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SHIVAJI UNIVERSITY, KOLHAPUR.

Revised Syllabus of

(B.S.W. Sem –I & II)

To be introduced from the academic year 2010-11
(i.e. from June 2010) Onwards

(Subject to the modifications will be made from time to time)

B. S. W -Part I
Revised syllabus (semester pattern)

Objectives:

1. To understand the concepts of social work and social work profession.
2. To understand social, economic, political reality and appreciate social work as a tool to respond to this reality.
3. To understand social work as a planned process of change in a problem situation; and to develop sensitisation towards others and awareness of one self.

B.S.W. - I SEM - I
ENGLISH (Compulsory)
English for Communication Paper-I

Section I: Communication Skills

Unit No.1: Introducing Yourself

Unit No.2: Talking About Personal Experiences

Unit No.3: Giving Directions and Instructions

Section II: Reading Skill

Unit No.7: How I Taught My Grandmother to Read

Unit No.8: Non-Cooperation

Unit No.9: Socrates and the Schoolmaster

Unit No.10: The Lottery Ticket

Division of Teaching hours

1. Communication Skills = $12 \times 3 = 36$ Hours
2. Reading Skill = $7 \times 4 = 28$ Hours

SEMESTER: I

		Reading Skill	
Q.1	A	Five multiple choice objective type questions on Reading Skill. (Four choices should be given ,out of which one should be the most correct choice)	5 Marks
	B	Five objective type questions on textual vocabulary on i) synonyms ii) antonyms iii)homonyms iv)change the grammatical classes v)uses of phrases.	5 Marks
Q.2	A	Answer the following questions in two to three sentences each (3 out of 5)	6 Marks
	B	Write short note on the following in about 50 to60 words (1 out of 2)	4 Marks
		Communication Skills	
		Questions to be set on	
Q.3	A	Unit No.1 Talking about Yourself / Talking about Others	5 Marks
	B	Unit No.1 Talking about Daily Routine / Talking about one's Hobbies	5 Marks
Q.4	A	Unit No.2 Narration / Conversation	5 Marks
	B	Unit No.3 Giving Directions / Giving Instructions	5 Marks

B. S.W.. Part – I Sem - I
Additional English Paper No-II)
Introduction to English Poetry Syllabus

	I. Poetry:	
1	Let Me Not To the Marriage of True Minds	William Shakespeare
2	To Daffodils	Robert Herrick
3	If We Must Die	Claude Mckay
4	Leisure	W. H. Davis
5	Break Break Break	Tennyson
6	Solitary Reaper	W. Wordsworth
7	Stopping by Woods on a Snowy Evening	Robert Frost
8	Dover Beach	Matthew Arnold
9	Ode on Solitude	A. Pope
10	Grasshopper and Cricket	John Keats

	II Poetry as a Form of Literature:	
1	Sonnet	
2	Ode	
3	Elegy	
4	Ballad	
5	Song	

Distribution of teaching Hours:	
Poetry	45 hours
General Topics	15 hours
Total	60 hours

Time: Two Clock Hours		Total Marks: 40
Instructions:	Figures to the right indicate full marks.	
	All questions are compulsory.	
Q. 1.	Multiple choice questions with four alternatives (5 items) (Five items be set on five different poems)	5 Marks
Q. 2.	Write a critical appreciation of Any One of the following: (Two be asked) Questions be set on the two different poems not covered in question No.1. Answer to this question be in about 300 words.	15 Marks
Q. 3. A)	Write short notes on Any Two of the following: (Three be asked) Questions be set on the three different poems not covered in question No.1 & 2. Answer to this question be in about 150 words each.	10 Marks
Q. 4.	Write short notes on Any Two of the following: (Three be asked) Questions be set on the General topic – Poetry / Lyric as a Form of Literature Answer to this question be in about 150 words each.	10 Marks
	(Note: All poems be covered)	

B.S.W.PART I

Semester I

PAPER III: Title: Foundation Course I.

UNIT I: 8 periods

Importance of sociology for social work: Meaning, Scope and significance, it's relationship with other social sciences such as history, economics, political science, psychology, anthropology and social work.

UNIT II: Indian society: 12 periods

1. Composition of Indian Society: the concept of Unity in diversity.
2. Social classification in India: Definition and characteristics of Tribal, Rural and Urban Society.
3. Social stratification in India: Definition and meaning of social stratification, definition and meaning of caste, class and its difference.

