

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086**  
**BSW DEGREE: BACHELOR OF SOCIAL WORK**

**SYLLABUS**

(Effective from the academic year 2015 – 2016)

**SOCIAL WORK PROFESSION - HISTORY AND PHILOSOPHY**

**CODE: 15SW/MC/SP14**

**CREDITS: 4**

**L T P: 4 0 0**

**TOTAL TEACHING HOURS: 52**

**OBJECTIVES OF THE COURSE**

- To help students gain an understanding of the history and philosophy of Social Work and its emergence as a profession
- To help students understand Social Work as a profession – its beliefs, values and principles
- To help students develop an understanding of the various methods and fields of Social Work practice

**Unit 1**

**Historical Development of Social Work Profession (11 hrs.)**

- 1.1 Overview of Historical Development of Social Work in England and USA
- 1.2 Historical Development of Social Work in India - Social Service and Traditional Social Institutions
- 1.3 Contribution of Social Reformers – Raja Ram Mohan Roy, Sarojini Naidu, Periyar, of Christian Missionaries and Other Religions, of Gandhi and NGOs to Social Work in India

**Unit 2**

**Social Work Profession (11 hrs.)**

- 2.1 Social Work Profession: Meaning and Definition of Social Work as a Profession
- 2.2 Origin and Growth of Social Work Profession in India
- 2.3 Goals and Functions, Principles and Scope of Social Work Profession
- 2.4 Beliefs and Values, Code of Ethics (NASW)

**Unit 3**

**Definition and Meaning of Concepts relevant to Social Work (10 hrs.)**

- 3.1 Social Service
- 3.2 Social Security
- 3.3 Social Change
- 3.4 Social Welfare
- 3.5 Social Policy
- 3.6 Social Planning
- 3.7 Social Action
- 3.8 Social Development
- 3.9 Empowerment

**Unit 4**  
**Introduction to Social Work Theory** (10 hrs.)  
4.1 Conceptual understanding of Theory  
4.2 Importance of Theory in Social Work  
4.3 Major Theories in Social Work - Problem Solving Model, Behaviour Modification Model, and Crisis Intervention Model

**Unit 5**  
**Social Work Education and Practice** (10 hrs.)  
5.1 Social Work Education in India  
5.2 Importance of Field Work and Supervision in Social Work Education  
5.3 Professional Associations - International Federation of Social Workers (IFSW), The National Association of Social Workers (NASW), National Association of Professional Social Workers in India (NAPSWI), and the Professional Social Worker's Association (PSWA)

### **TEXT BOOKS**

Payne, M. *Modern Social Work Theory*. New York: Palgrave MacMillan, 2005.

Payne, M. *The Origins of Social Work - Continuity and Change*. New York: Palgrave Macmillan, 2005.

Joshi, S., C. *Hand Book of Social Work*. New Delhi: Akansha, 2004.

### **BOOKS FOR REFERENCE**

Adams, R. *Social Work and Empowerment*. New York: Palgrave Macmillan, 2003.

Alston, M. and Mckinnon, J. *Social Work – Fields of Practice*. Australia: Oxford U P, 2003.

Banks, S. *Ethics and Values in Social Work*. New York: Palgrave Macmillan, 2001.

Black, K., J. *Development in Theory and Practice- Paradigms and Paradoxes*. Jaipur: Rawat, 2007.

Bogo, M. *Social Work Practice- Concepts, Processes and Interviewing*. New York: Columbia University Press, 2006.

Clark, L., C. *Social Work Ethics – Politics, Principles and Practice*. New York: Palgrave Macmillan, 2001.

Desai, M. *Ideologies and Social Work- Historical and Contemporary Analyses*. Jaipur: Rawat, 2006.

Doel, M. and Shardlow, M., S. *Modern Social Work Practice- Teaching and Learning in Practice Settings*. London: Ashgate, 2005.

Dominelli, L. *Social Work-Theory and Practice for a Changing Profession*. New Delhi: Rawat, 2005.

Subheddar, T. S. *Field Work Training in Social Work*. Jaipur: Rawat, 2001.

Sumit Dutta. *Social Work and Social Development*. New Delhi: Wisdom Press, 2013.

Thompson, N. *Understanding Social Work- Preparing and Practice*. New York: Palgrave Macmillan, 2002.

## **JOURNAL**

The Journal of Social Work Education (JSWE)

## **WEB RESOURCES**

[www.socialworktoday.com](http://www.socialworktoday.com)

[www.cswe.org](http://www.cswe.org)

[www.naswdc.org](http://www.naswdc.org)

## **PATTERN OF EVALUATION**

### **Continuous Assessment:**

**Total Marks: 50**

**Duration: 90 mins.**

Section A – 4 x 3 = 12 marks (All questions to be answered)

Section B – 3 x 6 = 18 marks (3 out of 5 questions to be answered)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered)

### **Third Component:**

#### **List of evaluation modes:**

Seminars

Assignments

Problem Solving Case Studies

Quiz

Open book tests

### **End Semester Examination:**

**Total Marks: 100**

**Duration: 3 hours**

Section A – 10 x 3 = 30 marks (All questions to be answered)

Section B – 5 x 6 = 30 marks (5 out of 8 questions to be answered)

Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered)

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086**

**BSW DEGREE: BACHELOR OF SOCIAL WORK**

**SYLLABUS**

**(Effective from the academic year 2015 – 2016)**

**FIELD WORK - I**

**CODE: 15SW/MC/FW12**

**CREDITS: 2**

**LAB SESSIONS AND OBSERVATION VISITS**

These are structured experiences in a skill lab setting, which provide an opportunity of “learning by doing” in a safe environment. Learning about social realities, others and self is essentially through inputs, group experiences and simulation games. The skill lab sessions equip students with knowledge, attitudes and practice skills in keeping with social work values, beliefs and ethics. The students are exposed to social realities existing in society, a critical analysis of such situations and the need to work towards human development.

The observation visits aim to make the students oriented to various organisation in the field of social work, such as non-governmental organisations involved in welfare and development activities, government bodies involved in development work, hospitals and health care organisations, organisations in the care of aged, women and children

**OBJECTIVES OF FIELD WORK**

- To develop understanding of situations in the world of reality through experiencing situations in a laboratory settings, using imagination and fantasy.
- To develop the capacity to reflect over one’s own behaviour, and its effect on self and others and with the help of the facilitator, develop understanding of the same.
- To develop skills to establish relationship with clients and client groups by participating in games for listening, verbal communication and understanding non-verbal messages – body language and life skills.
- To acquire skills of observation and develop an understanding of society’s response to social problems through various services.
- To develop understanding and appreciation and ability to critically evaluate the efforts of voluntary and government programmes.
- To develop an appreciation of the significances of social work intervention in these programmes by recording.

The **topics** for **field Lab** Sessions:

- a. Self-Awareness
- b. Communication skills
- c. Interpersonal relationship.
- d. Indian social problems
- e. Values and ethics in Social Work.
- f. Leadership and personality development.

The **visits** to the organisations include:

- a. Children

- b. Elderly
- c. The differently abled (physically/mentally)
- d. Governmental agencies involved in Social Work

**METHOD OF ASSESSMENT**

1. Presentation of consolidated report on various lab sessions and observation visits.

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086**  
**BSW DEGREE: BACHELOR OF SOCIAL WORK**

**SYLLABUS**

**(Effective from the academic year 2015 -2016)**

**FUNDAMENTALS OF SOCIOLOGY**

**CODE: 15SW/AC/SS15**

**CREDITS : 5**

**L T P : 5 0 0**

**TOTAL TEACHING HOURS.: 65**

**OBJECTIVES OF THE COURSE**

- To understand Sociology as a discipline and its relevance in Social Work
- To develop an understanding of basic Sociological concepts about society, its structure and dynamics
- To develop in students the ability to analyse the Indian social system, social phenomena and social problems
- To develop an interest and commitment to change society for the better

**Unit 1**

**Individual in Society (13 hrs.)**

- 1.1 Sociology as a discipline and its relevance to Social Work
- 1.2 Relationship and difference between Sociology and Social Work
- 1.3 Society – Definition, Characteristics, Types
- 1.4 Socialisation – Definition, Meaning, Process, Agents and Functions
- 1.5 Social Control – Definition, Meaning, Forms and Functions
- 1.6 Culture – Definition, Meaning, Components of Culture, Cultural Lag
- 1.7 Definition, Meaning, Characteristics – Folkways, Mores and Norms
- 1.8 Social Groups – Definition, Meaning, Types

**Unit 2**

**Social Stratification (10 hrs.)**

- 2.1 Caste and Class – Definition, Difference Between Caste and Class, Changing Patterns, Impact of Caste on Indian Society
- 2.2 Gender Roles, Gender issues and Gender Discrimination in India
- 2.3 Social Mobility – Definition, Meanings, forms of Social Mobility

**Unit 3**

**Social Institutions (12 hrs.)**

- 3.1 Marriage – Definition, Meaning, Types, Functions, Changing Trends
- 3.2 Family – Definition, Meaning, Types, Functions, Changing Patterns
- 3.3 Kinship – Definition, Meaning, Types
- 3.4 Religion – Definition, Meaning, Functions

**Unit 4**

**Social Change and Social Movements (13 hrs.)**

- 4.1 Concept of Social Change, Factors Contributing to Social Change, Acceptance or Resistance to Social Change, Causes for Social Change in India
- 4.2 Social Movements – Definition, Meaning, Types and factors essential for Social Movements

## Unit 5

### Social Problems in India

(17 hrs.)

5.1 Social Problems – Definition, Meaning, Types, Causes and Preventive Measures/Programmes – Government of the Different Social Problems in India – Poverty, Unemployment, Crime, Overpopulation, Addiction, Illiteracy, Environmental Pollution, Juvenile Delinquency, Child Labour and Health and Nutrition

### TEXT BOOKS

Rao Shankar, C.N. *Principles of Sociology*. New Delhi: S.Chand

### BOOKS FOR REFERENCE

Dhanagare, D., N. *Indian Sociology*. Jaipur and New Delhi: Rawat, 1993.

Frances, V., Moulder. *Social Problems of the Modern World*. U.S.A.: Eve Harward, 2000.

Mac, Iver R., M. and Page, C., H. *Society: An Introductory Analysis*. Chennai: Macmillan, 1990.

Ram, Ahuja. *Social Problems in India*. Jaipur and New Delhi: Rawat, 1997.

Sharma, Rajendra, K. *Indian society – Institutions and Change*. New Delhi: Atlantic, 1997.

Shepard, Jon, M. *Sociology*. New York: West Publishing Co, 1981.

Upadhyaya, Sharma, V., P. *Contemporary Indian Society* New Delhi: Anmol, 1992.

### JOURNALS

Journal of Sociology

Society for the study of Social Problems – Per – reviewed Journal.

