in India. Bangkok: U.N. Publications
4. Kitab Mahal. Siddiqui, H. Y. (Ed.) 1983 – Social Work Administration, Dynamic Management and Human Relationship, New Jersey: Prentice –Hall.
5. Sachdeva, D.R. (1992-93) – Social Welfare Administration, Allahabad:
6. Trecker, H.B. (1977) – Social Work Administration Principles and Practices, New York: Association Press.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	BSWK 233	Psychology for Social Work Practice	02

PSYCHOLOGY FOR SOCIAL WORK PRACTICE

Objectives

1. Understand the basic concepts and processes in psychology for social work practice
2. Acquire knowledge for applying concepts of psychology in social work

Course Contents

Unit I: Psychology; meaning and definition. Fields of Psychology. Importance of psychology for social work practice. Intelligence: Concept, levels of intelligence, influence of heredity and environment.

Unit II: Growth and Development. Growth and development: Meaning and differences Principles of growth and development. Developmental Tasks. Life Span Stages. Childhood, Adolescence, Adulthood.

Unit III: Personality Development. Definition, Concept of Personality. Determinants of Personality. Learning: Definitions, Theories of learning- Classical and conditional learning, insight learning, Observational Learning.

Unit IV: Social Psychology: Definition, nature and scope. Relevance of social psychology for social work practice. Concepts in Social Psychology - Social Perception, Interpersonal Attraction, Social Attitudes.

Unit V: Adjustment mechanisms: Frustration – Sources of frustration, conflict – Types. Defence mechanisms and its importance. Concept of Mental Health. Role of social worker in promoting mental health.

References

1. Bcocket, Chris (2002): Human Growth and Development: A Psycho-social Introduction, Sage, London.
2. Dowling Marion (2005): Young Childre’s Personal, Social and Emotional Development, Second Edition, Sage, London.
3. Elizabeth B. Hurlock (1976): Personality Development, New Delhi, Tata McGraw Hill Publishing Co. Ltd.
4. Gielen, U. P., &Roopnarine, J. L. (Eds.). (2004). Childhood and adolescence: Cross-cultural perspectives and applications. Westport, CT:
5. Praeger. Hall and Lindzey (2009): Theories of Personality. New York, John Wiley and Sons.
6. Hurlock, B. Elizabeth (1981): Developmental Psychology: A Lifespan Approach, Tata McGraw Hill, publishing company Ltd. (Chapter III to VIII)
7. Ingleby, Ewen (2010): Applied Psychology for Social Work, Sage Publication.

8. Morgan and King (1993): Introduction to Psychology, New Delhi, Tata McGraw Hill, Publishing Company Ltd.
9. Wayne Weiten (2013) 9th Edition: Psychology: Themes and Variations Briefer Version, Belmont, CA, Wadsworth /Cengage Learning.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	BSWK 234	Field Work Practice – I	05

FIELD WORK PRACTICE

Course contents: Course consists of orientation visits to various Governmental and Non-Governmental settings

*** Refer Field Work Syllabus.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	BSWK 235	Life Skills Education	02

SKILL ENHANCEMENT COURSE - I

LIFE SKILL EDUCATION

Objectives

1. To give education and training to students in various life skills
2. To impart self-sufficiency, confidence and resilience to students.
3. To prepare students as trainers in life skills for children.

Course contents

Unit I: Life skills: Meaning and importance of life skills. Creative and critical thinking – meaning, nature and stages.

Unit II: Coping with emotions - handling fear, handling anger, handling depression, developing assertive behaviour skills, assertiveness in interpersonal relations. Stress – causes and impact of stress. Stress management strategies.

Unit III: Problem solving - definition and steps in problem solving. Decision making – process and models of decision making.

Unit IV: Self-awareness – definition, types of self-awareness. Self-concept, body image and self-esteem. Techniques used for self-awareness. Johari window, SWOT analysis.

Unit V: Life skills and Career. Education - Goal Setting: Types, Steps - Time Management - Effective Learning: Study Skills and Memory Techniques - Examination Preparation. Career - Factors Influencing Career Choice - Career Planning: Importance, Steps - Interview: Types, Preparation.

References

1. Prakash B. (Ed). (2003). Adolescence and life skills Common Wealth Youth Program, Asian Center, Common wealth Secretariat. New Delhi: Tata McGraw Hill.
2. Baron.A.Robert. Branscombe. R. Nyla et al. (2010). (12 Edn.). Doorling Kindersley India Pvt. Ltd.
3. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
4. RGNIYD. (2008). Facilitators Manual on Enhancing Life Skills. Tamil Nadu
5. Family Health International, NACO, USAID (2007), Life Skills Education tool kit for Orphans and vulnerable children in India
6. Hurlock, B. Elizabeth (2007). Personality Development, Tata Mc Graw Hill Publishing Company Limited, New Delhi.
7. Arulmani. G. and Arulmani Sonali Nag, (2005). Career Counselling: A Handbook, Tata Mc Graw Hill Publishing Co., New Delhi.
8. Stella Cottrell, (2008). The Study Skills Handbook, Palgrave Macmillan Ltd. (3rd Ed), New York

** organising one day workshop on life skills by inviting experts in the area is suggested.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
IV	BSWK 242	Human Rights and Social Legislation	02

HUMAN RIGHTS AND SOCIAL LEGISLATION

Objectives

1. To gain knowledge about human rights and social legislations
2. To understand the different social legislations

Course contents

Unit I

Human Rights: Meaning, Definition and Classification - Civil and Political Rights, Socio Economic and Cultural Rights. Universal Declaration of Human Rights.

Unit II

Indian constitution and Human Rights - Articles relating to Human Rights in Indian constitution. Structure and Functions of various National and state commissions - Human Rights, SC,ST, Women and Minorities.

Unit III

Human Rights for target population: SC/ST, Religious Minorities, Refugees, Prisoners, Women and Children and Senior Citizens.

Unit IV

Social legislation: Meaning, definitions. Family Courts, The Legal Aid, Public Interest Litigation. Social legislations and professional social work - Relevance. Role of social worker in varied settings related to Social Legislation; prisoners and women victims of domestic violence.

UNIT V

Salient features of Social Legislations pertaining to Women and Children in India; Protection of Women from Domestic Violence Act (2005), Prevention of Atrocities Against Women Act 2014, Prevention of Immoral Traffic Act (1986), Juvenile Justice Act (Care and Protection) Act- 2015, The Protection of Children from Sexual Offences Act (2012)

References

1. Pylee M.V.. (2009). An Introduction to the Constitution of India, Fifth Edition, Vikas Publishing House Pvt Lmtd., Noida
2. Kashyap Subhash C. (1997). Citizens and the constitution-citizenship values under the constitution, New Delhi: Ministry of Information Govt of India
3. Godbole, Madhav. (2009) The Judiciary and Governance in India, Rupa.co, New Delhi
4. The Law of Criminal Procedure"- The Academy of Legal Publications- Trivandrum
5. Rebecca J. Cook, Human Rights of Women: National and International Perspectives, University of Pennsylvania Press. 1993
6. James J. Lynch, Celia Modgil, Sohan Modgil, Human Rights, Education and Global Responsibilities Education, Taylor & Francis, 1992
7. P Chauhan, Human Rights: Promotion and Protection, Anmol Publications Pvt. Ltd. 2004
8. Adamantia Pollis, Peter Schwab, Human Rights: New Perspectives, New Realities, Lynne Rienner Publishers, 2000.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
IV	BSWK 243	Social Work Research	04

SOCIAL WORK RESEARCH

Objectives

1. To enable the students to develop a scientific approach for systematic procedure in social work research.
2. Help students learn the research process and develop abilities to prepare research design.
3. Learn the process of Data collection, organization, presentation, analysis and report writing.