UNIT III: Society and Culture: 12 periods

1. Definition and meaning of society and culture.
2. Culture: Definition, meaning and concept – tradition, customs, values, norms, folklores and mores.

UNIT IV: Social Institutions and agencies of social control: 12 periods

1. Meaning and concept of social institutions and social control.
2. Social institutions: Definition and meaning of marriage, family, religion, education, caste, state and law, types, nature of marriage and family.
3. To study their role as an agency of social control.

Mandelbaum, David (1970), Society in India, Vols I & II. Bombay: Popular.

Mies, Maria (1980), Patriarchy and Accumulation on a World Scale

Oberoi, Patricia (ed.) (1992), Family, Kinship and Marriage in India, New Delhi: Sage.

Omvedt. Gali (1982), Land, Class and Politics in India States, Delhi: University of Delhi.

Rao, M.S.A. (1978), Social Movements and Social Transformation in India, Vols I & II, New Delhi: Macmillan.

- Sharma, K.L. (ed.) (1977), Social Stratification in India: Issues and Themes. New Delhi: Sage.
- So, Alvia Y. (1990), Social Change and Development Modernization, Dependency and World System Theories, London:Sage.
- Srinivas, M.N. (1962), Caste in Modern India, Bombay: Media.

Semester I

Paper: IV HISTORY AND PHILOSOPHY OF SOCIAL WORK

UNIT I: 20 periods

History of Social Work in India: Tradition of social services in India, Philanthropic social work/service, tradition of social reform. Contribution of social reformer in social work – Mahatma Phule, Chh. Shahu Maharaj, Periyar and Dr. Babasaheb Ambedkar.

UNIT II: 8 periods

Philosophy of social work: Concept and meaning of Philosophy. Humanitarian and democratic Gandhian Philosophy

UNIT III :- Principles of social work given by Clarke, Cohen, and Friedlander.

Principles common to primary methods.

UNIT IV : Values in Social Work Democratic Values in Social Work : Affirmation of Dignity, Liberty, Equality, Happiness to all, Social Justice. Values of Social Work given by Konopka, Values relating to Individual, Problem, Relationship, Social agency, Social Work Practice.

Reading list

- Banerjee, G.R. (1972), *Papers on Social Work: An Indian Perspective*, Mumbai: TISS
- Banks, S. (1995), *Ethics and Values in Social Work: Practical Social Work Series*, London: Mecomillan.

- Borgatta, E.F. (1992), *Encyclopaedia of Sociology*, New York: Macmillan.
- Chambers, R. (1997), *Whose Reality Counts? Putting the First Last*. London: Intermediate Technology Publications.
- Chatterjee, P. (1996), *Approaches to the Welfare State*. Washington, D.C.: National Association of Social Workers.
- Chatterjee, S. & D. Datta (1994), *An Introduction to Indian Philosophy*, Calcutta: University of Calcutta.
- Congress, E.P. (1998), *Social Work Values and Ethics*. Chicago : Nelson-Hall.
- Desai, M. (2000), *Curriculum Development on History of Ideologies for Social Change and Social Work*, Jaipur: Rawat Publishers.
- Desai, M. et.al. (Eds.) (1998), *Towards People-Centered Development*. Mumbai: TISS
- Diwakar, V.D. (Ed.) (1991), *Social Reform Movements in India: A Historical Perspective*. Bombay: Popular Prakashan.
- Encyclopaedia of Social Work *Encyclopaedia of Social Work in India*, New Delhi: Ministry of Welfare. in India (1987),

BSW I

Semester I

PAPER V Introduction to Social Problems

- UNIT I: 6 periods
 Inter-relationship between individual, family, group, community, organisation (cob-web inter-relationship) and emergence of problem situation.
- UNIT II : 16 periods
 Understanding contemporary social issues: economic: concept of poverty, Population, unemployment, types of unemployment. Social issues concept of caste, class, gender and political :marginalisation, identity and communalism.
- UNIT III: 12 periods

Issues of socially disadvantaged: Meaning and concept.