### WEB RESOURCES

<http://www.sociologyguide.com/>

<http://www.importantindia.com/3910/essay-on-social-problems-in-india/>

### PATTERN OF EVALUATION

#### Continuous Assessment:

**Total Marks: 50**

**Duration: 90 mins.**

Section A – 4 x 3 = 12 marks (All questions to be answered)

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#### Third Component:

##### List of evaluation modes:

Seminars

Assignments

Problem Solving Case Studies

Quiz

Open book tests

**End Semester Examination:**

**Total Marks: 100**

**Duration: 3 hrs.**

Section A –  $10 \times 3 = 30$  marks (All questions to be answered)

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**BSW DEGREE: BACHELOR OF SOCIAL WORK**

**SYLLABUS**

**(Effective from the academic year 2015 -2016)**

**SOCIAL WORK METHODS – I**

**(Case Work and Group Work)**

**CODE: 15SW/MC/SM24**

**CREDITS : 4**

**L T P : 4 1 0**

**TOTAL TEACHING HOURS: 52**

**OBJECTIVES OF THE COURSE**

- To introduce students to various methods of Social Work practice
- To enable students to identify the appropriate usages of the various methods in practice
- To equip students with knowledge in various models of Case Work and Group Work

**Unit 1**

**Introduction (10 hrs.)**

- 1.1 Introduction to the methods of Social Work – Definition, Meaning - Case Work, Group Work, Community Organisation, Social Action, Social Work Administration and Social Work Research as practice methods . Integrated Method of Social Work
- 1.2 Shifts in focus of practice – from expert/professional to collaborative partner

**Unit 2**

**Social Case Work (11 hrs.)**

- 2.1 Historical Evolution of Case Work - Objectives, Principles, Philosophy
- 2.2 Values, Skills and Techniques of Case Work
- 2.3 Social Case Work process
- 2.4 Models of Social Case Work – Basic Principles of Psychosocial Model, Life Model perspective in Social Case Work.

**Unit 3**

**Recording and Supervision in Social Case Work (10 hrs.)**

- 3.1 Recording in Social Case Work – Definition, Types, Need and Importance of Recording
- 3.2 Supervision in Case Work – Meaning, Need and Importance
- 3.3 Role of a Social Case Worker in different settings – Medical, Child Guidance Clinics, Correctional Settings, Family and Child Welfare Settings and Geriatric Care

**Unit 4**

**Social Group Work (11 hrs.)**

- 4.1 Historical Evolution of Group Work – Objectives, Principles, Philosophy
- 4.2 Skills and Values of Group Work
- 4.3 Social Group Work Process

- 4.4 Models of Social Group Work – Basic Principles of Social Goals Model, Reciprocal Model, Remedial Model
- 4.5 Types of Group – Treatment and Task Group, Open and Closed Groups

**Unit 5**

**Recording and Supervision in Social Group Work (10 hrs.)**

- 5.1 Recording in Social Group Work – Definition, Types, Need and Importance of Recording
- 5.2 Supervision in Group Work – Meaning, Need and Importance
- 5.3 Role of a Social Group Worker in different settings – Community Development Settings, Residential Settings, Clinical, Schools, Addiction Centres

**TEXT BOOKS**

Konopka, G., *Social Group Work - A Helping Process*, New York: Englewood Cliffs, 1972.

Friedlander, W., A., *Concepts and Methods of Social Work*, New York: Englewood Cliffs: Prentice Hall 1976.

Trecker, Harleigh, B., *Social Group Work- Principles and Practice*, New York; Association Press, 1970.

**BOOKS FOR REFERENCE**

Davies, M., *Companion to Social Work*, New York: Atlantic Publishers, 2002.

Devi, R. and Prakash, R., *Social Work Methods - Practices and Perspectives*. Jaipur: Mangal Deep Publications, 2004.

Encyclopedia of Social Work Vol. 1,2,3, *National Association of Social Workers*. Washington D.C: NASW, 1996.

Gangarade, K., D., *Dimensions of Social Work in India*. New Delhi: Marawah 1976.

Garvin, D., Gutierrez, M. and Galinsky, J., *Handbook of Social Work with Groups*. Jaipur: Rawat Publications, 2004.

Joshi, S., C., *Hand Book of Social Work*. New Delhi: Akansha Publishing House, 2004.

Kumar, Hajira, *Theories in Social Work Practice*. New Delhi: Friends, 1995.

Thompson, N., *Understanding Social Work - Preparing and Practice*. New York Palgrave Macmillan, 2002.

**JOURNALS**

The Indian Journal of Social Work

## **WEB RESOURCES**

[www.socialworkers.org](http://www.socialworkers.org)

## **PATTERN OF EVALUATION**

### **Continuous Assessment:**

**Total Marks: 50**

**Duration: 90 mins.**

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### **Third Component:**

#### **List of evaluation modes:**

Seminars

Assignments

Problem Solving Case Studies

Quiz

Open book tests

### **End Semester Examination:**

**Total Marks: 100**

**Duration: 3 hours.**

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**BSW DEGREE: BACHELOR OF SOCIAL WORK**

**SYLLABUS**

**(Effective from the academic year 2015 – 2016)**

**FIELD WORK - II**

**CODE: 15SW/MC/FW22**

**CREDITS: 2**

**LAB SESSIONS AND OBSERVATION VISITS**

These are structured experiences in a skill lab setting, which provide an opportunity of “learning by doing” in a safe environment. Learning about social realities, others and self is essentially through inputs, group experiences and simulation games. The skill lab sessions equip students with knowledge, attitudes and practice skills in keeping with social work values, beliefs and ethics. The students are exposed to social realities existing in society, a critical analysis of such situations and the need to work towards human development.

The observation visits aim to make the students oriented to various organisation in the field of social work, such as non-governmental organisations involved in welfare and development activities, government bodies involved in development work, hospitals and health care organisations, organisations in the care of aged, women and children.

**OBJECTIVES OF FIELD WORK**

- To develop understanding of situations in the world of reality through experiencing situations in a laboratory settings, using imagination and fantasy.
- To develop the capacity to reflect over one’s own behaviour, and its effect on self and others and with the help of the facilitator, develop understanding of the same
- To develop skills to establish relationship with clients and client groups by participating in games for listening, verbal communication and understanding non-verbal messages – body language and life skills
- To acquire skills of observation and develop an understanding of society’s response to social problems through various services
- To develop understanding and appreciation and ability to critically evaluate the efforts of voluntary and government programmes
- To develop an appreciation of the significances of social work intervention in these programmes by recording

The **topics** for **field Lab** Sessions:

- a. Reality walk – meeting various people and understanding the reality of life situations
- b. The city slums through an NGO involved in developmental work
- c. Time Management
- d. Societal Analysis
- e. Stress Management and Problem Solving

The **visits** to the organisations include:

- a. Children
- b. Elderly
- c. The differently abled (physically/mentally)
- d. Governmental agencies involved in Social Work
- e. Government hospitals – specific departments

Skill training in alternate media of communication – street theatre, folk songs and folk dance.

#### **METHOD OF ASSESSMENT**

1. Presentation of consolidated report on various lab sessions and observation visits.
2. Presentation of the alternate media for communication in a slum community according to the needs of the community and also in collaboration with a NGO.

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI-86.**

**BSW DEGREE: BACHELOR OF SOCIAL WORK**

**SYLLABUS**

**(Effective from the academic year 2015-2016)**

**INTRODUCTION TO PSYCHOLOGY**

**CODE: 15SW/AC/PY25**

**CREDITS: 5**

**L T P: 5 0 0**

**TOTAL TEACHING HOURS: 65**

**OBJECTIVES OF THE COURSE**

- To develop an overall understanding of human growth
- To understand the basic concepts of Psychology and its relevance to Social Work practice

**Unit 1**

**Introduction to Psychology and Development (10 hrs.)**

- 1.1 Definition of Psychology, Nature of Psychology
- 1.2 Principles of Development
- 1.3 Developmental Tasks

**Unit 2**

**Approaches to Personality (12 hrs.)**

- 2.1 Definition of Personality, brief discussion of the Psychoanalytic Approach
- 2.2 Behaviorist Approach (Skinner), Humanistic Approach (Maslow, Rogers)
- 2.3 Psychosocial Approach (Erik Erikson)

**Unit 3**

**Human Development (15hrs.)**

- 3.1 Prenatal Development: Conception, Stages of Prenatal Development, Factors affecting Prenatal Development
- 3.2 Issues in the Indian Context – Foeticides, Female Infanticide, Infancy and Childhood
- 3.3 Physical Growth, Motor Development, Cognitive Development, Social and Emotional Development

**Unit 4**

**Adolescence (16 hrs.)**

- 4.1 Physical Changes, Emotional, Cognitive and Social aspects of Development, Identity and Development of Self, Education and Career Concerns
- 4.2 Adulthood: Early, Middle and Late Adulthood: Physical Changes, Needs
- 4.3 Tasks in the Family, Community and Work

**Unit 5**

**Adjustment (12hrs.)**

- 5.1 Concept of Adjustment and Maladjustment, Factors in Adjustment

- 5.2 Stress - Concept and Causes of Stress
- 5.3 Frustration - Concept and Causes of Frustration
- 5.4 Conflict - Concept and Types of Conflict Coping Strategies: Task Oriented, Emotional and Defense Mechanisms

### **TEXT BOOKS**

Hurlock, Elizabeth. *Developmental Psychology a Life-Span Approach*. New Delhi: Tata McGraw-Hill, 2007.

Newman and Newman. *Development through Life*. U.S.A:Thomason Wadsworth, 2003.

### **BOOKS FOR REFERENCE**

Hall Calvin, Lindzey Gardner. *Introduction to Personality Theory*. New York: John Wiley and Sons, 2000.

Schwebel, Andrew,I. Harvey, A. Barocas. *Personal Adjustment and Growth*. U.S.A: Wm.C.Brown Publishers, 2000.

### **WEB RESOURCES**

allpsych.com

### **PATTERN OF EVALUATION**

#### **Continuous Assessment:**

#### **Total Marks: 50**

- Section A – 4 x 3 = 12 marks (All questions to be answered)
- Section B – 3 x 6 = 18 marks (3 out of 5 questions to be answered)
- Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered)

**Duration: 90 mins.**

#### **Third Component Tests:**

#### **List of evaluation modes:**

- Seminars
- Assignments
- Problem Solving Case Studies
- Quiz
- Open book tests

#### **End Semester Examination:**

#### **Total Marks: 100**

- Section A – 10 x 3 = 30 marks (All questions to be answered)
- Section B – 5 x 6 = 30 marks (5 out of 8 questions to be answered)
- Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered)

**Duration: 3 hours**

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086**  
**BSW DEGREE: BACHELOR SOCIAL WORK**

**SYLLABUS**

(Effective from the academic year 2015 -2016)

**SOCIAL WORK METHODS – II**  
**(Community Organisation and Social Action)**

**CODE: 15SW/MC/SM34**

**CREDITS : 4**

**L T P : 4 0 0**

**TOTAL TEACHING HOURS: 52**

**OBJECTIVES OF THE COURSE**

- To enable students to understand Community Organisation and Social Action as methods of Social Work
- To enable students to identify the appropriate usage of Community Organisation and Social Action in appropriate situations
- To enable students develop insights into models and strategies of Community Organisation and Social Action

**Unit 1**

**Community Organisation**

**(10 hrs.)**

- 1.1 Concept, Definition, Objectives, Philosophy, Principles
- 1.2 Evolution of Community Organisation as a Method of Social Work

**Unit 2**

**Process of Community Organisation**

**(10 hrs.)**

- 2.1 Relationship Building
- 2.2 Study and Survey
- 2.3 Analysis
- 2.4 Assessment
- 2.3 Discussion
- 2.4 Organisation
- 2.5 Action
- 2.6 Reflection/Evaluation
- 2.7 Modification
- 2.8 Continuation

**Unit 3**

**Community Organisation Models**

**(10 hrs.)**

- 3.1 J. Rothman- Social Planning, Locality Development, Social Action
- 3.2 Murray Ross- General Content, Specific Content, Process Objective
- 3.3 Sanders Model

**Unit 4**

**Social Action**

**(8 hrs.)**

- 4.1 Concept, Definition and Objectives
- 4.2 Social Action – as a method of Social Work
- 4.3 Typology of Social Action – Elitist Social Action, Popular Social Action
- 4.4 An Introduction to Social Action Models – Paulo Freire and Saul Alinsky



## Unit 5

### An Introduction to Social Action Movements in India

(12 hrs.)