Course Contents

Unit I: Social Work research – definition and scope – Research as a Scientific method – Basic elements of social research: concepts, constructs, and variables – Research Ethics

Unit II: Quantitative & Qualitative research – Research Designs: Exploratory, Descriptive, and Experimental – Survey Research & Case Study.

Unit III: Research methodology: Problem identification and Formulation – Review of literature, Hypothesis: meaning and definition – Sampling: Concept of universe, study population, sampling unit and sampling frame – Types of sampling: Probability and non-probability

Unit IV: Data Collection- Sources of Data. Methods of data collection: interview, observation, case study and focus group discussion. Tools of data collection- interview schedule, interview guide, questionnaire, observation guide. Data processing: editing, coding and presentation (graphical and tabular) - research reports: academic research report

Unit V: Statistics: definition – Importance of Statistics in social work research. Descriptive statistics – measures of central tendency (mean, median, mode), Measures of dispersion (range, mean deviation, standard deviation, coefficient of variation)

References

1. Alston, M. Bocoles, W. (Indian Edition 2003). Research for social workers: An introduction to methods. Jaipur: Rawat Publications
2. Babbie, E. (ed) (2004). The practice of social research, Thomson Wadsworth, Belmont (USA).
3. Laldas, D. K. (2000) Practice of Social Research, Jaipur: Rawat
4. Goode, W.J., Hatt, P.K. (1981) Methods in Social Research, Singapore: McGraw Hill.
5. Kothari, C. R. (2004 2nd edition reprint) Research Methodology: Methods & Techniques.
6. Kumar, Ranjit. (2005). *Research methodology*. New Delhi: Pearson Education.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
IV	BSWK 245	Field Work Practice II	05

FIELD WORK PRACTICE - II

Course contents: Course consists of rural camp, skill development workshop and concurrent field work.

(Rural camp carries 3 credits and Concurrent field work carries 2 credits)

*** Refer Field Work Syllabus.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
IV	BSWK 245	Skills and Techniques in Field Work Practice	02

SKILL ENHANCEMENT COURSE-2

SKILLS AND TECHNIQUES IN FIELD WORK PRACTICE

Objectives

1. To equip students with necessary skills and techniques to practice social work.
2. To teach documentation of various components essential for professional social work

Course Contents

Unit I: Developing Personal and Professional Self : Understanding perception, self-awareness and sensitivity. Goal setting and time management. Ethical concerns: Sense of responsibility, professional commitment and good conduct at field work.

Unit II: Planning for Field Work Practice: Field work learning plan and strategic planning. Thematic learning modules for targeted population. Social & resource mapping and use of PLA& PRA

Unit III: Effective Public Speaking & Presentation Skills- Power point presentation - Practical sessions.

Unit III: Documentation of Various Components of Field Work: Orientation, concurrent and block field work records. Group/Student conference paper: Preparation and presentation. Case records, field based assignments and records of rural camps

Unit IV: Essential skills and Techniques: Public relation, advocacy and networking. Use of simulation exercises, games and role play Observation & analysis, counselling and guidance.

References

1. Dave, Indu (1983). The Basic Essentials of Counselling. New Delhi: Sterling Publishers Pvt. Ltd.
2. Hastakshep: Advocacy Manual(2007).New Delhi:Pairvi (Hindi).
3. Jackson, Adrian J. (1995). Leadership Circles from Participatory Learning and Action (PLA). London: IIED.
4. Kumar, S. (2002).Methods for Community Participation: A Complete Guide for Practitioners.London: ITDG Publishing.
5. NarayanaRao, S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company Ltd
6. SudhaDatar, et al. (2010). Skill Training for Social Workers: A Manual. New Delhi: Sage.
7. Verma, R.B.S. & Singh, AtulPratap. (2010).Handbook of Field Work Practice Learning in Social Work. Lucknow: New Royal Book Company.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
V	BSWK 351	Application of Programme Media	02

SKILL ENHANCEMENT COURSE-3

APPLICATION OF PROGRAMME MEDIA

Objectives

1. Develop critical understanding of Programme Media, its potentialities and impact.
2. Encourages students to develop creative ideas and express them through writing.

Course Contents

Unit 1: Depiction of Audio-Visual Media in Social Work. Movie and documentary screening, discussion and review. Analysis of the changing nature of society. Collage, poster making and exhibition.

Unit II: Creative Writing in Social Work Practice. Short story writing. Transcreations: Converting short stories into screen play, slogans and songs. Persuasive Writing: Brochures, Handouts and Pamphlets.

Unit III: Programme Media for Masses. Puppet Shows. Street plays. Documentary screening. Role Plays, Local or Folk Media, Information Technology.

Unit IV: Essentials of Programme Media. People-centred approach to programme media. People/target group participation in programme. Basic principles

Unit V: Using Programme media for women empowerment, family and child welfare, environment protection, health and social problems.

References

1. Aggarwal, G (2001) GyarahNukkadNatak, Diamond Books publishing House
2. Appa. 2016 directed by Samuthirakani. Tamil film
3. Balwant, G. (1991) Folk Theater in India, Bombay: Rupa& Co,
4. Children of Heaven 1997. Directed by MajidMajidi. Iran: Miramax Films
5. Dev, Marwah, Pal (2009) Creative Writing A Beginner's Manual, New Delhi, Pearson Longman
6. Dor . 2006 directed by Nagesh Kukunoor. Hindi film.
7. Mathur, D (2003) AASHAA, short stories by Indian Women, Odyssey II, Indian Bookshelf, London and Star Publishing, New Delhi.
8. National School Of Drama (2006) Nukkad Natak Rachnaaur Prastuti , Delhi.
9. Karuthama. 1994 directed by Bharathi Raja – Tamil film
10. Smile Pinky- 2008. Directed by Megan Mylan
11. The Blue Umbrella. 2007. Directed by Vishal Bhardwaj (based on the novel by Ruskin Bond). Hindi film

*** Workshops on creative writing shall be conducted.

*** Relevant movies and documentaries can be screened and discussion after the movie screening shall be conducted to teach this paper.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
V	BSWK 352	Gerontology and Social Work	06

GERONTOLOGY AND SOCIAL WORK

Objectives

1. To gain knowledge on the scope of social work practice among elderly
2. To understand welfare programmes provided by the Government for the elderly
3. To understand about the problems and challenges faced by elderly.

Course contents

Unit I: Elderly – Definition and Characteristics. Physical, biological and social changes in elderly. Population ageing – Global and India scenario. International day for elderly – Programmes and activities.

Unit II: Issues and challenges of elderly - Life expectancy. Demographic transition. Depression, Dementia, Empty nest syndrome, Isolation, Senility, Abuse, Generation gap, Grand parenting, Widowhood, Death, Bereavement , Euthanasia.

Unit III: Programmes and Policies for elderly: National Policy on Senior Citizen 2011. National Council for Older Persons (NCOP). Government of India welfare Programmes for the Older Persons. Organizations/Institutions working for elderly in Puducherry and Tamil Nadu – Government and NGOs.

Unit IV: Legislation for the elderly – Salient features of The Maintenance and Welfare of Parents and Senior Citizens Act -2007.

Unit V: Social work intervention with elderly-Empowering elderly: Counselling and guidance services for preparation of old age, lifestyle management, retirement plan, second career, Grief and bereavement counselling. Family Interventions and social support strategies; counselling services for caregivers, sensitizing children/families/ communities, emergency response systems: Helpline, peer counselling. Institutionalized elderly – well being. Skills required in Social Work practice with elderly people.