- Women: destitute, separated, widows, unmarried mother.
- Children : Rag pickers; street children;
- Aged

UNIT IV:

15 periods

Meaning and Issues of Socially discriminated:

- SC; ST; OBC; VJNT; NT; Religious minorities

Reading List :

- Beteille, Andre (1983), Equality and Inequality, Delhi OUP.
- Desai, A.R.(1966), Social Background of Indian Nationalism, Bombay: Popular.
- Desai, A.R. (1986), Agrarian Struggles in India After Independence, Oxford: OUP.
- Ghurye, G.S. (1932), Caste and Class in India, Delhi : OUP.
- Gupta, D. (ed) (1992), Social Stratification in India, Delhi: OUP.
- Harlambos, M. (1980), Sociology : Themes and Perspectives, Delhi:OUP
- Kapadia, K.M. (1958), Marriage and Family in India, Bombay: OUP
- Kolenda, Pauline (1978), *Caste in Contemporary India*, California: Beajamin Cummings.
- Mandelbaum, David (1970), Society in India, Vols I & II. Bombay: Popular.
- Mies, Maria (1980), Partiarhcy and Accumulation on a World Scale
- Oberoi, Patricia (ed.) (1992), Family, Kinship and Marriage in India, New Delhi:Sage.
- Omvedt. Gali (1982), Land, Class and Politics in India States,Delhi: University of Delhi.
- Rao, M.S.A. (1978), Social Movements and Social Transformation in India, Vols I & II, New Delhi: Macmillan.
- Sharma, K.L. (ed.) (1977), Social Stratification in India: Issues and Themes. New Delhi: Sage.

- So, Alvia Y. (1990), Social Change and Development Modernisation, Dependency and World System Theories, London: Sage.
- Srinivas, M.N. (1962), Caste in Modern India, Bombay: Media.
- Vidhya Bhushan Sachdeva Introduction to sociology, Popular Prakashan.

Training components and skills

- A. Social work knowledge base and other social sciences: sociology, psychology, anthropology, ecology, and Political science, Political economy.
- B. 1. Life skills: relationship skills, communication skills, self awareness (becoming aware about one's own strengths and limitations, giving and receiving feed back, self disclosure and its limits)
- 2. Skill of working with people: working with individual, working with groups, working with community
- 3. Skill of working with organisation
- C. Attitude
 - 1. Values, principles of social work, philosophy (values of Indian Constitution and directive principles, preamble, principles of state policy).
 - 2. Understanding self and relating with others (Individuals, groups, families, communities & organisation/ institutions). Understanding one's own values, behaviours, attitudes.

STRUCTURED EXPERIENCE LABORATORY: Training components and skills through structural experience laboratory is a classroom activity, to provide in the games/activities, form the involvement of self in various practice skills. These laboratory experiences are designed in small groups to encourage participation, sharing of the experience and aid in examining learning and applications of skills. These sessions have a specific objective of experiencing self, and applying/using self in practice.

BSW I

Paper VI: Field Work Practicum

RURAL/TRIBAL CAMPS: provide opportunities to experience rural life, analyse rural dynamics and observe the functioning of local self-government and voluntary organisations. This experience aids peer participation in planning for activities for own group and those for local people. It also helps develop skills carry out, evaluate and report the experience. Minimum Ten days camp should be arranged.

SOCIAL WORK PRACTICUM-ORIENTATION

Introduction: Total numbers of field work days are 36. Out of this 10 days can be utilised for camp. Six (6) days can be utilised for skill labs.

Students are expected to get orientation regarding various fields of social work through orientation visits. It is also expected to conduct the experience sharing in the field work presentation activity. The faculty in-charge should help students to understand their own perspectives, attitudes, value system and help the students to bring out necessary changes required for professional social workers.

B. S.W. -I Sem – II ENGLISH (Compulsory) Paper No. I English for Communication

Section I: Communication Skills

Unit No.4: Preparing a C.V. and Writing a Letter of Application

Unit No.5: Telephonic and E-mail Communication

Unit No.6: Note- Making

Section II: Reading Skill

Unit No.11: Interview with Nelson Mandela

Unit No.12: Women in India

Unit No.13: Where the Mind is Without Fear

Unit No.14: The Jet Age

Unit No.15: O Captain! My Captain!