- 5.1 Gandhian Movement
- 5.2 Chipko Movement
- 5.3 Narmada Bachao Andolan
- 5.4 Dalit Movement
- 5.5 Naxalbari Movement
- 5.6 Self Help Group Movements
- 5.7 Self-Respect Movement

#### TEXT BOOKS

Kumar, S., *Methods for Community Participation – A Complete Guide for Practitioners*. New Delhi: Vistaar Publications, 2002

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

#### BOOKS FOR REFERENCE

Devi, R., Prakash, R., *Social Work Methods, Practices and Perspectives Vol 1, 2, 3*. Jaipur: Mangal Deep, 2004.

Josi, A., K., *Emigration and Social Change*. Jaipur: Rawat Publications, 2005.

Katare, M., P., *Social Work and Rural Development*. New Delhi: Arise, 2006.

Maidment, J., Egan, R., *Practice Skills in Social Work and Welfare - More Than Just Common Sense*. Australia: Allen and Unwin, 2006.

Nash, M., Mundford, R., Donoghue, K., *Social Work Theories in Action*. London: Jessica Kingsley, 2005.

Rao, M., S., A., *Social Movements in India*. New Delhi: Manohar, 2004.

Srinivas, M., N., *Social Change in Modern India*. New Delhi: Orient Longman, 2003.

Thompson, N., *Understanding Social Work - Preparing and Practice*. New York: Palgrave Macmillan, 2002.

#### JOURNALS

Community Development Journal-<http://www.oxfordjournals.org/>

#### WEB RESOURCES

[www.betterworldhandbook.com/action10\(orgs\).html](http://www.betterworldhandbook.com/action10(orgs).html)

[www.who.int/healthpromotion/conferences](http://www.who.int/healthpromotion/conferences)

#### PATTERN OF EVALUATION

##### Continuous Assessment:

**Total Marks: 50**

**Duration: 90 mins.**

Section A – 4 x 3 = 12 marks (All questions to be answered)

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Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered)

**Third Component:**

**List of evaluation modes:**

Seminars

Assignments

Problem Solving Case Studies

Quiz

Open book tests

**End Semester Examination:**

**Total Marks: 100**

**Duration: 3 hours**

Section A –  $10 \times 3 = 30$  marks (All questions to be answered)

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**BSW DEGREE: BACHELOR OF SOCIAL WORK**

**SYLLABUS**

**(Effective from the academic year 2015 – 2016)**

**FIELD WORK – III**

**CODE: 15SW/MC/FW34**

**CREDITS: 4**

**RURAL CAMP AND CONCURRENT FIELD WORK**

The students will attend the rural camp before concurrent Field Work begins. The broad aim of Field Work is to provide opportunities for students to apply the knowledge learnt in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups and communities. These will be in keeping with the placement agency's philosophy, policy and goals and use of guided supervision.

**OBJECTIVES OF FIELD WORK**

- To develop an understanding of the rural social system with special reference to a specific poverty group
- To develop an understanding of government intervention in relation to poverty groups in the region and the related structures of decision-making and intervention
- To develop the capacity to appreciate and make a critical analysis of interventions of both voluntary organisation and the government agencies
- To experience in-group living, appreciate its value in terms of self-development, interpersonal relationships, sense of organisation, management and mutual responsibility
- To acquire skills in planning, organising, implementing the camp
- To understand the organisation, its philosophy and goals and to prepare an organisation's profile
- To understand the community, the needs and problems of the communities by preparing a community profile
- To analyse the organisations' structure, functioning and its networking strategies

**METHODS OF ASSESSMENT**

1. A seminar will be organised to present group papers to cover the activities of the camp
2. A report on their observations and learning of the organisations and Community

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086**

**BSW DEGREE: BACHELOR OF SOCIAL WORK**

**SYLLABUS**

**(Effective from the academic year 2015-16 onwards)**

**INDIAN ECONOMY AND DEVELOPMENT ISSUES**

**CODE: 15SW/AC/IE35**

**CREDITS : 5**

**L T P : 5 0 0**

**TOTAL TEACHING HOURS: 65**

**OBJECTIVES OF THE COURSE**

- To enable students understand the basic concepts of Economics and its relevance to Social Work
- To enable students to develop awareness of the significance in the study of development issues and their inter- relations with social change
- To help students acquire knowledge of the administrative structure and different organisations involved with rural and urban development

**Unit 1**

**Economic Concepts relevant for Social Work (13 hrs.)**

- 1.1 Rural and Urban Economic Structure – Primary, Secondary and Tertiary; Rural and Urban Demography and its Impact on Economy, GDP and GNP
- 1.2 Rural-Urban Divide – distinguishing features of Rural and Urban Economies; Urbanisation and Industrialisation as Urban Processes
- 1.3 Concept of PQLI, Human Development Index, Gender Development Index; Rural and Urban Poor

**Unit 2**

**India as a Developing Economy (13 hrs.)**

- 2.1 Development – Meaning and Concept; Characteristics of a Developing Economy, Classifications according to the World Development Report
- 2.2 Overview of Development in India – Social Development as an Approach to Development, Inclusive Growth and Development
- 2.3 Economic Growth Model vs the People Centred Development Model, Five Year Plans related to Development in India

**Unit 3**

**Poverty Definition, Concept, Meaning and Types (11 hrs.)**

- 3.1 Absolute and Relative – Dimensions, Magnitude, Measure, Poverty Gap; Determinants of Rural and Urban Poverty
- 3.2 Poverty in Developing Countries in contrast to Poverty in First World Countries
- 3.3 Poverty Alleviation Programmes launched by the Government of India

## Unit 4

### Developmental Issues in India

(15 hrs.)

- 4.1 Unemployment, Population Explosion, Education
- 4.2 Agrarian Crisis, Displacement, Housing, Health and Environment, Land Related Issues
- 4.3 Globalisation, Privatisation and Liberalisation, Scope for Social Work Practice in Developmental Issues

## Unit 5

### Administrative System

(13 hrs.)

- 5.1 Rural Administrative Structure: Panchayati Raj System; Gram Sabha (Village Level)
- 5.2 Panchayat Union Block Level), District Panchayat (District Level)
- 5.3 Urban Local Bodies: Town Panchayats, Municipalities, Corporations

## TEXT BOOKS

Agarwal, A.N. *Indian Economy: Nature, Problem and Progress*. New Delhi: Vikas Niraj Prakash, 1994.

Dutt, Ruddar, Sundharam, K.P. M. *Indian Economy*. New Delhi: Chand & Company, 2006.

Kumar, H. *Social Work and Developmental Issues*. New Delhi: Aakar Books, 2005.

## BOOKS FOR REFERENCE

Adams, R. Dominelli and Payne. M. *Social Work – Themes, Issues and Critical Debates*. New York: Palgrave in association with the Open University, 2002.

Bhat, Anil. *Development and Social Justice - Micro Action by Weaker Section*. New Delhi: Sage Publications, 1989.

Bhattacharya, S. *Social Work Administration and Development*. Jaipur: Rawat, 2006.

Dahiwala, S. M. *Understanding Indian Society - The Non-Brahmanic Perspective*. Jaipur: Rawat Publications, 2006.

Jogdand, P.G. and Michael. S. M. *Globalisation and Social Movements - Struggle for a Humane Society*. Jaipur: Rawat Publications, 2006.

Pant, S.K. *Human Development- Concept and Issues in the Context of Globalisation*. Jaipur: Rawat, 2006.

Papalia, D. Wendkos, S. and Feldman, R.D. *Human Development*. New Delhi: Tata McGraw - Hill, 2004.

Phadke, V. S. and Banerjee, Guha, S. *Urbanisation Development and Environment*. Jaipur: Rawat, 2007.

Radhakrishna, R. and Shovan, Ray. *Handbook of Poverty in India - Perspectives, Policies and Programmes*. New Delhi: Oxford University Press, 2006.

Verma, K. Manish. *Development, Displacement and Resettlement*. Jaipur: Rawat, 2004.

### **WEB RESOURCES**

[http://en.wikipedia.org/wiki/Poverty\\_alleviation\\_programmes\\_in\\_India](http://en.wikipedia.org/wiki/Poverty_alleviation_programmes_in_India)

<http://www.yourarticlelibrary.com/poverty/21-major-poverty-alleviation-programmes-launche>

<http://planningcommission.nic.in/plans/planrel/fiveyr/welcome.html>

<http://planningcommission.gov.in/plans/planrel/12thplan/welcome.html>

### **PATTERN OF EVALUATION**

#### **Continuous Assessment:**

**Total Marks: 50**

**Duration: 90 mins.**

Section A – 4 x 3 = 12 marks (All questions to be answered)

Section B – 3 x 6 = 18 marks (3 out of 5 questions to be answered)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered)

#### **Third Component:**

##### **List of evaluation modes:**

Seminars

Assignments

Problem Solving Case Studies

Quiz

Open book tests

#### **End Semester Examination:**

**Total Marks: 100**

**Duration: 3 hours**

Section A – 10 x 3 = 30 marks (All questions to be answered)

Section B – 5 x 6 = 30 marks (5 out of 8 questions to be answered)

Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered)

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086**

**BSW DEGREE: BACHELOR OF SOCIAL WORK**

**SYLLABUS**

**(Effective from the academic year 2015 – 2016)**

**GENERALIST PRACTICE IN SOCIAL WORK**

**CODE: 15SW/MC/GP44**

**CREDITS: 4**

**L T P: 4 0 0**

**TOTAL TEACHING HOURS: 52**

**OBJECTIVES OF THE COURSE**

- To help students understand knowledge in Generalist Practice as a method of Social Work
- To equip students with practice skills in Generalist Practice
- To enable students to use Generalist Practice in Social Work

**Unit 1**

**Introduction to Generalist Practice (11 hrs.)**

- 1.1 Concepts – Systems, Human Beings in a Systems Framework, Applying Systems Theory to Social Work Practice
- 1.2 Goals and Purpose of Social Work in Systems Approach
- 1.3 Basic Systems in Generalist Practice and Resource Systems
- 1.4 Levels of Social Work Practice- Micro, Mezzo, Macro and Generalist Practice

**Unit 2**

**Generalist Practice – Interaction, Engagement and Assessment (11 hrs.)**

- 2.1 Interaction and Engagement – Meaning, Formation of One to One Action System and Relationship in Action System. Interview in Interaction
- 2.2 Assessment – Meaning, Process, Stages in Assessment Phase - Identification of Needs, Identification of the Nature of the Need, Identification of the Potential Strengths and Resources in the Ecosystem, Collecting Information, and Analysing the Information
- 2.3 Skills used during the Interview

**Unit 3**

**Planning (10 hrs.)**

- 3.1 Planning – Components of a Plan, Goals and Objectives, Planning with Multi-person Client Systems
- 3.2 Factors affecting a Plan of Action - Community, Agency, Social Problem, Worker and Client
- 3.3 Agreement between Worker and Client

**Unit 4**

**Intervention (10 hrs.)**

- 4.1 Direct Practice – Meaning, Action to enable use of Available Resources, Referral, and Use of Programme

- 4.2 Indirect Practice – Meaning, Approaches in Indirect Practice – Action as Mediation, Influence, Environmental Change, Coordination of Services, Actions to Change Organisations and Actions to Change the Community
- 4.3 Role of Change Agent

**Unit 5**

**Evaluation & Termination**

**(10 hrs.)**

- 5.1 Evaluation –Meaning and Types of Evaluation, Techniques for Evaluation, Recording, Programme Evaluation, Client Participation, Confidentiality
- 5.2 Termination – Meaning and Types of Termination - Planned and Unplanned Termination, Components of Termination, Disengagement

**TEXT BOOKS**

Louise C. Johnson and Stephen J. Yanca. *Social Work Practice: A Generalist Approach*. Allyn & Bacon, 2009.