References

1. Dandekar, Kumudini(1996), The Elderly in India, Sage Publications India, New Delhi.
2. Elizabeth, B., H. (1980) Developmental Psychology. A Life Span Approach. McGraw-Hill Companies.
3. Greene, Roberta R(1986), Social work with Aged &their Families, Al dine de Gruyter, New York.
4. Helms, Donald B & Turner, Jeffrey S. (1991) Lifespan Development, Holt, Rinchart&Winston. Inc., Chicago
5. Hooyman, Nancy &Kiyak, H. Asuman (1999) Social Gerontology , Allyn and Bacon, London,
6. Lymberg, Mark, (2007), Social Work with Older People, Sage Publications, New Delhi.
7. Rajan, S. Irudaya, Mishra U.S &Sarma, Sankara.P (1999) India’s Elderly: Burden or Challenge? Sage Publications India Pvt. Ltd., New Delhi (M2: 211-265, M4: 139-210)

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
V	BSWK 353	Social Work Practice with Families and Children	04

SOCIAL WORK PRACTICE WITH FAMILIES AND CHILDREN

Objectives

1. To understand the family structures and family dynamics
2. To understand about the social problems faced by families and children.
3. To equip/orient students with skills and techniques to work with families and children.

Course contents

Unit I:

Family: Defining Families, Common characteristics. Needs and problems of families. Family welfare policies and programmes in India. Social work intervention in dealing with families in difficult circumstances.

Unit II:

Family welfare planning programmes and different methods of family planning – Natural and artificial family planning methods.

Unit III:

Well-Being of Children - Physical: Health, Nutrition and Exercise, Social Inclusion, Environment, Security and Protection. Mental: Leisure and Recreation, Love, Care and affection, Parenting, Family and Neighbourhood, Peer Group, Social Networking, Sleep and Rest, Relaxation.

Unit IV:

Family disintegration and consequence on children. Children in difficult circumstances, Children in need of care and protection: Street child; Abandoned; Orphaned; Sexually abused; Neglected; Violence; Delinquent; Refugee; Child Marriage; Child Labour; Socially excluded; Child trafficking.

Unit V:

Social Work Interventions with children: Children as clients; Counselling children, Art therapy, Play Therapy, Behavioural interventions, Cognitive interventions, Social interventions, Community based interventions. Institutional Intervention: Child Line, ICDS, ICPS. Programmes of UNICEF.

References

1. Anderson, Per Pistrup. (1997). Child Growth and Nutrition and Developing Countries, Mumbai: Oxford University Press
2. Bajpai, Asha .(2006). Child Rights in India, Law, Policy, Practice, Delhi: Oxford University Press
3. Cooker, Christian & Lucille Allain. (2008). Social Work with Looked After Children, Gt. Britain: Learning Matters
4. Deb, Sibnath. (2006). Children in Agony, New Delhi: Concept Publishing Company.
5. Dowd, Nancy E. (2006). Hand Book of Children, Culture & Violence, USA: Sage Publications.
6. Hartman, A. and Laird 1983 Family Centered Social Work Practice, New York Free Press.
7. Pecora, P., Whittaker,I.,Maluccio,A., Barth,R.P. and Plotnick,R.D. 2000 The Child Welfare Challenge: Policy, Practice, and Research, Aldine de Gruyter, New York.
8. Rapp Paglicei,L.A.,Dulmus,C.N. & Wodarski,J.S.(Eds) 2003 Handbook of Prevention Interventions for children and Adolescents, New York, John Wiley & Sons. .

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
V	BSWK 354	Gandhian Philosophy and Social Work	04

GANDHIAN PHILOSOPHY AND SOCIAL WORK

Objectives:

1. To create insight about the basic concepts of Gandhi & his views on society, development, industrialization, economics & education
2. To know the relevance of Gandhian philosophy & application of Gandhian model of development in dealing with social problems

Course Contents

Unit I : Foundations of Gandhain Thought A brief overview about Mahatma Gandhi’s life. Foundations of Gandhian Social Thought. Influence of religions and philosophers. The experiences in his life. The basic values – truth, non –violence- eleven vows, seven social evils. Gandhiji’s perceptions about society .

Unit II : Gandhian Views on Social Problems. Elimination of social problems - Untouchability, Caste system, Problems of women, Alcoholism. The concept of trusteeship to eliminate economic inequality. Education concept of Nai -Talim or Basic education

Unit III: Gandhian Concept of Community Development The Concept of development- antyodaya, sarvodaya, Means to achieve Development: - Swadeshi, Panchayatraj, Constructive Programmes

Unit IV: Gandhian Economic Thought Ethical basis of economics, purity of means, simplicity of life, co-operation, bread labour-self-reliance-classless society Gandhiji’s views on industrialization

Unit V: Relevance of Gandhian Ideologies. Reviewing the implementation of Gandhian ideologies in the contemporary world Film Reviews – “Gandhi”, review of the autobiography of Mahatma Gandhi “My Experiments with Truth” Visit to Rural development Agencies based on Gandhian ideologies(Gandhian Ashrams, Gandhi Smaraka Seva Kendras)

References

1. Gangrade, K.D.,(2005),Gandhian Approach to Development and Social Work, Concept Publishing Company, New Delhi.
2. Singh,R.b.,(2006),Gandhian Approach to Development Planning, Concept Publishing Company. New Delhi.
3. Ray,Ramashray,(1985)Self and Society:A Study in Gandhian Thought, Sage Publication, New Delhi.

4. Gangrade, K.D. (2001) Constructive Programmes, Ganhi Smriti and Danshan Samiti, New Delhi.
5. Prabhu R.K and Rao, U.R. (1987), The Mind of Mahatma Gandhi: Navajeevan, Ahmedabad
6. Bharati, K.S. (1991) The Social Philosophy of Mahatma Gandhi; Concept Publishers, New Delhi.
8. Raju Lakshmi pathy. M and Raju B.S.N (2012), Ethical values of Social Work profession and Gandhism (IJRSS Volume 2, Issue 2 ISSN: 2249-2496)

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
V	BSWK 355	Social Work with Youth	04

SOCIAL WORK WITH YOUTH

Objectives

1. To give insight to the students about the issues and problems of youth
2. To discuss about the ways of dealing with youth issues.
3. To understand social work intervention with youth

Course Contents

Unit-I: Youth: Concept - Youth as age Category, as transitional stage, as social Construct. Demographic Profile of Indian Youth. The period of youth in the life cycle – Emotional problems of the Youth- Parent youth conflicts

Unit-II:– Youth welfare- need and importance. Youth power : youth as social capital - youth as change agents - socio-political movements. Youth in the context of Globalisation. Education and Skill development of youth. Influence of social media on youth.

Unit-III: Problems of urban and rural youth. Alcoholism and drug dependency among youth –youth and crime – Exploitation of youth for communalism and terrorism – problems of female youth – Youth and mass media.

Unit-IV: Positive Youth Development- Conceptual Understanding of Positive Youth Development (Competence, Character, Confidence, Connection and Caring). Community engagement framework for youth development - Factors promoting and hindering youth engagement in the Community. National youth policy-2014, Government programmes-NCC, NSS, and NYK. Programmes under RGNIYD, Tamilnadu for youth development.

Unit-V: Social work interventions with youth. Role of Social Worker in Youth welfare.

References

1. Gore, M.S. (1977) : Indian Youth: Process of Socialisation, Vishwa Yuva Kendra, NDelhi
2. Kehily Jane Mary (Etd.) (2007), Understanding Youth: Perspectives, Identities and Practices, Sage Publication, London .

3. Landis H. Paul, (2011), Adolescence and Youth: The Process of Maturing, Sarup Book Publishers Pvt. Ltd., New Delhi.
4. Snyder, C. R., & Lopez, S. J. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.
5. Sibereisen K. and Richard M. Lerner. 2007. Approaches to Positive Youth Development. Sage Publications. New Delhi.
6. Verma.M.L. (2010) Youth and Revolutionary Upsurge, Sarup Book Publishers Pvt. Ltd., New Delhi

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
V	BSWK 356	Social Work with Persons with Disability	04

SOCIAL WORK WITH PERSONS WITH DISABILITY

Objectives

1. To understand the meaning, context of disabilities and problems and rights of person with disabilities.
2. To develop knowledge about various approaches, causes and consequences related to disability.
3. To foster understanding on the role of social worker in the process of rehabilitation and inclusion of person with disabilities.