Division of Teaching hours

1. Communication Skills = $12 \times 3 = 36$ Hours
2. Prose = $7 \times 2 = 14$ Hours
3. Poetry = $2 \times 3 = 6$ Hours

Nature of Question Paper

Total Marks-40

		Reading Skill	
Q.1	A	Five multiple choice objective type questions on Reading Skill. (Four choices should be given ,out of which one should be the most correct choice)	5 Marks
	B	Five objective type questions on textual vocabulary on i) synonyms ii) antonyms iii)homonyms iv)change the grammatical classes v)uses of phrases.	5 Marks
Q.2	A	Answer the following questions in two to three sentences each (3 out of 5)	6 Marks
	B	Write short note on the following in about 50 to 60 words (1 out of 2)	4 Marks
		Communication Skills	
		Questions to be set on	
Q.3	A	Unit No. 4 A Letter of Application with C.V.	10 Marks
Q.4	A	Unit No.5 E-mail Communication	5 Marks
	B	Unit No.3 Note- Making (Either give a passage of about 250 words to make notes or give notes and ask them to expand the notes into passage)	5 Marks

B.S.W. -I Sem – II Additional English (Paper No. II)

Question Paper 40 + 10 Semester Pattern

	I Novel:	
I	<i>That Long Silence:</i> Shashi Deshpande	
II	Novel as a Form of Literature:	
i)	Emergence of English Novel (with special reference to Richardson, Fielding, Smol	
ii)	Elements of the novel: Plot, Characters, Setting	
	Reference Books:	
1.	B. Prasad: A Background to the Study of English Literature	

2.	Rees R. J.: An Introduction to the Study of English Literature	
	Distribution of teaching periods:	
	Novel	45 Hours
	General Topic Prescribed	15 Hours
	Total	60 Hours

Semester II		
Time: Two Clock Hours		Total Marks:
40		
Instructions:	Figures to the right indicate full marks.	
	All questions are compulsory.	
Q. 1.	Multiple choice questions with four alternatives (Five items be set)	5 Marks
Q. 2.	Answer Any One of the following: (Broad answer type questions) (Two be asked.) Answer to this question be in about 300 words.	15 Marks
Q. 3. A)	Write short notes on Any Two of the following: (Three be asked) Answer to this question be in about 150 words each.	10 Marks
Q. 4.	Write short notes on Any Two of the following: (Three be asked) Questions be set on the General topic – Novel as a Form of Literature Answer to this question be in about 150 words each	10 Marks

Semester II Paper III
Foundation Course II

UNIT I: 12 periods

Society and Environment

1. Definition and meaning of environment
2. Physical and social environment.

Definition and meaning of heredity and environment

UNIT II: Social Processes: (16 marks) 12 periods

1. Meaning and concept of socialisation.
2. Meaning and concept of social process: the process of interaction, the meaning of social interaction, social cultural processes. Forms of social processes, accommodation, assimilation, cooperation, competition.

UNIT III: Social Transformation: (8 marks) 10 periods

1. Definition, concept of social mobility.
2. Meaning, characteristics of social change and factors, inducing social mobility and social change with reference to India.

UNIT IV: (16 marks) 12 periods

Understanding role of state:

1. Definition, meaning and functions of the state.
2. India as a welfare state: Definition, meaning, characteristics, functions and role as a welfare state.

Reading List :

- | | |
|-------------------------|--|
| Beteille, Andre (1983), | Equality and Inequality, Delhi:OUP. |
| Desai, A.R.(1966), | Social Background of Indian Nationalism, Bombay: Popular. |
| Desai, A.R. (1986), | Agrarian Struggles in India After Independence, Oxford: OUP. |
| Ghurye, G.S. (1932), | Caste and Class in India, Delhi : OUP. |
| Gupta, D. (ed) (1992), | Social Stratification in India, Delhi: OUP. |
| Harlambos, M. (1980), | Sociology : Themes and Perspectives, Delhi:OUP |

- Kapadia, K.M. (1958), *Marriage and Family in India*, Bombay: OUP
- Kolenda, Pauline (1978), *Caste in Contemporary India*, California: Beajamin Cummings.