**REFERENCE BOOKS**

Ashman, Kirst, Karen, K. *Introduction to Social Work and Social Welfare - Thinking Perspectives*. USA: Thomson Kearing Brooks, 2003.

Bogo, M. *Social Work Practice- Concepts, Processes and Interviewing*. Jaipur: Rawat, 2006.

Devi, R., and Prakash, R., *Social Work Methods - Practices and Perspectives Vol 1,2,3*. Jaipur: Mangal Deep, 2004.

*Encyclopedia of Social Work, Vol. 1,2,3*. National Association of Social Workers, Washington D.C: NASW, 1996.

Goldstein, H. *Social Work Practice - A Unitary Approach*. Columbia: SC University of South Caroline Press, 1980.

Hepworth, D. H. and Larsen, J. A. *Direct Social Work Practice - Theory and Skills*. London: The Dorsey Press, 1993.

Johnson, Louise. *Social Work Practice - A Generalist Approach*. London: Aelyn and Bacon, 1983.

Milner, J. and O'Bryner, P. *Assessment in Social Work*. New York: Palgrave 2002.

Payne, M. *Modern Social Work Theory*. New York: Palgrave MacMillan, 2005.

Pincus, A. and Minahan. *A Social Work Practice Model and Method*. K. Illinois: Peacock Publishers, 1973.

Thompson, N. *Understanding Social Work- Preparing and Practice*. New York: Palgrave Macmillan, 2002.

**JOURNALS**

Journal of Advanced Generalist Social Work Practice, Springfield College

The Advanced Generalist: Social Work Research Journal, Wichita State University



## **WEB RESOURCES**

www3.spfldcol.edu

## **PATTERN OF EVALUATION**

### **Continuous Assessment:**

**Total Marks: 50**

**Duration: 90 mins.**

Section A – 4 x 3 = 12 marks (All questions to be answered)

Section B – 3 x 6 = 18 marks (3 out of 5 questions to be answered)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered)

### **Third Component:**

#### **List of evaluation modes:**

Seminars

Assignments

Problem Solving Case Studies

Quiz

Open book tests

### **End Semester Examination:**

**Total Marks: 100**

**Duration: 3 hours**

Section A – 10 x 3 = 30 marks (All questions to be answered)

Section B – 5 x 6 = 30 marks (5 out of 8 questions to be answered)

Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered)

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086**

**BSW DEGREE: BACHELOR OF SOCIAL WORK**

**SYLLABUS**

**(Effective from the academic year 2015 – 2016)**

**FIELD WORK - IV**

**CODE: 15SW/MC/FW44**

**CREDITS: 4**

**CONCURRENT FIELD WORK**

The broad aim of Field Work is to provide opportunities for students to apply the knowledge learnt in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups and communities. These will be in keeping with the placement agency's philosophy, policy and goals and use of guided supervision.

**OBJECTIVES OF FIELD WORK**

- To develop an understanding and sensitivity towards the needs and problems of individuals and families
- To identify 3 cases and draw up a face sheet
- To draw up a family profile of two families
- To execute simple referrals
- To identify groups in existence and study the functions/ activities of the group
- To conduct a group activity with any one existing group in the community
- To visit and interact with different groups that exists in the community (Youth, Women, Children and Senior Citizens)

**METHODS OF ASSESSMENT**

1. In relation to task and personal growth
2. An internal viva voce will be conducted

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086**  
**BSW DEGREE: BACHELOR OF SOCIAL WORK**

**SYLLABUS**

(Effective from the academic year 2015 -2016)

**HUMAN RIGHTS, SOCIAL JUSTICE AND ADVOCACY**

**CODE: 15SW/AC/HR45**

**CREDITS: 5**

**L T P: 4 1 0**

**TOTAL TEACHING HOURS: 65**

**OBJECTIVES OF THE COURSE**

- To develop an understanding of the Basic Human Rights and the Provisions for ensuring Justice
- To develop an understanding of Human Rights with specific reference to Special Groups
- To sensitise the students on the various strategies for the protection of Human Rights

**Unit 1**

**Introduction to Human Rights (12 hrs.)**

- 1.1 Definition, Important milestones in the History of Human Rights  
Importance of Awareness on Human Rights
- 1.2 Introduction to Categories of Rights – Civil, Political, Social, Economic and Cultural Rights from a generational perspective, Right to Environment, Right to Sustainable Development
- 1.3 Social Justice – Concept and Meaning, Distributive Justice – Concept and Meaning, Growth with Justice and Equity
- 1.4 Introduction to Protective Discrimination & Affirmative Action

**Unit 2**

**International Human Rights Instruments (13 hrs.)**

- 2.1 A brief overview on the processes: Declaration, Convention, Ratification, Reservations
- 2.2 Universal Declaration of Human Rights, 1948
- 2.3 International Covenant on Civil and Political Rights
- 2.4 International Covenant on Economic, Social and Cultural Rights

**Unit 3**

**A Brief Overview on the Indian Constitution (12 hrs.)**

- 3.1 The Preamble
- 3.2 Fundamental Rights and Fundamental Duties
- 3.3 Directive Principles of State Policy

**Unit 4**

**Justice Issues and Rights of Marginalised Groups (13 hrs.)**

- 4.1 Justice issues Concerning Children, Guiding Principles and a brief overview of the Convention on the Rights of the Child, 1989
- 4.2 Justice issues Concerning Women, a brief overview on the Convention on the Elimination of All forms of Discrimination against Women, 1979

- 4.3 Justice Issues Concerning Dalits, Tribes
- 4.4 Justice Issues Concerning Worker's Rights – Unorganised labour.
- 4.5 Justice Issues concerning Disabled

## **Unit 5**

### **Introduction to Strategies for Protection of Human Rights (15 hrs.)**

- 5.1 Role of key organisations working in the field of Human Rights
- 5.2 Fact finding, Advocacy: Types, Lobbying, Negotiation
- 5.3 Role of National Human Rights Commission, State Human Commission
- 5.4 Human Rights Education
- 5.5 Public Interest Litigation
- 5.6 Right to Information
- 5.7 FIR, Free legal Aid

## **TEXT BOOKS**

Agarwal. *International Law and Human Rights*. New Delhi: Central Law, 2002.

Birch Janice. *SHR: Human Rights Training Module*. New Delhi: Human Rights Law Network, 2010.

## **BOOKS FOR REFERENCE**

A World Watch Institute Report. *State of the World. Progress towards a Sustainable Society*. USA: World Watch Institute, 1998.

Bajwa, G. S. *Human Rights in India, Implementation & Violations*. New Delhi: Oscar, 1995.

Bakshi, P. M. *The Constitution of India*. Jaipur: Rawat, 2000.

Dewan, V. K. *Law Relating to Offences Against Women* New Delhi: Sage, 1996.

Gupta, D. N. Chandrachud, and, Singh, *Human Rights Acts, Statutes and Constitutional Provisions*. Rajat: New Delhi, 2003.

Human Rights Watch, *Broken People – Caste Violence Against India's "Untouchables"*. UK: Human Rights Watch, 1999.

Jayshree, P. M. *Dalit Human Rights Violation*. New Delhi: Rajat, 2000.

## **JOURNALS**

Journal of Human Rights Practice - <http://jhrp.oxfordjournals.org>

## **WEB RESOURCES**

<http://www.ohchr.org>

(United Nations Human rights: Office of the High Commissioner for Human Rights)

<https://www.amnesty.org>

(Amnesty International)

## **PATTERN OF EVALUATION**

### **Continuous Assessment:**

**Total Marks: 50**

**Duration: 90 mins.**

Section A –  $4 \times 3 = 12$  marks (All questions to be answered)

Section B –  $3 \times 6 = 18$  marks (3 out of 5 questions to be answered)

Section C –  $1 \times 20 = 20$  marks (1 out of 2 questions to be answered)

### **Third Component:**

#### **List of evaluation modes:**

Seminars

Assignments

Problem Solving Case Studies

Quiz

Open book tests

### **End Semester Examination:**

**Total Marks: 100**

**Duration: 3 hours**

Section A –  $10 \times 3 = 30$  marks (All questions to be answered)

Section B –  $5 \times 6 = 30$  marks (5 out of 8 questions to be answered)

Section C –  $2 \times 20 = 40$  marks (2 out of 4 questions to be answered)

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086**

**Allied Elective Course Offered by Department of Social Work to  
B.Sc./B.Com./B.C.A Degree**

**SYLLABUS**

**(Effective from the academic year 2015-16 onwards)**

**FOOD AND NUTRITION**

Allied Elective Offered by the Department of Social Work

**CODE: 15SW/AE/FN45**

**CREDITS: 5**

**L T P: 4 1 0**

**TOTAL TEACHING HOURS: 65**

**OBJECTIVES OF THE COURSE**

- To develop an overall understanding about the importance of Nutrition
- To understand the food groups, deficiency diseases, adulteration in food and the government programmes on Nutrition
- To understand the world food problems and importance of Food Security

**Unit 1**

**Food and Nutrition (14 hrs.)**

- 1.1 Food and Nutrition – Definition, Meaning, Classification of foods, Function and Sources of Proteins, Fats, Minerals, Carbohydrates and Vitamins, concept of a Balanced Diet
- 1.2 Fat soluble Vitamins – Vitamin A, Vitamin D, E & K
- 1.3 Water Soluble Vitamins – Vitamin C, Thiamine, Riboflavin, Niacin, Pantothenic acid, Biotin, Folic acid, Vitamin B12, Vitamin B6

**Unit 2**

**Health and Nutritional Problems in India (14 hrs.)**

- 2.1 Definition of Health and Fitness, Factors influencing Health and Wellbeing
- 2.2 Gender and Health, Approaches to the Management of Fitness and Health, Diet and exercise, Effect of specific Nutrients on Work performance and Physical Fitness. Nutrients that support physical activity (metabolic pathways) Mobilisation of fuel stores during Exercise
- 2.3 Significance of Physical fitness and Nutrition in Prevention and Management of Weight control regimes. Nutrition guidelines for maintenance of Health and Fitness.- Nutrition, Exercise, Physical Fitness and health- their inter relationship
- 2.4 Protein Energy Malnutrition- Malnutrition – Indicators, Problems, Preventive and Social Measures of Malnutrition. Micronutrient Deficiencies-Vitamin Deficiencies

**Unit 3**

**Food Adulteration, Contamination and Food Hygiene (12 hrs.)**

- 3.1 Common Adulterants, Food colourants – Permitted and Non permitted Flavouring principles in different foods – flavours of Spices, vegetables and fruits, fats and oils, meat, milk- artificial flavours

- 3.2 Contamination of foods -different sources of contamination of foods-by plants, animal, sewage, soil, air, water, human beings. Fermentation, Putrefaction and Decay  
3.3 Food Hygiene and Sanitation in Food- Food safety, Hygienic Food Handling

#### **Unit 4**

##### **Government Programmes on Nutrition and National and International Organisations (14 hrs.)**

- 4.1 Integrated Child Development Services (ICDS) Programme, Nutrient Deficiency Control Programme  
4.2 Supplementary Feeding Programme  
4.3 National Organisations – ICMR, ICAR, CSWB, SSWB, NIN, CSIR, International Organisations – FAO, WHO, UNICEF, AFPRO, World Bank, CARE – their role in combating Malnutrition

#### **Unit 5**

##### **Food Security (11 hrs.)**

- 5.1 Definition, World Food problems  
5.2 Agricultural Liberalisation and Food Security  
5.3 Right to Food, National Food Security Act2013

#### **TEXT BOOKS**

M.Swaminathan,*Principles of Nutrition and dietetics*, Bangalore: The Bangalore Printing and Publishing. India, 1988.