Course Contents

Unit I : Disability meaning and types : Meaning and definition of impairment, disability, handicap and rehabilitation. Types of disabilities, causes and management; Visual disability, hearing disability, locomotor disability, intellectual disability and cerebral palsy, Major mental illness, leprosy cured.

Unit II: Disability and Psycho social issues: Social Construction of Disability: Attitude, Stigma, Discrimination, Disabling and Enabling Environment; Familial and Societal Context of Person with Disabilities; Impact on the quality of life of persons with disability; Education, Marriage, Integration, Employment and Interpersonal Relationships.

Unit III: Causes of disabilities – Malnutrition and vitamin deficiency, genetic abnormality, congenital deformity, cancer, stroke, accident etc.

Unit IV: Legislations: Rights of persons with Disability Act-2016 - Salient features. Government welfare measures for the disabled.

Unit V: Models of Rehabilitation: Institution Based Rehabilitation, Community Based Rehabilitation; Role of Social Worker in CBR. Multi-disciplinary team approach in

rehabilitation. Scope of social work intervention in rehabilitation - individual, group, and family levels. Organisations working for the welfare of disabled in India and Puducherry.

References

1. Albrecht, G., Seelman, K., Bury, M (ed) 2001, Handbook of Disability Studies, New Delhi: Sage Publication (M1 – 2 : 97-122; 331-343)
2. Banerjee, Gauri Rani. (1972). Social Caseworker and the Physically Handicapped Child. In Papers on Social Work – An Indian Perspective, Bombay: TISS.
3. I.P.A Egan, E. (1982). The Skilled Helper. 3rd edition. Brooks/Cole.
4. Fulder, A.R. & Best, A.B. & Bax, M.C.O. (1993). The Management of Visual Impairment in Childhood. London: Mac Keith Press.
5. Grune and Stratton. Karna, G (2001) Disability Studies In India: Retrospects and Prospectus, New Delhi; Gyan Publishing House
6. Goldenson, Robert M. (1978). Disability and Rehabilitation Handbook, McGraw Hill Inc.
7. S.R. & Gandhi, P.K. (1982). The Physically Handicapped. Delhi: Seema Publications Narasimhan,
8. M.S. and Mukherjee, A.K. (1988). Disability: A Continuing Challenge. New Delhi: Wiley Eastern Ltd.
9. Oliver, M (1988). Social Work with Disabled people. London: The Macmillan Press.
10. Palgrave MacMillan Oliver, M, Sapey, B (2006), Social Work with Disabled People, New York.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
V	BSWK 357	Field Work Practice - III	05

FIELD WORK PRACTICE III

Course Description: Course consists of agency based concurrent field work and study tour.

(Study Tour carries 2 credits and field work carries 3 credits) *** Refer Field Work

Syllabus.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
V	BSWK 358	Counselling Skills for Social Work Practice	03

GENERAL ELECTIC COURSE - 1

COUNSELLING SKILLS FOR SOCIAL WORK PRACTICE

Objectives

1. To gain basic knowledge about theories and approaches of counseling.

2. To understand the process of Counselling.
3. To gain skills for practice of Counselling in different settings

Course Contents

Unit I : Basics of Counselling Practice- Counselling: definition need and scope , Types of counselling: Individual and Group Counselling Concepts-similarities & differences: Guidance. Values and ethics in Counselling

Unit II: Principles of counselling – participation, Individualisation, confidentiality, communication, acceptance, self confidence, self awareness and other principles.

Unit III: Phases of Counselling: Relationship building Phase, Exploration and understanding Phase, Problem Solving Phase, Termination and Evaluation Phase.

Unit IV: Techniques and skills in Counselling. Counselling skills- Questioning, paraphrasing, reflection of feelings, summarization, clarification, open and closed questioning, reinforcement, Extinguishing, leading, informing, contract, silence, referring, interpretation. Non-verbal skills. Counselling techniques: Listening, Responding, Goal setting, Exploration and Action, Behaviour techniques, Role play.

Unit V: Practice of Counselling in different fields in Social Work- Premarital and Family counselling, De addiction Counselling- Motivation Interviewing, Crisis Counselling, Genetic Counselling, HIV/AIDS Counselling, School Counselling.

References

1. Chauhan S S (2001).Principles and techniques of Guidance :Vikas publishing House Mumbai.
2. Corsini Raymond J, Wedding Danny (1995). Current Psychotherapies:F.E Peacock Publishers.
3. Fuster, J. M., (2002). Personal Counselling. Mumbai : Better Yourself Books.
4. Nelson-Jones, R., (2000). Practical Counselling and Helping Skills. Mumbai : Better Yourself Books.
5. Rao, S.N., (2002). Counselling and Guidance. New Delhi : Tata Mc Graw Hill Publishing Company.

** organising one day workshop on counselling skills by inviting qualified practitioners is suggested

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
VI	BSWK 361	Communication for Development	02

SKILL ENHANCEMENT COURSE 4

COMMUNICATION FOR DEVELOPMENT

Objectives

1. Locating communication in the context of development.
2. Acquire skills for effective communication.
3. Application of development communication tools in social work practice

Course Contents

Unit I: Understanding Communication

Communication: concept, principles and its significance for development. Process of Communication.

Unit II: Types of communication.

Verbal and Non Verbal Communication. Behaviour change communication.

Unit III: Communication Competencies

Self Awareness in communication. Listening- stages, functions, barriers. Communication competence to work in diverse settings.

Unit IV: Communication in Social Work Intervention

Intra personal, Interpersonal, group and mass Communication. Barriers in Communication. Information Education and Communication - types, relevance, effective usage

Unit V: Mass Communication and Development : Means of mass communication.

Propaganda, public opinion, and role of mass communication in social change. Development Communication in Social Work Profession

References

1. Bhatnagar, P , 2008, Verbal and Nonverbal Communication Rajat Publications
2. Gamble, Gamble , 2010 ,Communication Works.Tata McGraw Hill.
3. Narula, Uma , 2006, Handbook of Communication: Models, Perspective, New Delhi: Tata McGraw – Hill Publishing Company
Kumar ,Keval J. 2010Mass Communication in India. Jaico Publishing House.
4. Rai,S.M., Rai,Urmila 2009 Business Communication. Himalayan Publishing House
5. Singh , Surendra , 2003, Communication in Organisations ' Bharat Book Centre, Lucknow

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
VI	BSWK 362	Rural and Urban Community Development	04

RURAL & URBAN COMMUNITY DEVELOPMENT

Objectives:

1. To understand the concepts and strategies of rural and urban community development.
2. To understand various rural & urban development programmes

Course contents

Unit I: Community development- Definition, meaning, Concept, Philosophy & Methods. Early experiments in Rural Community Development. Rural Community-meaning & characteristics

Unit II: Rural Development Administration. Structure and Functions of Community Development Blocks Role of NGOs in Rural Development in India 73rd Constitutional Amendment . Panchayath Raj, Structure and Functions. Decentralised planning

Unit III: Rural development programmes in the XII Five year plan- JGSY, SGSY, SGRY, NRLM, Pradhan Manthri Gram Sadak Yojana, Samagra Awaaz Yojana, PMGY, Annapoorna, and Innovative Scheme for Rural Housing & Habitat Development

Unit IV: Origin & Growth of Cities- Industrialization, Urbanization & Modernization. Characteristics of urban communities. Growth of slums- cultural, political & social aspects of slum life.