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Semester II

PAPER IV: INTRODUCTION TO SOCIAL WORK PROFESSION

- Unit 1: (10 marks) 8 periods
 Social work profession: Meaning and definition of profession, definition, scope, components, process, objectives and functions of social work, social work as a profession.
- UNIT II: (10 marks) 6 periods
 Problems faced by social work profession in India:
 Misconceptions about professional social work.
- UNIT III: (10 marks) 8 periods
 Various forms of social work.
 Meaning and concept of charity, voluntary social work, social service, and rights based approach and difference between them.
- UNIT IV: Social Work and other concepts : (10 marks) 12periods
 Definition, meaning of social welfare, social service, social reforms, social movements, social action, social development, social security, community development.
- Fernandes, L. & S. Bhatkal *The Fractured Civilization: Caste Society in the Throes of Change*. Mumbai: (1999), Bharatiya Janwadi Aghadi.
- Gore, M.S. (1993), *The Social Context of Ideology: Ambedkar's Social and Political Thought*. New Delhi: Sage Publishing.
- Haiah, K, (1996), *Why I am not a Hindu: A sudra Critique of Hindutva Philosophy,Culture and Political Economy*. Calcutta: Samya.

- Haiah, K, (2000), *God as Political Philosopher: Buddha's Challenge to Brahminism*, Calcutta: Samya.
- Kappen, S. (1994), *Tradition, Modernity, Counterculture: An Asian Perspective*. Bangalore : Visthar.
- Kothari, S. and Sethi, H. (Eds.) *Rethinking Human Rights*. New Delhi : Lokayan.
(1991),
- Kymlicka, W. (1995), *Multicultural Citizenship*. Oxford: Clarendon.
- Louis, P. (2001), *Casteism is Horrendous than Racism: Durban and Dalit Discourse*. New Delhi : Indian Social Institute.
- Lyotard, J.F., *The Post-Modern Condition*.
- Mathew, P.D. (2000), *Constitution of India Simplified*. New Delhi: Indian Social Institute.
- Muricken, A. (Ed.) (1998), *Guide for Secular Action: An Activists Guide for Promoting Secular Communities*. Mumbai : Vikas Adhyayam Kendra.
- O'Brien, M. & S. Penna. (1998), *Theorising Social Welfare: Enlightenment and Modern Society*. London: Sage
- Ojha, P.N. (1978), *Aspects of Medieval Indian Society and Culture*. Delhi: B.R. Publishers.
- Omvedt. G. (1976), *Cultural Revolt in Colonial India: The Non-Brahman Movement In Western India*. Mumbai: Scientific Socialist Education Trust.
- Ombvedt G. (1994), *Dalits and Democratic Revolutions: Dr. Ambedkar and Dalit Movement in Colonial India*, New Dehli : Sage
- Pal, R.M. & S. Chakraborty, *Human Rights Education in India*. New Delhi: Indian Social Institute.(Eds.) (2000)

- Panikkar, K.N. (1995), *Culture, Ideology, Hegemony: Intellectual and Social Consciousness in Colonial India*. New Delhi : Tulika
- Raj S.J., S.L. & A. Roy *Contemporary Social Movements in India: Achievements and Hurdles*. Choudhury (Eds.) (1998) New Delhi: Indian Social Institute.
- Ram, P.R. (Ed.) (1999), *Secular Challenge to Communal Politics: A Reader*, Mumbai : Vikas Adhyanyan Kendra.
- Ramaiah, A. (1998), *The Plight of Dalits: A Challenge to Social Work Profession*, The Indian Journal of Social Work, 59 (I)
- Rege, S. (2000), *Understanding Pupular Culture: The Satyashodhak and Ganesh Mela in Maharashtra*, Sociological Bulletin, 49(2), pp. 193-210
- Sarkar, Sumit (1995), *Modern India, 1885-1947*. New Delhi: Macmillan.
- Sen, S.P. (Ed.) (1979), *Social and Religious Reform Movements in Nineteenth and Twentieth Centuries*, Calcutta: Institute of Historical Studies.
- Swami Vivekananda, *The Universal Gospel*, Calcutta: Advaita Ashrama.
- Tata Institute of Social *Declaration of Ethics for Professional Social Workers*, The Indian Journal Sciences, Social Work of Social Work, 58(2), 335-341.
- Educators Fourm (TISSWEF) (1997)
- The Ramakrishna Mission *The Cultural Heritage of India, vols. 1-6*, Calcutta: The Ramakrishna Institute of Culture (1982) Mission.
- United Nations. (1992), *Human Rights: Teaching and Learning About Human Rights*, New York.
- University Grants Commission, *Review of Social Work Education in India: Retrospect and Prospect*. New (1980) Delhi: UGC.
- Woodrofe, K. (1962), *From Charity to Social Work*. London: Routledge and Kegan Paul.