M.Swaminathan,*Food and NutritionVol-I*, Bangalore: The Bangalore Printing and Publishing. India, 1988.

M.Swaminathan,*Food and NutritionVol-II*, Bangalore: The Bangalore Printing and Publishing. India, 1988.

#### **BOOKS.FOR REFERENCE**

Bhavana Shabarwala. *Public Health & Nutritional Care*-Common Wealth, 1999.

FisherP.Bender, A. *The Value of Foods*. London: Oxford U P,1971.

Joshi, S.A. *Nutrition and Dietetics*. NewDelhi: Tata McGraw Hill, 1992.

Raheena, Begum, *A Textbook of Foods, Nutrition and Dietetics*. New Delhi: Sterling, 1989.

Shukla,P.K. *Nutrition Problems of India*. P.K Prentice Hall of India, 1982.

Williams, S.R. *Nutrition and Diet Therapy*. St. Louis: Times Mirror/Mosbycollege, 1989.

Wilson Fisher. *Principles of Nutrition*. Willey Eastern.,1971.

## **WEB RESOURCES**

en.wikipedia.org/wiki/Nutrition  
www.nutritionj.com/  
www.who.int/topics/nutrition/en/

## **PATTERN OF EVALUATION**

### **Continuous Assessment:**

**Total Marks: 50**

**Duration: 90 mins.**

Section A – 4 x 3 = 12 marks (All questions to be answered)  
Section B – 3 x 6 = 18 marks (3 out of 5 questions to be answered)  
Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered)

### **Third Component:**

#### **List of evaluation modes:**

Seminars  
Assignments  
Problem Solving Case Studies  
Quiz  
Open book tests

### **End Semester Examination:**

**Total Marks: 100**

**Duration: 3 hours**

Section A – 10 x 3 = 30 marks (All questions to be answered)  
Section B – 5 x 6 = 30 marks (5 out of 8 questions to be answered)  
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**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086**  
**BSW DEGREE: BACHELOR OF SOCIAL WORK**

**SYLLABUS**

(Effective from the academic year 2015 -2016)

**SOCIAL WORK ADMINISTRATION**

**CODE: 15SW/MC/AD54**

**CREDITS : 4**

**L T P : 4 0 0**

**TOTAL TEACHING HOURS: 52**

**OBJECTIVES OF THE COURSE**

- To help develop the ability to apply the basic principles of Social Work to administration of social welfare and development agencies
- To enable in understanding of the procedures related to establishment and management of social welfare organisation/agencies governmental and non-governmental organisations
- To assist students develop an understanding of HRM and the administration process in the agency in the total frame of Social Work practice

**Unit 1**

**Evolution of Social Welfare Administration (12 hrs.)**

- 1.1 Concept - Voluntary Social Work, Social Welfare, Social welfare Administration
- 1.2 Evolution of Social Welfare in India and Social Welfare Administration in India
- 1.3 Brief overview of Social Welfare Administration – at the State level and Central level, Structure and functions of Central Social Welfare Board and State Social Welfare Board, Indian Council for Social Welfare
- 1.4 Social Work Administration as method in Social Work – Definition and Principles

**Unit 2**

**Elements of Administration – I (8 hrs.)**

- 2.1 Functions of the Board Members of a Social Welfare Organisation
- 2.2 Types of Committees
- 2.3 The role of Planning and Policy Making
- 2.5 Methods of Fund raising
- 2.4 Budgeting – Purpose and Principles
- 2.6 Accounting – Principles, fundamental books of accounts to be maintained in an Organisation

**Unit 3**

**Elements of Administration – II (8 hrs.)**

- 3.1 Co-ordination – Principles
- 3.2 Importance of Public Relations
- 3.3 Importance of Communication
- 3.4 Staffing – Process
- 3.5 Supervision – Purpose and Principles
- 3.6 Evaluation – Principles, Functions, Types and areas of Evaluation

#### **Unit 4**

##### **Introduction to Non-Government Organisation (15 hrs.)**

- 4.1 Definition, Characteristics, Types - Non Government Organisations
- 4.2 Role of NGO, Problems and Challenges faced by NGOs
- 4.3 Registration Procedures related to NGOs - Societies Registration Act, 1860 and Tamil Nadu Societies Registration Act, 1975
- 4.4 Foreign Contribution Regulation Act, 2011, Tax Exemptions Available Under 80G

#### **Unit 5**

##### **Human Resources Management (9 hrs.)**

- 5.1 Meaning, Definition, basic concepts in Human Resources
- 5.2 Principles and Philosophy of HRM
- 5.3 Relationship between Social Work and Human Resource Management

#### **TEXT BOOKS**

Bhattacharya, Sanjay. *Social Work Administration and Development*. Jaipur: Rawat, 2006.

Skidmore, Rex, A. *Social Work Administration Dynamic Management and Human Relationships*. New Jersey: Prentice Hall, 1990.

#### **REFERENCE BOOKS**

Chowdhry, Paul. D. *Social Welfare Administration*. New Delhi: Atma Ram, 1970.

Dharmarajan, Shivan. *NGO Development Initiative and Public Policy*. New Delhi: Kanishka, 1998.

Kirs. Ashman. Karen. K. *Introduction to Social Work and Social Welfare, Critical Thinking Perspectives*, U.S.A: Thomson, 2003.

Parmar, P. M. *Social Work and Social Welfare in India*. New Delhi: Sublime, 2002.

Pawar, S. N. Ambedkar, J. B. and Shrikant, D. *NGOs and Development: The Indian Scenario*. New Delhi: Rawat, 2004.

Wormer, Van, Katherin. *Introduction to Social Welfare and Social Work*, London: Thomson, 2006.

#### **JOURNALS**

Human Service Organisations, Management, Leadership and Governance - <http://www.tandfonline.com/action/journalInformation?journalCode=wasw20#.VOWJEdHlq1s>

## **WEB RESOURCES**

<http://socialjustice.nic.in/>

<http://www.researchgate.net/journal>

## **PATTERN OF EVALUATION**

### **Continuous Assessment:**

**Total Marks: 50**

**Duration: 90 mins.**

Section A – 4 x 3 = 12 marks (All questions to be answered)

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### **Third Component:**

#### **List of evaluation modes:**

Seminars

Assignments

Problem Solving Case Studies

Quiz

Open book tests

### **End Semester Examination:**

**Total Marks: 100**

**Duration: 3 hours**

Section A – 10 x 3 = 30 marks (All questions to be answered)

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Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered)

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086**  
**BSW DEGREE: BACHELOR OF SOCIAL WORK**

**SYLLABUS**

**(Effective from the academic year 2015 – 2016)**

**FIELDS OF SOCIAL WORK**

**CODE: 11SW/MC/FS54**

**CREDITS: 4**

**L T P: 4 1 0**

**TOTAL TEACHING HOURS: 52**

**OBJECTIVES OF THE COURSE**

- To develop an understanding regarding the macro level of practice in Social Work
- To develop skills in students to envisage, plan and work out strategies in working with different macro level interventions

**Unit 1**

**Social Work Interventions with Family, Children, Adolescents and Youth**

**(16 hrs.)**

- 1.1 Intervention with Family and Children – Indian Families, Prospects and Problems, Problems of Children, Children in Special Circumstances, Emerging Issues in the Areas of Family and Child Welfare, Services in the Field of Family and Child Welfare, Role of Social Worker
- 1.2 Intervention with Adolescents and Youth – Definition, Demographic Profile, Needs, Specific Problems and Services for Youth, School Social Work, Role of Social Worker, National Policy on Youth

**Unit 2**

**Social Work Interventions with the Senior Citizens**

**(10 hrs.)**

- 2.1 Definition of the Aged, Changes – Physiological, Economic and Social, Common Problems of the Elderly, Services for the Senior Citizens.
- 2.2 Legislation and Policies for the Senior Citizens

**Unit 3**

**Social Work Interventions with the Rural and Urban Communities** (14 hrs.)

- 3.1 Definition of Rural and Urban Community and Rural and Urban Community Development, Emerging Trends in Urban and Rural Development
- 3.2 Current Issues in Urban Areas, Different Services in the Field of Urban and Rural Community Development, Role of Social Worker

**Unit 4**

**Social Work Interventions with the Displaced**

**(15 hrs.)**

- 4.1 Meaning, Causes, Problems of Displacement – Social, Economic, Psychological, Cultural, Rehabilitation, Problems of Rehabilitation – Awareness, Resources, Opportunities
- 4.2 Legislations – The Displaced Persons Claims and Other Laws Repeal Bill (2004), Programmes, Services, Role of Social Worker

## Unit 5

### Social Work Interventions with Industries

(10 hrs.)

- 5.1 Definition, Concept, Meaning – Labour Welfare and Industrial Relations, Industrial Welfare Measures
- 5.2 The Need and Importance of Social Work Services in the Field of Labour Welfare and Industrial Relations

### TEXT BOOKS

Gore, M., S. *Indian Youth - Process of Socialisation*. New Delhi: Vishva Yuvak Kendra, 1977.

Hurlock, Elizabeth. *Development Psychology- A Life Span Approach*. New Delhi: Tata McGraw Hill, 1985.

### BOOKS FOR REFERENCE

Brandon, M., Schofield, G., and Trinder, L. *Social Work With Children*. New York: Palgrave, 1998.

Colton, P., Sanders, M., R., and Williams, M. *An Introduction to working with Children – A Guide for Social Workers*. New York: Palgrave Macmillan, 2001.

Devi, Laxmi. *Child and Family Welfare- Institute for sustainable development.*, New Delhi: Anmol. 1998

Johri, P., K. *Social Work for Community Development*. New Delhi: Amol, 2005.

Kaila, H., L. *Women, Work And Family*. New Delhi: Rawat, 2005.

Liebig, S., P., Rajan, I., S. *An Aging India- Perspectives, Prospects and Policies*. Jaipur: Rawat, 2005.

Ledwith, M. *Community Development*. Jaipur: Rawat, 2005.

Katare, M., P. *Social Work and Rural Development*. New Delhi: Arise, 2006.

Kumar, S. *Methods for Community Participation – A Complete Guide for Practitioners*. New Delhi: Vistaar, 2002.