Unit V: Urban Community Development- Concepts & Strategies. Urban development programmes: SMART CITIES, AMRUT, JNNURM, UIDSSMT, NUIS. 74th Constitutional Amendment Act 1992 – An Overview

References

1. Asthana M. and Ali, Sabir, Urban Poverty in India, Mittal Publication, New Delhi, 2003
2. Jain, S. C. (1967). Community development and panchayati raj in India: Allied Publishers.
3. Mukerji, B. (1961). Community Development in India: Orient Longmans.
4. Singh, K. (2009). Rural Development: Principles, Policies and Management: SAGE Publications
5. Sihng K. & Steinberz F (eds.) 1996 Urban India in Crisis, New Age Publishers, New Delhi
6. Kundn, Allrban 1994. Development and Urban Research in India, Khanal Publication, New Delhi

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
VI	BSW 363	Women Empowerment	04

WOMEN EMPOWERMENT

Objectives

1. To make students sensitise about the problems faced by women in society.
2. To understand and explore ideas for strategies for women development.

Course contents

Unit I: Gender – Definition and related concepts : Sex and Gender, Women empowerment, women studies. Statistical profile and role of women in India. Role and status of women in tribal, rural and urban families.

Unit II: Issues and concerns – Socialization of girl child, family problems of employed women, gender stereotypes, dowry, widowhood, feticide, rape, sexual exploitation, cyber crimes against women.

Unit III : Status & Role of women - Women & Family, Women & Religion, Women & Education, Women & Economy, Women & Media, Women & Environment, Women & Health.

Unit IV: Women Development: Significance of women’s development – positive and negative indices of women’s development. Social work strategies for women development.

Unit V: Concept of Empowerment – Government policies and programmes, institutional and non institutional services for women, major women’s welfare organizations, coping abilities of Indian women. SHG – Meaning, functions and its significance for women’s development.

References

1. Cameron, Janet (1988) The Competitive Women, Mercury Books, London.
2. Desai, Neera and Krishnaraj, Maithreyi (1988) Status of Women in India, Ajantha Publications.
3. Diwan Paras(2000.) Family Law, Allahabad Law Agency, Faridabad.
4. Pandit, S.K (1998) Women in Society, Rajat Publications, Delhi, 1998.
5. Reddy, G.B. (2000) Women and the Law, Gogla Law Agency, Hyderabad.
6. Sachdeva, D.R (1995) Social Welfare Administration in India, Kebab Mahal, Allahabad.
7. Shamsuddin (1991) Women Law and Social Change, Ashish Publishing House, New Delhi.
8. Shobha, V (1987) Rural Women and Development, Mittal Publications, Delhi.
9. Vyas, Anju and Mudgal Madhu (1992) The Girl Child in India, Centre for Women Development Studies, New Delhi.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
VI	BSW 364	Health Care and Social Work	04

HEALTH CARE AND SOCIAL WORK

Objectives

1. To understand about various health issues
2. To understand the role of social worker in the field of health care.

Course contents

Unit I: Concept of health: meaning and definitions of health, concept of health care and health education, determinants of health, dimensions of health. Concept of social medicine, preventive medicine and community health.

Unit II: Disease and Epidemics - Causes, signs, symptoms, treatment and prevention of communicable and non communicable diseases: Leprosy, TB, STIs, AIDS, hepatitis A and B, cholera, Typhoid and Malaria, Cancer, Hypertension, Diabetes.

Unit III: Nutrition – balanced diet. Under nutrition and malnutrition. Remedial measures. Malnutrition: definition, types of malnutrition, vicious cycle of malnutrition, factors affecting malnutrition in India.

Unit IV: Mental Health- Meaning and definitions of mental health, mental illness – causes and symptoms. Rehabilitation of persons affected with psychiatric illness. Promotion of mental health - methods, techniques and role of the social worker.

Unit V: Strategies and approaches in social work in public health; Health education and communication, counselling and referral, Community mobilization and organization, Capacity building and training, Resource mobilization and application. National health programmes: NRHM and RCH. National and international organizations working in the field of health.

References:

1. Bajpai, P. K. (Ed.) 1998: Social Work Perspectives on Health, Jaipur, Rawat Publications.
2. Brody, Elaine M. and Contributors. 1974: A Social Work Guide for Long-Term Care Facilities, U. S. Dept. of Health, Education and Welfare, Public Health Service, Maryland: National Institute of Mental Health.
3. Friedlander, W. A. 1967 : Introduction to Social Welfare (Chapter 12: Social Work in Medical and Psychiatric Settings), New Delhi: PrenticeHall of India.
4. Hilleboe, H. E. and Larimore, G.W.1966 : Preventive Medicine, Philadelphia, W. B. Saunders Company.
5. Humble, Stephen and Unell Judith (Ed.) 1989 : Self Help in Health and Social Welfare, London: Routledge.

6. Jordan, William. 1972 : The Social Worker in Family Situations, London: Routledge and Kegan Paul.
7. Lathem, W. and Newbery, A. 1970 : Community Medicine - Teaching, Research and Health Care, London, Butterworths.
8. Mathur, J. S. 1971 : Introduction to Social and Preventive Medicine, New Delhi, Oxford and L.B.H. Publishing Company,

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
VI	BSWK 365	Corporate Social Responsibility	04

CORPORATE SOCIAL RESPONSIBILITY

Objectives

1. To understand the scope of corporate social responsibility (CSR).
2. To gain knowledge on the impact of CSR implementation especially related to social issues.

Course Contents

Unit I: Social Responsibility – Corporate Social Responsibility – Meaning, definition and scope of CSR – Moral and economic perspectives of CSR - Globalization and CSR

Unit II: Stakeholders and perspectives - Interest Groups Related to CSR – Tools of CSR – Business Benefits of CSR

Unit III: Designing a CSR policy – Factors influencing CSR policy – Managing CSR in an organization – Role of HR Professionals in CSR – Global Recognitions of CSR

Unit IV: Implementing CSR – CSR in the marketplace – CSR in the workplace – CSR in the community – CSR in the ecological environment – Societal initiatives taken by Indian Companies ; Mahindra and Mahindra, Indian Oil, Reliance Industries, TATA, ITC.

Unit V: CSR in India: Legal provisions and specifications on CSR ; Section 135 and Schedule VII of the Companies Act 2013 – CSR Awards in India – Role of social workers in CSR

References

1. Benn & Bolton, (2011). Key concepts in corporate social responsibility. Australia: Sage Publications Ltd.
2. Bradshaw, T. and D. Vogel. (1981). Corporations and their critics: Issues and answers to the problems of corporate social responsibility. New York: McGraw Hill Book Company
3. Brummer, J.J. (1991). Corporate Responsibility and Legitimacy: An interdisciplinary analysis. Westport, CT: Greenwood Press.
4. Cannon, T. (1992). Corporate responsibility (1st ed.) London: Pitman Publishing.
5. Crane, A. et al., (2008). The Oxford handbook of corporate social responsibility. New York: Oxford University Press Inc.

6. Ellington. J. (1998).Cannibals with forks: The triple bottom line of 21st century business. New Society Publishers

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
VI	BSW 366	Criminology and Correctional Social Work	04

CRIMINOLOGY AND CORRECTIONAL SOCIAL WORK

Objectives

1. To give awareness about the nature and types of crimes that prevails in society.
2. To understand about the factors behind committing crime.
3. To understand about the scope of social work with respect to correctional setting.

Course contents

UNIT I: Crime: Meaning and definition, historical perspective; Nature and Scope of Criminology, Causation of Crime, Characteristics. Development of correctional social work in India

Unit II: Classification of Crimes, Crime patterns - Habitual, Professional, Organised, White collar, Public order crimes; Gender related issues in crimes; Classification of offenders under Indian Penal Code. Trial duration and pending cases, its impact.