Journals : *Economic and Political Weekly, Humanscape, The Indian Journal of Social Work, Lokayan, Bulletin, Vikalp, Social Action, etc.*

B. S. W. I

Semester II

PAPER V: FIELDS OF SOCIAL WORK

Unit I: Child Welfare: Need and importance of child welfare, History of Child Welfare Services, efforts taken by Govt., Role of voluntary organization, Role of NGO's in rendering Child Welfare Services.

Unit II: Definition of Youth, Problems of Youth in India (Rural, Urban and Tribal). Youth Welfare Services at central and State level, Administrative structure and functions Of Youth Ministry.

Unit III: Women Welfare: Status of Women in India, concept and meaning of Women Welfare, Women Welfare Programmes at Central and State level, Role of Women Welfare Ministry and its structure. Women Welfare Policies – 33% reservation bill, Domestic violence Act.

Unit IV: Family Welfare – Definition of Family, Salient features of Indian family and its types. Family services in India, Administrative structure and functions of Family Welfare Ministry.

References:

- 1) Fields in social work: A. R. Wadia.
- 2) Encyclopedia of social work: Ministry of social welfare and justice.
- 3) Indian social problems: Vol II G. R. Madan

Semester II

Paper VI : INTRODUCTION TO SOCIAL WORK INTERVENTION

UNIT I: (10 marks)

10 periods

Social Work intervention:

- Working with community; social welfare administration; Working with group; working with individual; Social action; Integrated social work practice.

UNIT II : (5 marks)

6 periods

Government organisations: their composition and functions; Central Social Welfare Board; State Social Welfare Advisory Board; State Social Welfare Ministry.

UNIT III : (15 marks)

15 periods

Various types of organisations: 100 per cent Grant in aid; Semi-aided; Non-aided organisations/Semi-Government; Voluntary; Non-Government Organisation.

- Correctional Social Work institutions: Jail; State Home for Men and Women.
- Service oriented Social Work institution; Civil hospital; F.C.C
- Development oriented Social Work institution: DRDA; DPDC
- Training oriented social work institution: ITI; MITCON.
- Welfare oriented social work agencies : Mahatma Phule Magasvargiya Vikas Mahamandal; Special District Social Welfare Office.
- Rehabilitation oriented work agencies; old age home; mentally deficient children's home.
- Recreational agencies.

UNIT IV

Introduction to Indian constitution. , philosophy values of Indian constitution and directive principles, preamble, principles of state policy.

Reading List:

- Bartlett, Harriett.,(1970) *The common Base of Social Work Practice*, National Association of Social Workers, 2 parth Avenue, New York, N.R.
- Lippit, R., J. Watson, and *The Dynamics of Planned Change*, New York: Horcourt, Brace and World, B. Westly.(1958) Chapters: 6,7,8,9

Pincus, Allen and Anne *Social Work Practice: Model and Method*. Illinois:F.E. Peacock., Minahan. Publishers, Inc. 1973, Chapter 3,4,5,6,7,8,9,10,11,12,13

Specht, Harry and Anne Vickery, *Integrating Social Work Methods*. London: George Allen and Unwin, 1977, Chapters 3,4,5

Goldstein, Howard. *Social Wrok Practice: A Unitary Approach*, Columbia: University of South Carolina Press 1973, Chapter 4&5

Johnson,(1986) *L.C.Social Work Practice (2nd Ed.)* Newton, Massachusetts: Allyn, & Bacon

II History of Social Work:

Brune, Frank, J.(1957) *Trends in Social Work*. New York: Columbia University press.

Chapter 29: *The Evolution of Social Casework*, pp. 278-291.

Clarke, Helen, I. *Principles and Practice of Social Work*, New York: Appleton-Century-Crofts, Inc., 1947.

Chapter III & IV : History of Social Case Work,

Chapter V : History of Social Group Work, Chapter VII: History of Community Organisation.

Encyclopaedia of Social Work in India, Volume one, The Planning Commission; Government of India.