Mohan, S. *Urban Development New Localism*. New Delhi: Rawat, 2005.

Nagpaul, H. *Social Work in Urban India*. Jaipur: Rawat, 2005.

Phillips, I., Ray, Mo, Marshall, M. *Social Work With Older People*. New York: Palgrave Macmillan, 2006.

Radhakrishna, R., and Ray, Shovan. *Handbook of Poverty in India- Perspectives, Policies and Programmes*. New Delhi: Oxford University Press, 2006.

Sandhya, N. *Indian Society*. New Delhi: Vrinda Publications (P) Ltd., 2005.

Sharma, Ram Nath and Sharma, Rachana. *Child Psychology*. New Delhi: Atlantic, 2006.

Twelvetrees, A. *Community Work*. New York: Palgrave, 2002.

Verma, K., Manish. *Development, Displacement and Resettlement*. Jaipur: Rawat, 2004.

## **JOURNALS**

The Indian Journal of Social Work

## **WEB RESOURCES**

[www.socialworkers.org](http://www.socialworkers.org)

## **PATTERN OF EVALUATION**

### **Continuous Assessment:**

**Total Marks: 50**

**Duration: 90 mins.**

Section A – 4 x 3 = 12 marks (All questions to be answered)

Section B – 3 x 6 = 18 marks (3 out of 5 questions to be answered)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered)

### **Third Component:**

#### **List of evaluation modes:**

Seminars

Assignments

Problem Solving Case Studies

Quiz

Open book tests

### **End Semester Examination:**

**Total Marks: 100**

**Duration: 3 hours**

Section A – 10 x 3 = 30 marks (All questions to be answered)

Section B – 5 x 6 = 30 marks (5 out of 8 questions to be answered)

Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered)

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086**

**BSW DEGREE: BACHELOR OF SOCIAL WORK**

**SYLLABUS**

**(Effective from the academic year 2015 – 2016)**

**FIELD WORK - V**

**CODE: 15SW/MC/FW54**

**CREDITS: 4**

**CONCURRENT FIELD WORK**

The broad aim of Field Work is to provide opportunities for students to apply the knowledge learnt in the classroom situations and to plan implement and evaluate these experiences while working with residents in an institution. These will be in keeping with the placement agency's philosophy, policy and goals and use of guided supervision.

**OBJECTIVES OF FIELD WORK**

- To organise and conduct a programme based on the needs assessed
- To develop skills in resource mobilisation
- To identify 3 cases and draw up a face sheet and case analysis
- To execute simple referrals
- To identify groups in existence and study the functions/ activities of the group
- To conduct groups work with any one existing group
- To acquire the skills in report writing
- To acquire the basic skills of administration

**METHODS OF ASSESSMENT**

1. In relation to tasks achieved and personal growth
2. An internal viva voce will be conducted.

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086**  
**BSW DEGREE: BACHELOR OF SOCIAL WORK**

**SYLLABUS**

**(Effective from the academic year 2015 -2016)**

**HEALTH CARE SERVICES**

**CODE: 15SW/MC/HC54**

**CREDITS : 4**

**L T P : 4 0 0**

**TOTAL TEACHING HOURS: 52**

**OBJECTIVES OF THE COURSE**

- To understand the concept and dimensions of health- physical, social environmental and mental health
- To help to give the student an insight into the etiology, symptoms, treatment, and prevention of communicable diseases, non-communicable diseases, deficiency diseases
- To help the student understand the role of the government in the health issues

**Unit 1**

**Introduction (8 hrs.)**

- 1.1 Health – Definition, Concept of Physical, Social, Mental, Spiritual and Positive Health, Indicators of Health, Determinants of Health
- 1.2 Concept of Prevention – Definition, Levels of Prevention, Levels of Intervention
- 1.3 Hygiene – Definition, Importance of Personal Hygiene
- 1.4 Sanitation – Definition, Meaning, Need and Importance

**Unit 2**

**Nutrition and Health (10 hrs.)**

- 2.1 Nutrition – Definition, Meaning, Classification of Foods, Functions and Sources of Proteins, Fats, Minerals, Carbohydrates and Vitamins
- 2.2 Concept of - Malnutrition, PEM, Balanced Diet

**Unit 3**

**Diseases (13 hrs.)**

- 3.1 Communicable Diseases – Definition, Meaning, Types, Causes, Symptoms, Treatment and Prevention (Malaria, Tuberculosis, HIV/AIDS)
- 3.2 Non Communicable Diseases - Definition, Meaning, Types, Causes, Symptoms, Treatment and Prevention – (Diabetes, Hypertension, Cardio-Vascular Diseases)
- 3.3 Mental Health - Definition, History, Characteristics of a Mentally Healthy Person, Types of Mental Illness – Definition, Meaning, Types, Causes, Symptoms, Treatment and Prevention - Major and Minor Mental Illnesses – Schizophrenia, MDP, Anxiety, Phobia, OCD, Hysteria)
- 3.4 Psycho-Physiological Disorders - Definition, Meaning, Types, Causes, Symptoms, Treatment and Prevention – Respiratory Disorders, Digestive Disorders



**Unit 4**

**Alternate Systems of Health Care (10 hrs.)**

4.1 AYUSH (Ayurvedha, Yoga, Unani, Siddha, Homeopathy) – Definition, Etiology, Principles, Treatment Measures

**Unit 5**

**Health Care Services (11 hrs.)**

5.1 Voluntary Health Agencies in India – Role of - Indian Red Cross Society, Indian Council for Child Welfare, Tuberculosis Association in India, Central Social Welfare Board, Family Planning Association of India

5.2 Health Programmes in India – Overview of National Malaria Eradication Programme, Diarrhoeal Diseases Control Programme, National Filarial Control Programme, National Tuberculosis Control Programme, STD Control Programme

5.3 Role of International Organisations – WHO, UNICEF, FAO

**TEXT BOOKS**

Mangal, S., K. *Introduction to Abnormal Psychology*. New Delhi: Sterling Publishers, 2004.

Park, J., E., and Park, K, *Textbook of Preventive and Social Medicine*. Jabalpur: Banarsidas.

Park, K. *Textbook of Prevention and Social Medicine*. Jabalpur: Banarsidas.

**BOOKS FOR REFERENCE**

Abraham, Verghese. *Introduction to Psychiatry*. BI 1996.

Anderson, G., M. *Communicable Disease Control*. New York: Macmillan.

Bajjee. *Textbook of Preventive and Social Medicine*. New Delhi: Jaypee Brothers Medical Publishers, 1995.

Chauhan, S., S. *Mental Hygiene – A Science of Adjustment*. New Delhi:

**JOURNALS**

Indian Journal on Public Health

Indian Journal on Community Health

**WEB RESOURCES**

[www.health.com](http://www.health.com)

[www.aarogya.com](http://www.aarogya.com)

**PATTERN OF EVALUATION**

**Continuous Assessment:**

**Total Marks: 50**

**Duration: 90 mins.**

Section A – 4 x 3 = 12 marks (All questions to be answered)

Section B – 3 x 6 = 18 marks (3 out of 5 questions to be answered)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered)

**Third Component:**

**List of evaluation modes:**

Seminars

Assignments

Problem Solving Case Studies

Quiz

Open book tests

**End Semester Examination:**

**Total Marks: 100**

**Duration: 3 hours**

Section A – 10 x 3 = 30 marks (All questions to be answered)

Section B – 5 x 6 = 30 marks (5 out of 8 questions to be answered)

Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered)

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086**  
**BSW DEGREE: BACHELOR OF SOCIAL WORK**

**SYLLABUS**  
(Effective from the academic year 2015 -2016)

**BASIC RESEARCH AND STATISTICS FOR SOCIAL WORK**

**CODE: 15SW/MC/RS54**

**CREDITS : 4**

**L T P : 4 0 0**

**TOTAL TEACHING HOURS : 52**

**OBJECTIVES OF THE COURSE**

- To develop an understanding of the nature, purpose and importance of social work research
- To develop competence to conceptualise a problem, analyse and assess social problems and needs at the micro-level
- To acquire research skills in conducting research by developing ability to prepare appropriate tools and collect, analyse and interpret data through appropriate tables

**Unit 1**

**Introduction (10hrs.)**

- 1.1 Social Research – Definition, Stages in the Process of Social Research
- 1.2 Concept of Objectivity in Research, Scientific Approach to Research, Variables, Concepts, Constructs, Hypothesis, Research Question
- 1.3 Types of Research
- 1.4 Social Work Research – Definition, Meaning, Stages in the Social Work Research Process. Social Work Research as a Method of Social Work

**Unit 2**

**Basic Research Designs and Tools for Data Collection (10 hrs.)**

- 2.1 Research Design – Descriptive, Experimental and Exploratory
- 2.2 Identifying and Formulating a Research Problem Relevant to Social Work
- 2.3 Sources of Data – Primary and Secondary
- 2.4 Tools for Data Collection – Observation, Observation Guide, Interview, Interview Schedule, Interview Guide, Mailed Questionnaire

**Unit 3**

**Sampling and Scaling Techniques (11hrs.)**

- 3.1 Concepts and Meaning of Sampling – Frame, Unit and Universe
- 3.2 Sampling Techniques – Random Sampling – Simple Random, Stratified, Multistage. Non- Random Sampling – Convenient, Purposive and Quota
- 3.3 Scaling Techniques – Definition, Meaning, Types, Need and Uses – of Nominal, Ordinal, Ratio, Interval; Rating Scale, Summated Scale (Likert Scale), Factor Scale Multidimensional Scale

**Unit 4**

**Data Processing, Analysis, Interpretation and Reporting (11 hrs.)**

- 4.1 Data Processing – Editing, Coding, Classification, Tabulation, Transcription
- 4.2 Outline of a Good Research Report

4.3 Diagrammatic Presentation of Data – One, Two and Three Dimensional Diagrams, Pie Charts, Pictograms and Cartograms

**Unit 5**

**Basic Statistical analysis of data**

**(10 hrs.)**

- 5.1 Statistics – Definition, Meaning, Need and Importance of Statistics in Research
- 5.1 Frequency and Percentage Distribution – Preparation of One, Two and Three Way Tables
- 5.2 Measures of Central Tendency – Mean, Median and Mode – Definition, Meaning, Need and Importance, Calculation – Continuous and Discrete Series (Direct Method Only)

**TEXT BOOKS**

Bajpai. *Methods of Social Survey and Research*. Kanpur: Kilah Ghar, 1982.

Gupta. *Statistical Methods*. New Delhi: Sultan Chand and Sons, 1985.

Kothari. *Research Methodology; Methods and Techniques*. Chennai: Wiley Easter Ltd, 1978.

**BOOKS FOR REFERENCE**

Antony, Joseph. *Methodology for Research*. Bangalore: Bangalore Theological 1986.

Birtha, Mikkelsen. *Methods for Development Work and Research*. New Delhi: Sage, 1995.

Hubert, M., Blalock, Jr. *An Introduction to Social Research*. New Jersey: Prentice Hall.

Jack, D., Hougla. *Investigate Social Research Individual and Field Team Research*. London: Sage Publications, 1976.

Jaspal, Singh. *Introduction to Methods of Social Research*. New Delhi: Sterling Publishers Pvt, Ltd, 1991.

Kerlinger. *Foundations of Behavioural Research* New Delhi: Surjeet Publications, 1964.

Ramachandran, P. *Survey Research For Social Work. A Primer: Institute of Community Organization Research*. Mumbai 1990.