Unit III: Penology: Meaning, definition, historical perspective, scope. Theories of Punishment: Deterrent theory, retributive theory, preventive theory and reformatory theory. Efficacy of punishment. Essentials of an ideal penal system, penal policy in India.

Unit IV: Meaning, purpose and types of institutional and non institutional Services for offenders -Correctional programs, Probation & Parole, meaning, scope and legal provisions under Probation of Offenders Act.

Unit V: Social work Practice in Correctional Setting: Scope for social work practice in institutional and non institutional settings. Role of social worker as welfare officer in prison.

References

1. Ahuja, Ram 1996 Youth and Crime, Jaipur, Rawat Publications
2. Ahuja, Ram 2006 Criminology: New Delhi, Rawat Publications
3. Bhattacharya, S.K 1985 Social Defence: An Indian Perspective, Delhi, Manas Publications
4. Chadha, K 1983 Indian Jail: A Contemporary Document, New Delhi, Vikas Publications.
5. Chang, D.H 1976 Criminology – A Cross-cultural Perspective, Vol.I, New Delhi, Vikas Publications.
6. Gandhi B.M, 2006 Indian Penal Code- Lucknow, Eastern Book Co
7. Paranjape, N.V 1998. Criminology and Penology; Allahabad: Central Law Publications

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SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
VI	BSWK 367	Field Work Practice IV	05

FIELD WORK PRACTICE - IV

Course Contents: Concurrent field work (once in a week) to agency/institutions.

*** Refer Field Work Syllabus.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
VI	BSW 368	Disaster Management	03

GENERAL ELECTIC COURSE - 2

DISASTER MANAGEMENT

Objectives

1. To understand about the types and impact of disaster
2. To understand about the aspects of prevention and dealing with post disaster scenario.
3. To understand about the role of social work in disaster management.

Course contents

Unit I: Disaster: Meaning, factors and effects. Disaster profile of India and global view.

Unit II: Typology of Disasters: Earthquake, Flood, Cyclone, Drought, Famine, Landslide, Avalanches, Fire, Epidemics, Tsunami and Industrial & Technological Disaster. Chemical, Biological and Nuclear Disaster.

Unit III: Participatory Assessment of Disaster Risk steps; preparation, hazard assessment, vulnerability assessment, capacity assessment, key informant interviews and action planning.

Unit IV: Disaster Management and Phases; Pre-disaster: Prevention, Preparation, education vulnerability and preparedness. Actual disaster: Contingency, short term and long term plans, search, relief, rescue, recovery and restoration. Post disaster: Rehabilitation and commemorations.

Unit V: Disaster and its impact on the individual, family and society; Mental health consequences of disaster; Principles and techniques of psychosocial care in post disaster situations; Specific psychosocial needs of vulnerable groups like children, women, older persons. Role of Social Worker. Programmes under National Disaster Management Authority (NDMA)

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4. Cyclone Affected Coastal Orissa , The Indian Journal of Social Work, Vol 63, Issue 2.
5. Satapathy S. (2009) Psychosocial care in Disaster management, A training of trainers manual (ToT), NIDM publication.
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FIELD WORK PRACTICUM – GUIDELINES FOR ASSESSMENT AND SYLLABUS

B.A Social Work curriculum has 4 Field Work papers starting from third semester as follows.

- Third Semester - Observational Visits.
- Fourth Semester – Rural camp and concurrent field work in the community setting
- Fifth Semester – Study tour and concurrent field work in the agency/institutional setting
- Sixth Semester – Concurrent Field Work in the agency/Institutional setting.

EXTERNAL FIELD WORK ASSESSMENT – VIVA VOCE

Viva voce for field work practice papers in the third, fourth, fifth and sixth semesters (BSWK 234, BSWK 244, BSWK 357, BSWK 367) is proposed.

Viva voce for field work consist of **30** marks.

GUIDELINES FOR INTERNAL FIELD WORK ASSESSMENT

III SEMESTER

Course : Field Work Practice I

Total Marks 70

1. Attendance
 - a) Regularity in attending observational visits **10**
 - b) Regularity in submitting the Reports **10**
 - c) Regularity in supervisory conference **10**
2. Report Content **20**
3. Utilization of supervision for professional growth **10**
4. Initiative ness, Interest and Involvement **10**

IV SEMESTER

Course : Field Work Practice II

Total Marks 70 (Rural Camp and Field Work)

Rural Camp - Total marks : 35

1. Participation in rural camp **10**
2. Report Content **10**
3. Interest, initiative ness and involvement **10**
4. Utilization of rural camp for professional growth **05**

Field Work

Total Marks 35

1. Attendance
 - a) Regularity in attending Field Work **04**
 - b) Regularity in submitting the Reports **03**
 - c) Regularity in supervisory conference **03**

2. Report Content	10
3. Interest and Involvement	10
4. Utilization of supervision for professional growth	05

V SEMESTER

Total Mark 70 (Study Tour and Field Work)

Study Tour

Total marks: 35

1. Participation in study tour	10
2. Report Content	10
3. Interest, initiative ness and involvement	10
4. Utilization of study tour for professional growth	05

Field Work

Total Marks 35

1. <u>Attendance</u>	
d) Regularity in attending Field Work	04
e) Regularity in submitting the Reports	03
f) Regularity in supervisory conference	03
2. Report Content	10
3. *Performance during the field work	10
4. Utilization of supervision for professional growth	05

VI SEMESTER

Total Mark 70 (Field Work in the agency setting)

1. <u>Attendance</u>	
i. Regularity in attending Field Work	10
ii. Regularity in submitting the Reports	05
iii. Regularity in supervisory conference	05
2. Report Content	20
3.*Performance during the field work	20
4.Utilization of supervision for professional growth	10

*Evaluation about the performance of the students can be obtained from agency field work supervisor and through supervisory visits. Format of the evaluation shall be under three categories a) Application of social work knowledge and skills in the setting b) Utilisation of field work experience for professional growth c) Interest and involvement during field work.

FIELD WORK PRACTICUM SYLLABUS

Introduction

Field work is an integral part of the total programme of training in Social Work. It consists of practicing Social Work under the guidance of trained field instructors in selected Social Welfare agencies and other type of placement. It enables the students to see the applicability of theoretical knowledge taught in the class room to actual situations requiring Social Work

intervention. It is both goal oriented to solve a particular problem to which a student address his or her particular activities and student centered in relation to his or her particular interest areas and aptitudes. Field Work has the dual purpose of promoting the students own learning while contributing to the development of the people with whom he or she works especially the disadvantaged sections of the society. Students will have concurrent field work during the programme. They are expected to put in a minimum of six hours of field work in a week excluding travel, report writing and Conferences. The field work will begin at the third week of the semester itself and will be concluded at the close of the respective semester. Students go through various programmes like Rural Camp, agency visits, study tour and Community Intervention Programmes throughout their training.

Objectives of the Field Work Practice

The field work practice has been developed to achieve the following general objectives:

1. To offer purposeful and guided learning experience to students through interaction with life situation.
2. To foster attitudes in students towards the development of professional self, self awareness, appreciation of both one's capacities and limitations.
3. To develop the required skills in helping the needy through organisational work and use social work methods.
4. To enable the student to develop and enhance the capacity to relate theory to practice, and also to relate experience to theory.
5. Critically look at the situations and practice, from a professional point of view, and gain insight into the possibilities of the praxis aspects of the ideals.

Field work comprises of the following:

Field work in social work educational programme involves multiple learning pedagogies and activities. The components of field work are:

- Observation visits
- Concurrent field work in the agency and community setting
- Rural camp
- Skill Development workshops
- Study tour.

SEMESTER III

Course : Field Work Practice I (5 Credits), Course code : BSWK 234

Fieldwork in Semester III shall consist of orientation visits.