S. Natarajan, *History of Social Reforms from 1818 to 1947*, pp. 378-392

A.R. Wadia, *History of Social Work from 1818 to 1947*, pp. 393-399

Renuka Roy, *History of Social Welfare Developments Since 1947*, pp. 400-408

S.K. Dey, *Community Development - Rural*, pp. 122-128

P.R. Nayak, *Community Development - Urban*, pp. 129-140.

Kidneigh, John, C., “History of American Social Work”, *Encyclopaedia of Social Work*, Harry L. Lurie(ed.),

- Konopka, Gisle, (1972) "History of Social Group Work", *Social Group Work: A Helping Process*, Second Edition, Eaglewood Cliffs, N.J. Prentice Hall, Inc., pp. 1-18.
- Wadia, A.R. (ed), *History and Philosophy of Social Work In India*, Bombay: Allied Publishers Pvt. Ltd., Part One: Chapter 2,3,4.

III Social Work as a Profession :

- Desai, Armaity, S. "Development of Social Work Education", *Encyclopaedia of Social Work in India*, Second Edition (To be published), Seecyclostyled copy submitted on August 3, 1979.
- Desai, Armaity, S.,(1975) "Social Welfare in India: Present Problems and Suggestions for Reorganisation", *International Social Work*, XVIII No.2.
- Desai, Armaity, S.,(1981) "Social Work Education in India: Retrospect and Prospect", *Social Work Education in India*, Association of Schools of Social Work in India.
- Lurie, Harry, L. (ed.), *Encyclopaedia of Social Work*, Fifteenth Issue, National Association of Social Workers, 2 Park Avenue, New York, N.Y.
- Wener Boshm, *Relationship of Social Work to other Professions*, pp. 640-648.
- Manshardt, Clifford,(1967) *Pioneering on Social Frontiers in India*, Bombay: Lalvani Publishing House.
- Nagpaul, Hans, (Jan'1970) "Social Work as a Profession in India:A Sociological Analysis", *Indian Journal of Social Work* XXXII, No. 4 , pp.384-411

- Nagpaul, Hans,(1972) *The Study of Indian Society: A Sociological Analysis of Social Welfare and Social Work Education*, New Delhi: S. Chand and Col Pvt. Ltd.,
- Chapter: IX - *Professionalisation in Social Work*, pp. 332-447.
(especially Read “*Growth of Social Work as a Profession in India*”), pp.391-447
- Chapter: VIII - *Growth and Development of Social Work Education*, pp.274-331.
- Pathak, S.H.,(1974) “A Quarter Century of Professional *Social Work in India*”, *Social Welfare in India : A Legend and A Legacy*, S.D. Gokhale (ed) Bombay: Popular Prakasan.
- Ramachandran, P. and *Professional Social Workers in India*, bombay: United Asia Publishing, A. Padmanabha,1969.
- Connaway, R.S. & *Social Work Pracitce*, Englewood Cliff, New Jersey, Prentice Hall, Gentry, M.A.,1988.
- Germaine, C.B. & Ecological Perspctive, in *Encyclopaedia of Social Work*, 19 ed., pp 816 82, Gitterman, A.,1995.
- Parsons, R., Jorgense, J.D., *The Integration of Social Work Practice*, Brooks/Cole Publishing Hernandez, S.H.,(1994) Company, California.
- Desai, Armaity, S., *Overall View of Concepts for Integration of Social Work Practice (Semester I)*.
- Desai, Armaity, S., *Overall View of Concepts for Integration of Social Work Practice (Semester IV)*.

Training components and skills

- D. Social work knowledge base and other social sciences: sociology, psychology, anthropology, ecology, and Political science, Political economy.
- E. 1. Life skills: relationship skills, communication skills, self awareness (becoming aware about one’s own strengths and limitations, giving and receiving feed back, self disclosure and its limits)

2. Skill of working with people: working with individual, working with groups, working with community
3. Skill of working with organisation

F. Attitude

1. Values, principles of social work, philosophy (values of Indian Constitution and directive principles, preamble, principles of state policy).
2. Understanding self and relating with others (Individuals, groups, families, communities & organisation/ institutions). Understanding one's own values, behaviours, attitudes.

STRUCTURED EXPERIENCE LABORATORY: Training components and skills through structural experience laboratory is a classroom activity, to provide in the games/activities, form the involvement of self in various practice skills. These laboratory experiences are designed in small groups to encourage participation, sharing of the experience and aid in examining learning and applications of skills. These sessions have a specific objective of experiencing self, and applying/using self in practice.