Reddy. *Research Methodology in Social Sciences*. New Delhi: Daya Publishing House, 1987.

**JOURNALS**

The Indian Journal of Social Work Research – TISS  
Journal of Social Work

**WEB RESOURCES**

[www.socialworksearch.com](http://www.socialworksearch.com)

**PATTERN OF EVALUATION**

**Continuous Assessment:**

**Total Marks: 50**

**Duration: 90 mins.**

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**Third Component:**

**List of evaluation modes:**

Seminars

Assignments

Problem Solving Case Studies

Quiz

Open book tests

**End Semester Examination:**

**Total Marks: 100**

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**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086**

**BSW DEGREE: BACHELOR OF SOCIAL WORK**

**SYLLABUS**

**(Effective from the academic year 2015 – 2016)**

**DISASTER PREPAREDNESS AND RISK REDUCTION**

**CODE: 15SW/ME/DR55**

**CREDITS: 5**

**LECTURE: 4 1 0**

**TOTAL TEACHING HOURS: 65**

**OBJECTIVES OF THE COURSE**

- To understand the process of disaster management
- To analyse the role of a social worker in disaster management

**Unit 1**

**Disasters – Introduction**

**(14 hrs.)**

- 1.1 Concept and Definition of Disaster
- 1.2 Types of Disaster – Natural and Human Made: Cyclone, Flood, Landslide, Fire, Earthquake, Avalanches, Tsunami, Forest Fires, Accidents in Coal Mines, Drought, War, Terrorism and Technological Disasters
- 1.3 Displacement

**Unit 2**

**Disaster Management Cycle and Management Issues related to Disaster**

**(12 hrs.)**

- 2.1 Pre-disaster: Prevention, Mitigation, Preparedness, Disaster Management Toolkit
- 2.1 During Disaster: Response
- 2.2 Post-disaster: Relief, Recovery and Rehabilitation
- 2.3 Mitigation through Capacity Building, Disaster Risk and Vulnerability Reduction, and Disaster Related Infrastructure Development

**Unit 3**

**Disaster Analysis and Technology for Disaster Management**

**(13 hrs.)**

- 3.1 Disaster Mapping, Risk Assessment, SWOT Analysis
- 3.2 Psychosocial Vulnerability Analysis and Intervention
- 3.3 Technology for Disaster Management: Early Warning Systems, Remote Sensing & GIS Technology

**Unit 4**

**Role of Various Organisations in Disaster Management**

**(13 hrs.)**

- 4.1 Role of State, Armed Forces / NGOs, INGOs, Philanthropists in Disaster Situations
- 4.2 Role of Community, Development Workers, Volunteers and Media
- 4.3 Role of Social Work

## Unit 5

### Legislations for Disasters

(13 hrs.)

5.1 Disaster Management Framework in India

5.2 Recommendation of the 18<sup>th</sup> World Conference on Disaster Management (Toronto)

5.3 The HUGO Model

5.4 Do No Harm Intervention

5.5 HAP Framework

### TEXT BOOK

Goel, S. L. *Encyclopedia of Disaster Management*. New Delhi: Deep & Deep, 2001.

### BOOKS FOR REFERENCE

Bose, B. C. *Disaster Management in India*. New Delhi: Rajat, 2007.

Bose, B. C. *Disaster Management in 21<sup>st</sup> Century*. New Delhi Rajat Publication, 2007.

Goel, S. L. *Disaster Management Organisations and Management, Health Management of Human Being and Animals*. New Delhi: Deep & Deep, 2001.

Newburn, Tim. *Disaster & After*. London: Jessica Kingsley, 1993.

Roy, Sanjay, K. *Refugees and Human Rights*. Jaipur: Rawat, 2001.

Smita. *Locked Homes Empty Schools*. New Delhi: Zubaan, 2007.

Singh, R. B. *Disaster Management*. Jaipur: Rawat, 2000.

Sinha, Prabhas Chandra. *Disaster Management Process, Law, Policy & Strategy*. New Delhi: SBS, 2006.

Sinha, Prabhas Chandra. *Disaster Relief, Rehabilitation & Emergency Humanitarian Assistance*. New Delhi: SBS, 2006.

Sinha, Prabhas Chandra. *Disaster Vulnerabilities & Risks*. New Delhi: SBS, 2006.

Sinha, Prabhas Chandra. *Disaster Mitigation, Preparedness, Recovery & Response*, New Delhi: SBS, 2006.

Verma, K. Manish. *Development, Displacement and Resettlement*. Jaipur: Rawat, 2004.

### JOURNALS

The International Journal of Disaster Risk Reduction (IJDRR)

National Institute of Disaster Management (NIDM)

### WEB RESOURCES

[www.unisdr.org](http://www.unisdr.org)

[www.ndma.gov](http://www.ndma.gov)

## **PATTERN OF EVALUATION**

### **Continuous Assessment:**

**Total Marks: 50**

**Duration: 90 mins.**

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**Total Marks: 100**

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**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086**

**BSW DEGREE: BACHELOR OF SOCIAL WORK**

**SYLLABUS**

**(Effective from the academic year 2015 – 2016)**

**DISABILITY REHABILITATION AND SOCIAL WORK PRACTICE**

**CODE: 15SW/ME/DS55**

**CREDITS: 5**

**L T P: 4 1 0**

**TOTAL TEACHING HOURS: 65**

**OBJECTIVES OF THE COURSE**

- To enable students to understand about different forms of Disability
- To acquire knowledge on Rehabilitative measures
- To enable the students to understand the multi-disciplinary approach to Rehabilitation
- To prepare the students to play an active role as social workers in working with persons with Disability

**Unit 1**

**Disability**

**(14 hrs.)**

- 1.1 Definitions and Causes
- 1.2 Types of various Disabilities
- 1.3 Prevention of Disabilities at Primary, Secondary and Tertiary Levels

**Unit 2**

**Impact of Disability on Persons with Disability and their Families**

**(12 hrs.)**

- 2.1 Reactions of Parents, Family members and ways of coping
- 2.2 Needs and Problems of Persons with Disability and their families, Community based Rehabilitation, Inclusive Approach and Accessibility
- 2.3 Across the Life Span and at Critical Stages in their lives and Social Work Intervention at each Stage

**Unit 3**

**Contextual Understanding of Disability: Contemporary Perspectives**

**(12hrs.)**

- 3.1 Contextual understanding from a Medical, Family, Social, Gender and Psychological perspectives
- 3.2 Construction of Disability and Rehabilitation through various discourses
- 3.2 Understanding of Limitations, Strengths and Potentials of Persons with Disabilities

**Unit 4**

**Multidisciplinary Rehabilitation Team and their Roles**

**(14 hrs.)**

- 4.1 Process of Rehabilitation: Early Identification, Treatment, Fitment of Aids and Appliances

- 4.2 Education, Vocational Rehabilitation and Social Integration within the Family and Community
- 4.3 Legal issues in Rehabilitation and Implications

**Unit 5**

**Intervention strategies at Individual, Family and Community levels (13hrs.)**

- 5.1 Problem focused, Self Help/support Groups, Assertiveness Training, Life Skills Enrichment
- 5.2 Family level - Family Crisis Intervention, Family centered Intervention, Parent Guidance, Parent Training, Community Level, Community Awareness, Education. Role of a Social Worker in different settings such as Hospital, Treatment centres, Homes, Rehabilitation Centre, the Community and Associations of Persons with Disability
- 5.3 Person with Disabilities, Equal opportunities, Protection of Rights and Full Participation Act of 1995. Government Programmes for the Disabled, Net working with other service organisations available in the community, Job placement for the Disabled - Organised Sectors and Self-employment, Utilisation of Government and other available resources, Concept of Guidance, type of guidance, Vocational, Educational and Personal

**TEXT BOOKS**

Albrecht G.L, Katherine D Seelman & Michael Bury. *Hand Book of Disability Studies*. London: Sage, 2001.

Grant, *Learning disability: A Lifecycle Approach to Valuing People*. London: Open U P, 2005.

Hegarty Seamus & Mithu Alur. *Education and Children with Special Needs*. London: Sage, 2002.

Karant, Pratibha & Joe Rozario. *Learning Disability in India*. London: Sage, 2003.

Moore. *Researching Disability Issues*. London: Open U P, 2005.

**BOOKS FOR REFERENCE**

Clark Joan Simeon. *Disabled citizens* London: George Allen & Unwin, 1970.

Gajendragadkar S.N. *Disabled in India USA*: California U P, 1983.

Narasimhan M.C. *Disability a Continuing Challenge*. USA: Michigan U P, 1989.

**PATTERN OF EVALUATION**

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**Duration: 90 mins.**

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**STELLA MARIS COLLEGE (AUTONOMOUS) CHENNAI – 86**

**BSW DEGREE: BACHELOR OF SOCIAL WORK**

**SYLLABUS**

**(Effective from academic year 2015-2016)**

**ECOLOGY, DEVELOPMENT AND SOCIALWORK INTERVENTION**

**CODE: 15SW/ME/EI55**

**CREDITS: 5**

**L T P: 4 1 0**

**TOTAL TEACHING HOURS: 65**

**OBJECTIVES OF THE COURSE**

- To enable students to understand the need for protecting the environment
- To create awareness on the issues related to environmental concerns
- To sensitise students and train them with suitable skills to sustain the work towards environment sustenance

**Unit 1**

**Introduction to Environmental Studies and Natural Resources**

**(14hrs.)**

- 1.1 Definition, Scope and Importance – Need for Public Awareness – Forest Resources: Use and Over-Exploitation, Deforestation, Case Studies
- 1.2 Timber Extraction, Mining, Dams, Ground Water, Floods, Drought, Conflicts over water, Dams-benefits and problems – Mineral resources: Use effects on forests and Tribal people
- 1.3 Water resources: Use and Over-Utilisation of surface and Exploitation, Environmental effects of Extracting and using Mineral Resources, Case Studies
- 1.4 Food resources: World food problems, changes caused by Agriculture and Overgrazing, effects of Modern Agriculture, Fertiliser-Pesticide problems
- 1.5 Water logging, Salinity, case studies – Energy Resources: Growing Energy Needs, Renewable and Non-renewable energy sources, use of Alternate Energy sources
- 1.6 Land resources: Land as a resource, Land Degradation, human induced Landslides, Soil Erosion and Desertification – role of an individual in Conservation of Natural Resources – equitable use of Resources for Sustainable lifestyles

**Unit 2**

**Ecology, Ecosystem and Bio-diversity**

**(11hrs.)**

- 2.1 Concept of Ecology, Ecosystem - types of Ecological pyramids, Energy flow in Ecosystems-Functions of Ecosystems
- 2.2 Ecological succession-Food web-Food chain, Urban Ecology, Solid Waste-waste Management
- 2.3 Types of Ecosystem, characteristic features, structure and function of the Forest Ecosystem, Grassland Ecosystem, Desert Ecosystem, Aquatic Ecosystems (Ponds, Lakes, Rivers, Oceans, Estuaries)
- 2.4 Bio-diversity-Types of Biodiversity, Conservation at the Global ,National and Local levels, In-situ, Ex-situ Conservation of Bio-diversity, Hot Spots

of Bio-diversity, Loss of Biodiversity, problems, Threats to Biodiversity  
2.5 Endangered and Endemic species in India, Poaching of Wildlife, Man-  
Wildlife conflicts, Endangered and Endemic species in India