ORIENTATION VISITS

Students of semester-III will be given an opportunity to visit and observe various agency/community setting in order to know about the initiatives of governmental and

non-governmental organizations in service delivery and also to know about the working pattern of the agency. A minimum of 10 visits shall be arranged. Students to be given class room orientation regarding the agency prior to the field visit. Students should submit observation visit report to the concerned faculty supervisor. Individual and group field work supervisory conference shall be conducted after every visit. The following institutions/ agencies and other settings are suggested

1. Social Welfare Department
2. Pondicherry Aids Control Society
3. Special schools
4. Psychiatric Rehabilitation Centres.
5. De addiction Centres.
6. Family Counselling Centre under CSWB.
7. Sub-Jail
8. Nodal Centre for Childline.
9. Voluntary Organisation functioning for weaker sections.
10. Old age home.
11. Slum Visit
12. Local Administration Department, Puducherry.

Purpose of Orientation Visits

- To orient the students to different settings of field work practice
- To understand about the functioning of voluntary and Governmental agency in the specific setting.
- To interact with the professionals
- To develop skills in observation and report writing.

SEMESTER IV

Course : Field Work Practice II (5 credits) , Course Code : BSWK 244

Field work in Semester IV consist of

- **Skill Development Workshop**
- **Rural Camp (3 credits)**
- **Field Work in the Community Setting (2 credits)**

SKILL DEVELOPMENT WORKSHOP

One day skill development workshop has to be conducted for fourth semester students before the start of the rural camp. It is a platform in which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, 'learning by doing'. Through the experimental learning in the workshop, insights are acquired to develop the personal self and the professional self. The main aim of skill workshop is to build the confidence and strengthen knowledge, skills, aptitude and the attitudinal base of students. The activities that may be taken under skill workshop are: (i) Role Plays; (ii) Use of motivational songs and

other interactive visual media (iii) Preparation for street plays including script writing/street theatre; (iv) Simulation exercises; (v) Film screening (vi) Practice of counseling techniques; (vii) Practice of participative techniques; (viii) Workshops on communication; (ix) Mock interviews; and (x) Strategic planning for advocacy. Social work professionals working in social work setting in and around Puducherry shall be called as resource persons for the workshop.

RURAL CAMP

Seven day social work rural camp will be organized for the students of semester four of second year to provide exposure about the socio-economic, political and cultural situations and problems of rural life. A faculty coordinator for rural camp shall be appointed for the smooth conduct of rural camp. The rural camp will be organized under the guidance of the faculty coordinator. Attendance of rural camp is compulsory. Students are considered as adult learner and hence have equal responsibility in planning and executing the objectives of the camp (in consultation with Faculty Coordinator) and ensuring that those objectives are met. Students are expected to submit a detailed record of the camp activities for assessment. The department shall fix the proposed dates for the camp well in advance and the coordinator shall plan the camp accordingly.

Objectives of the Rural Camp:

- a) Understand the social system with the dynamics within.
- b) Analysis of the regional social system, the approaches, and the strategies of intervention used by the Government and Non-Government organisations.
- c) Understand the nature of Government intervention in relation to various groups (caste, tribe etc.) in the region, and the related structures of decision-making and intervention.
- d) Develop the capacity to critique the interventions of both the voluntary organisations and the government agencies in relation to the specific group.
- e) Through experience in group-living the student should learn to appreciate its value in terms of self-development, interpersonal relationships, sense of organisation, management and taking on responsibility.
- f) Acquire skills in planning, organising, implementing through the camp for example: conscious use of time, communication skills, team spirit, handling relationships, conflicts and differences of opinion, decision making, evaluation, appreciation, sharing of resources, tasks, coping skills in problem situations, cooperation and coordination.
- g) Learners should integrate classroom learning with their interventions in the rural camp.

Preliminary Pre-Camp Visit

For finalizing the rural camp site, a preliminary visit shall be undertaken to villages or other suitable rural areas in the U.T of Puducherry or in the border villages of Tamil Nadu. The

team visiting shall consist of Faculty Coordinator of the rural camp and a minimum of three student representatives of B.A Social Work. The team shall undertake at least one such visit to (i) understand the learning objectives (ii) find out the feasibility of conducting the camp in terms of infrastructure facilities (accommodation, water, toilets, electricity etc), support system, resources (people and material resources) and scope for effective social work intervention.

Modus of Operandi of the camp

A committee consisting of elected representative of fourth semester students and Faculty Coordinator and Department incharge together will decide upon the venue of the camp and the work to be undertaken keeping in sight of the objectives of the camp. Financial requirements should be met by the students, which can also be raised through community participation in forms of money and kind. The Faculty Camp Coordinators and supervisory teachers can plan daily routine and day leaders of the camp. Care should be taken to see to it that every student in the batch had got an opportunity to share leadership responsibility in most of the camp activities. Inauguration of the camp may be conducted on the first day by inviting community leaders and members. Programmes that are beneficial for the rural community may be arranged as part of the camp.

CONCURRENT FIELD WORK IN THE COMMUNITY SETTING

The objective of the field work to prepare the students

- To identify community problem / problems.
- To identify resources and methods to solve the problems.
- To identify professional approaches and skills in community problem solving.

Activities recommended

- Developing a community profile with specific details on - Socio-Demographic characteristics - Power structure - Community Resources - Leadership pattern
- Evaluation about the implementation of Government schemes for women and children like ICDS and functioning of SHGs in the area.
- Home visits

Students can be sent to sent to anganavadi centres, community extension project of various NGOs, Block Development Office, village health centres home etc are recommended. Students can also be involved with survey to find out the social situation/social issues prevailing in the area. A minimum of 5 visits are recommended.

SEMESTER V

Course : Field Work Practice III (5 Credits) Course Code : BSWK 357

Field Work Practice III consist of

- **Study Tour (2 credits)**
- **Concurrent field work in the agency setting (3 credits)**

STUDY TOUR

The purpose of study tour is to expose the students to a wide range of organizations across specializations in different parts of the country. The duration of the study tour can be of 6-8 days. (Including travelling). The study tour enables the students to acquire information about new strategies and trends practiced in various organizations in relation to different issues. Tour will be an opportunity for the students to get exposed to the national scenario in contemporary social work practices and ideology. Study tour also aims at providing information about employment opportunities and conditions in various places. Faculty study tour coordinator shall be selected in the beginning of the semester. The department has to fix the dates of the study tour at the beginning of the semester and the coordinator shall plan the tour accordingly. Two faculty members shall accompany students for study tour. The faculty coordinator has to obtain permissions from all the agencies that the team visits well in advance and make the necessary arrangements for the smooth conduct of the programme. Students have to be involved with planning of the study tour with guidance from the faculty Coordinator. Students should prepare educational tour report and submit to the faculty supervisor within a week of return from the tour. The report and study tour viva-voce are conducted for the assessment of student. Study tour carries 2 credits.

The following are important aspects of the study tour:

- The study tour shall be planned to a place outside the U.T of Pondicherry and Tamil Nadu where students can get an opportunity to interact with communities and client groups and social conditions that they are not used to be involved.
- The study tour shall be planned in urban areas

FIELD WORK

Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of the semester. In the fifth semester the students shall be placed in social welfare agencies. Concurrent field work carries three credits.

Objectives

1. Give exposure to the students to various social welfare and development programmes and services.
2. Develop sensitivity towards the needs and problems of individuals & families, groups and communities.
3. To provide an opportunity to practice the methods of working with individuals, groups and communities.
4. To apply social work skills/techniques to deal with human problems/needs.
5. To enquire skills in analysis

Identification of target groups

The following target groups may be identified by the students to observe and analysis the problems faced by the group.