Introduction: Total numbers of field work days are 36. Out of this 10 days can be utilised for camp. Six (6) days can be utilised for skill labs.

Two types of orientation activities are organised. One is orientation to social work practice learning and its place in the curriculum. While the other is orientation to the setting/agency. The learner is placed in for the social work practice learning. This orientation is carried out at the setting/agency in the first two weeks.

Orientation

A. Orientation to social work practice

- This orientation may be through a large group meeting to share and discuss place of practice learning as an integral part of the curriculum.
- Code, norms and expectations of this teaching-learning opportunity.
- Requirements of working like days, hours, agency timings and other such details of practice learning.
- Nature and tasks of initial phase and involvement of learner and instructor.
- Learner responsibility to setting agency and the institution of learning.
- Details regarding records and their submission.

- Practice learning instruction: individual conferences- one hour per week, group conferences once a fortnight.
- B. Orientation to social work setting/agency of placement – to be carried out at the practice placement setting.
- Nature of setting/agency – its objectives services programmes, structure, general environment.
 - Contact person in the setting/agency, role of that individual.
 - Annual and other brochures for information.
 - Introduction to setting/agency management, staff and on-going activities.
 - General introduction setting/agency its programmes and beneficiaries. Information of other similar services.
 - Policies supporting the service agency both local, national.
 - In the first four weeks the learners may make a local directory to include emergency numbers of hospitals/primary health centres, police, ward of panchayat office, and network agencies, along reference to other developmental and welfare services in the location with a brief.

SOCIAL WORK PRACTICUM – VISITS

Objectives

- a) Acquire skills of systematic observation and develop a spirit of inquiry
- b) Understand society's response to social problems through various services.
- c) Understand, appreciate and develop ability to critically evaluate the initiative of voluntary and government programmes.
- d) Develop an appreciation of social work intervention in these programmes by recording:
 - a. relevant factual information about the client system and the problem/concern.
 - b. The selection programmes/strategies for solving the problems, and their relevance to the client system and the problem concern of the issue.
 - c. The role of the social worker and its relevance to the clients' needs and the problems.
 - d. The relationship between the micro problems observed and the macro situation, the appropriation of the organisation's resources and nature of intervention.

e. Gaps identified and suggestions.

Note – suggestions for field visits

A minimum of six visits may be made to settings like those listed below to observe services/programmes developed to meet peoples needs. Minimum 24 orientation visits to different agencies listed below is must rest days of field work can be utilized for placement in rotation form.

- i. Health setting-community health extension projects, primary health centres, clinics.
- ii. Educational setting-formal/school, non-formal/adult education centres, income generating skill development centres.
- iii. Community services like : life skill development programmes centres, environment improvement and improvement centres e.g a family service centre/community projects in urban and rural settings.
- iv. Services for special groups like the differentially abled, (b) destitute, migrants, and elderly, both institutional and non-institutional.
- v. Criminal justice systems-jails, courts, police stations and juvenile justice centres.
- vi. Civic administration centres-municipal offices, panchayat offices and ward offices etc.
- vii. Destitute migrant and elderly persons services both institutional and non-institutional.

Suggested tasks for the faculty in charge of institutional visits.

- a. Select the agencies to provide an understanding of various settings for development, preventive, and crisis situations programme.
- b. Communication to the selected agencies must;
 - i. carry a request for making such a visit
 - ii. a request for arrangements to meet with specified members of the staff and client system.
 - iii. A follow up letter to appreciate the agency's cooperation for the visit is essential.

- c. Students should be given a brief orientation regarding the position of the agency in the overall service system. Guidelines for observation and reporting of the visit need to be provided.
- d. For effective learning, the faculty in-charge should create an atmosphere whereby the learners develop a spirit of inquiry, appreciation for the service. Understand the policy, its relevance and gaps in the programme delivery process.

Visits should be followed up with sharing of the group's reports. Use of variety of methods of presentations to be encouraged.

Note: Senior students of UG and PG programmes should be involved in the experience of communicating with agencies through letters, phone calls.

Method of assessment

Credits/marks may be given as per the institution's policy – Group reports to be presented.