Rural community, elderly people, orphan children, street children, women who are victims of domestic violence/abuse, people who are affected with alcoholism, people who are affected with HIV, patients who are admitted in hospital for chronic illness, psychiatric patients and their family members, women who are members of SHG s, disabled people etc.

Techniques adopted

Students are advised to use social work skills and techniques while interacting with the group. .

Period

One day in a week will be allotted to the students to perform concurrent field work. A minimum of 10 concurrent visits shall be conducted.

Method of Assessment

- Assessment of the field work report.
- Field work supervisory conference and field work agency visit shall be conducted.

SEMESTER VI

Course: Field work Practice IV (5 credits) Code: BSWK 367

- **Concurrent field work in the agency setting (5 credits)**

FIELD WORK

Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of the semester.

Nature of the field work

Students will be sent to various agencies/institutions relevant to social work field and where there is scope to practice social work. The preference should be given to agencies where professional social workers are employed and can be act as agency supervisors. It is suggested that students have to practice methods of social work in the setting as far as possible.

Objectives

- To provide an opportunity to practice the methods of working with individuals, groups and communities.
- To apply social work skills/techniques to deal with human problems/needs.

- To get acquainted with the intervention strategies available to cater the needs of the clients.
- To understand and work in multi-disciplinary teams
- To learn to document case studies, reports and resources
- To learn to mobilize clients/beneficiaries to utilize the services provided by the agency

Period

One day in the week to be allotted for field work practice in the VI semester (third years)

Method of Assessment

- Assessment of field work report.
- Field work supervisory conference and field work supervision shall be conducted.

FIELDWORK RULES AND REGULATIONS

Criteria for Selection of Field Work Agencies

The following criteria will be used for screening and selecting organizations for field work setting:

1. The agency's philosophy of service must be compatible with the values and ethics of the social work profession and the objectives of field work practicum. 2. The Agency must be willing to accept and follow the requirements of the College for participation in the field work practicum. 3. The agency must be willing to provide experienced staff to act as field work supervisor/instructor for the students 4. The agency must be willing to provide a comprehensive learning opportunity for the students.

The department can discontinue association with the agency even during the middle of the field work programme in case if the agency doesn't function in a professional way that is mentioned.

Field Work Placement

The students will be placed under the supervision of a faculty member of the department of the respective College. One or two students will be placed with a field work agency by the department and a list of the same will be displayed accordingly. During the placement process, each student is required to attend pre-placement counselling with his/her respective college Faculty supervisor. Following points should be taken into consideration during the field work placement:

a. Gender considerations; b. Agency's concerns/expectations about the placement; and c. Constraints of students such as - disability, language barrier etc.

Placement of students under the college supervisors/instructor will be done as per following modalities:

a. Placement of students under the college supervisor/instructor should be done equally among staff members; b. Ratio of girls and boys students should be appropriately distributed among all the college supervisors (in case of co-educational College); and c. Equal number of students from each class should be given to all the college supervisors/instructor.

Change of Field Work Agency

If a change of field work agency is needed, it should be done early in the beginning only in extreme circumstances for the betterment of student. Any such change can be made after discussion with head of the department and Field work Coordinator.

Field Work Supervision/Instruction

Supervision is the most significant aspect of field work practicum. In fact, the goal of field work is achieved by placing the students under the supervision of a faculty member in the college as well as professionally trained social worker in the agency. The college supervisor/instructor must strive to:

1. Conduct regular supervisory conference and provide systematic inputs
2. Help students to grow as professional social workers, conscious about the demands of the profession and develop capability to handle situations independently;
3. Arrange periodic visits and meetings with agency supervisor/instructor wherein the proposed course of action by the student is discussed and an affirmative response is obtained from the agency.
4. Read and check the field work reports and provide necessary guidelines to the students regarding report writing;
5. Develop insight into the process of social work intervention using social work philosophy, principles methods and skills.
6. Assessment of performance of students.

Field work supervision inputs are made at different levels. Each student should get at least one hour of supervision per week with the respective college supervisor/instructor on a well planned basis and without any interruption. These hours of supervision will be essentially calculated in total teaching hours of a college supervisor/instructor as per the placement of students under him/her. Generally three major method of supervision/instruction are: Individual Conference; Group Conference; and Agency Visits.

Individual Conference is a tutorial approach to field work supervision. It is a medium through which the college supervisor/instructor provides the individually planned educational experience. Group Conference is organized with the intention to increase the knowledge of students by learning from experience of other students. It is held with a group of students with their respective supervisors. The college supervisors/instructors must get in touch with the field work agencies under their supervision by making regular visits in order to be

vigilant on the students' field work tasks and to meet agency supervisor (at least three visits per semester to each agency under their supervision and more if necessary). Faculty supervisor shall maintain a supervisory diary in which details of the supervisory visits are mentioned. The goals of such agency visits are to: (i) Review the students' assignments and tasks; (ii) Provide support for the students; (iii) Discuss students' learning experience with agency supervisor; (iv) Monitor that the students are receiving quality field work training; (v) Facilitate the integration of theory and practice; and (vi) Know about the performance of the students.

Administration of Field Work

The administration of field work programme of the college will be ultimately responsibility of the field work coordinator. (For field work in the agency setting, community setting and observation visit) Any official correspondence with the field work agencies, agency supervisors/instructor, students, college etc. regarding all the aspects of field work programme shall be done by the field work coordinator. Field work coordinator shall be nominated through the decision of the departmental meeting of the respective College for a minimum period of one year. The position of field work coordinator shall keep on rotating among the faculty members of the department on one year interval.

Field Work Attendance

The students in this course are being trained to become professional social workers. They are expected to meet the following responsibilities related to attendance:

1. The Department expects students to be regular and punctual in the field work. Only in special cases, there is a provision of leave of absence from field work on the grounds of sickness or important personal reasons. Leave from field work should generally be applied in advance. All leave applications should be addressed to the head of the department forwarded by field work supervisor. In case, a student is unable to attend field work due to physical problem, he/she must arrange to send message as soon as possible to the agency as well as to head of the department/Supervisor.
2. A student is not required to attend field work on college holiday, however, it may be utilized as per the instructions of the college supervisor/instructor and all such days will be called additional field work.
3. Eighty percent (80%) attendance in the concurrent field work is compulsory.
4. Attendance of all the components of field work i.e. orientation programme, individual conferences, group conferences, rural camp, workshops, study tour and seminars is also compulsory.
5. In case, a student is unable to attend scheduled days of concurrent field work in a semester, he/she is expected to compensate the same and this option should be exercised with prior intimation to and approval of the college supervisor.

If the required hours of field work and its components are not completed by any student by the end of the semester in which he/she is studying, an assessment of the performance of the student with a 'fail' recommendation will be issued by the respective college supervisor/instructor and the student is not eligible to attend the viva voce of the same paper.

Submission of Field Work Records/Assignments

The students are expected to meet the following responsibilities related to submission of records/assignments:

1. To prepare and submit weekly field work reports in a timely and appropriate manner to both college and agency supervisor/instructor.
2. To maintain a cumulative record of actual hours spent at the field work.
3. To complete and submit records of concurrent field work in a prescribed manner at the end of the semester.
4. To prepare and submit records of observation visits, field visits, rural camp, study tour, skill development workshops etc. separately.

Students have to complete the field work record and get signature of the faculty supervisor and head of the department on the field work record before the last date stipulated by the department. The student who fails to complete the field work record before the last date mentioned is not eligible to attend the viva voce of the field work paper.

Discipline at the Field Work

The students of social work are expected to behave with maturity, have respect for human beings, exhibit responsibility, decency and work towards maintaining the dignity and worth of individuals.

Activities that will enhance learning outcome for social work students

In addition it is suggested that the Social Work Department shall organize seminars, workshops, observation of international days, special lectures and skill building sessions, documentary screening etc for the students to develop their professional skills.