**Unit 3**

**Sustainable Development and Environmental Laws (16 hrs.)**

- 3.1 Sustainable Development -concept, approaches, 3R-principle, Urban problems related to Energy
- 3.2 Water Conservation, Rain Water- Harvesting, Watershed Management- Fragile ecosystem development, Resettlement and Rehabilitation of people; its problems and concerns
- 3.3 Climate change, Global Warming, Acid rain, Ozone layer depletion, Nuclear accidents. Organic farming and supply chains for Sustainable Agriculture Case Studies. – Wasteland reclamation
- 3.4 Challenges to Sustainability, issues on Poverty, Health, Food ,Energy, Ecofeminism
- 3.5 Environment Protection Acts, Air (Prevention and Control of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Forest conservation Act, Issues involved in enforcement of Environmental legislation, Consumerism and Waste products, Public Awareness

**Unit 4**

**Environmental Social Work (11hrs.)**

- 4.1 Environmental Social Work - Concept, Principles, Govt. of India policy on Environment
- 4.2 Global meetings on environment-BRIC, SAARC, UN Conventions on Environmental issues -Millennium Declaration & Summit, International Conference on Financing for Development
- 4.3 United Nations Conferences and reports on Environment: UN Conference on the Human Environment (1972), World Commission on Environment and Development (1987), General Assembly Special Session on the Environment (1997), World Summit on Sustainable Development (2002), UN Conference on Sustainable Development (2012)

**Unit 5**

**Social Work Intervention Towards Sustainability (13 hrs.)**

- 5.1 Sustainability- Issues in sustainability, Eco-social Approach to Sustainability. Role of Social Workers in protecting the Environment and safe guarding it
- 5.2 United Nations Environment - Program(1972). Stokholm Conference, Rio-Di-Jenero Meet (1992), Lemaperu (2014), Narmadha Bacchao Andolan, Chipko Movement
- 5.3 Right to Sustainable Development, Advocacy, Lobbying, Environment education for public, Schools and Colleges

**TEXT BOOKS**

Agarwal. *International Law and Human Rights*. New Delhi: Central Law Publications, 2002.

Bajwa, G., S. *Human Rights in India, Implementation & Violations*. New Delhi: Oscar, 1995.

Ignacimuthu, S. *Environmental Awareness and Protection*. New Delhi: Phoenix, 1997.

Jadhav, H. V.M Bhosale. *Environmental Protection and Laws*. New Delhi: Himalaya, 1995.

### **BOOKS FOR REFERENCE**

Ashish Bakshi, P., M. *The Constitution of India*. New Delhi:Asish,

Chandrachur Gupta, D., N. and, Singh. *Human Rights Acts, Statutes and Constitutional Provisions*. New Delhi: Rajat, 2003.

Coates, J. *Ecology and Social Work toward a New Paradigm*. Nova Scotia: Fernwood, 2003.

Dewan, V., K, *Law Relating to Offences Against Women*. New Delhi: Sage Publications, 1996.

Gitterman, A., & Germain, C. B. *The Life Model of Social Work Practice*. New York: Columbia U P 2008.

Katya. *Environmental Concern, Depleting Resources, Sustainable Development*. Jaipur: Pointer, 1997.

Kumar .R. *Environmental Pollution Health Hazard in India*. Efferent New Delhi: Offset, 1987.

Mary, N. L. *Social Work in a Sustainable World*. Chicago: Lyceum, 2008.

Mies. M. V. Shiva. *Ecofemism*, London: Zed, 1989.

Odum, E. P. *Fundamentals of Ecology*. U.S.A: W. B. Saunders Co, 1971.

Sinha, P. C. *Inter National Tourism of Sustainable Development*, New Delhi: Anmol, 1998.

Zapf M. K. *Social Work and the Environment: Understanding People and Place*. Ontario: Canadian Scholars, 2009.

### **WEB RESOURCES**

[www. publications.gc.ca/Collection-R/LoPBdP/BP/bp317-e.htm](http://www.publications.gc.ca/Collection-R/LoPBdP/BP/bp317-e.htm)

[www. unep.org/Documents/Default.asp?DocumentID=287](http://www.unep.org/Documents/Default.asp?DocumentID=287)

[enwikipedia.org/.../United\\_Nations\\_Conference\\_on\\_Sustainable\\_Development...](http://en.wikipedia.org/.../United_Nations_Conference_on_Sustainable_Development...)

[www.socialworktoday.com/archive/092011p20.shtml](http://www.socialworktoday.com/archive/092011p20.shtml)

[www.ecosocialwork.org/index.php?option=com\\_content...id...](http://www.ecosocialwork.org/index.php?option=com_content...id...)

[www.academia.edu/4139398/Greeningof\\_Social\\_Work](http://www.academia.edu/4139398/Greeningof_Social_Work)

[www.unom.ac.in/uploads/admissions/cbcs/2008-2009/syllabusmsw.doc](http://www.unom.ac.in/uploads/admissions/cbcs/2008-2009/syllabusmsw.doc)

## **PATTERN OF EVALUATION**

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### **Third Component:**

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**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086**  
**BSW DEGREE: BACHELOR OF SOCIAL WORK**

**SYLLABUS**

(Effective from the academic year 2015 -2016)

**INTERNATIONAL CO-OPERATION AND HUMANITARIAN ASSISTANCE**

**CODE: 15SW/ME/IH55**

**CREDITS : 5**

**L T P : 4 1 0**

**TOTAL TEACHING HOURS : 65**

**OBJECTIVES OF THE COURSE**

- To develop an understanding in the students on the concepts and the need for International Co-operation and Humanitarian Assistance
- To understand the role of Social Work profession in International Co-operation and Humanitarian Assistance

**Unit 1**

**Basic Concepts in International Co-operation (11 hrs.)**

- 1.1 International Co-operation – Definition, Meaning and Need
- 1.2 Issues that call for International Cooperation – Global Poverty, Health, Education, Conflict, Peace and Security, Disaster Relief, Environment and Climate Justice
- 1.3 Centre on International Co-operation – Role and Programmes

**Unit 2**

**Basic Concepts in Humanitarian Assistance and Relief (12 hrs.)**

- 2.1 Definition, Meaning, Origin, Guiding Principles of Humanitarian Assistance, Aid and Relief, Funding Sources and Channels; Funding for Emergencies
- 2.2 Related Concepts – Humanitarianism, Humanitarian Aid, Humanitarian Response, Development Assistance, Donors, Relief, Humanitarian Needs
- 2.3 Types of Aid Agencies – International Governments, Individuals, Trusts and Foundations, and Private Companies and Corporation

**Unit 3**

**Laws for International Co-operation, Humanitarian Assistance and Relief (12 hrs.)**

- 3.1 International Humanitarian Law
- 3.2 Declaration on Principles of International Law Concerning Friendly Relations and Co-Operation Among States in Accordance with the Charter of the United Nations – Vienna Protocol
- 3.3 Global Humanitarian Reports

**Unit 4**

**Organisations for International Co-operation, Humanitarian Assistance and Relief (15 hrs.)**

- 4.1 Role of United Nations in Humanitarian Assistance



- 4.2 Role and Functions of CARE (Co-Operative and Assistance for Relief Everywhere), CARITAS, International Red Cross and Red Crescent Movement, Feed the Children, OXFAM, Save the Children, World Vision International, USAID
- 4.3 Role of Ngos in Humanitarian Assistance and Relief, Role of Governments
- 4.4 Humanitarian Accountability – Meaning, Importance and the Role and Functions of HAPI (Humanitarian Accountability and Partnership International) in Accountability

## **Unit 5**

### **International Social Work and Humanitarian Assistance (15 hrs.)**

- 5.1 International Social Work and Humanitarian Aid; Aid for Reducing Global Poverty, Child Protection, Human Rights Violations, Refugee and Migrant Issues, Conflict Resolution
- 5.2 Relief and Developmental Approach in Humanitarian Assistance
- 5.3 Role and Skills of an International Social Worker Need for Cultural Competencies

### **TEXT BOOKS**

Kalpna Rajaram. *International Organizations, Conferences and Treaties*. New Delhi: Spectrum Books, 2005.

### **BOOKS FOR REFERENCE**

Carlsnaes, Walter, et al eds. *Handbook of International Relations*. SAGE 2012.

Jean E. Krasno (ed.), *The United Nations: Confronting the Challenges of a Global Society*, London: Lynne Rienner, 2004.

John Baylis and Steve Smith, *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University, 2001

Le Roy Bennett, *International Organizations: Principles and Issues*, New Jersey: Prentice Hall Inc., 19982.

Reus-Smit, Christian, and Duncan Snidal, eds. *The Oxford Handbook of International Relations* 2010.

### **JOURNALS**

The Journal of Humanitarian Assistance

The Journal of International Humanitarian Assistance and Legal Studies

### **WEB RESOURCES**

[www.international.gc.ca/.../humanitarian...ahi.aspx?lang=eng](http://www.international.gc.ca/.../humanitarian...ahi.aspx?lang=eng)

[www.iha-info.org](http://www.iha-info.org)

### **Continuous Assessment:**

**Total Marks: 50**

**Duration: 90 mins.**

Section A – 4 x 3 = 12 marks (All questions to be answered)

Section B – 3 x 6 = 18 marks (3 out of 5 questions to be answered)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered)

**Third Component:**

**List of evaluation modes:**

Seminars

Assignments

Problem Solving Case Studies

Quiz

Open book tests

**End Semester Examination:**

**Total Marks: 100**

**Duration: 3 hours**

Section A –  $10 \times 3 = 30$  marks (All questions to be answered)

Section B –  $5 \times 6 = 30$  marks (5 out of 8 questions to be answered)

Section C –  $2 \times 20 = 40$  marks (2 out of 4 questions to be answered)

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086**  
**BSW DEGREE: BACHELOR OF SOCIAL WORK**

**SYLLABUS**

(Effective from the academic year 2015 – 2016)

**BLOCK PLACEMENT**

**CODE: 15SW/MC/BP64**

**CREDITS: 4**

The Block Field Work is intended to give the students an opportunity to work as a full-time trainee in the selected organisation so as to learn the day-to-day role and tasks of a full-time social worker for 25 working days.

**OBJECTIVES OF BLOCK PLACEMENT**

- To understand organisation's goals and administrative functioning
- To be sensitive to existing social issues in the placement
- To be efficient in carrying out day-to-day activities of the organisation
- To develop skill in documentation, communication, observation, planning and organising programmes
- To mobilise funds if required

**METHODS OF ASSESSMENT**

1. In relation to task and personal growth
2. Sharing of their learning experience
3. Presentation of a consolidated report to be submitted

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**BSW DEGREE: BACHELOR OF SOCIAL WORK**

**SYLLABUS**

**(Effective from the academic year 2015 – 2016)**

**FIELD WORK - VI**

**CODE: 15SW/MC/FW64**

**CREDITS: 4**

**CONCURRENT FIELD WORK**

**OBJECTIVES OF FIELD WORK**

- To record systematically using the Integrated Social Work process
- To enable students practice the Integrated Approach in specialised settings
- To record systematically using the Integrated Social Work process
- To acquire the skills of fund raising and resource mobilisation
- To acquire the skills in report writing
- To acquire the basic skills of administration
- To develop skills working with different client systems using the integrated approach in practice – integrating methods

**METHODS OF ASSESSMENT**

1. In relation to tasks achieved and personal growth and change
2. An external comprehensive viva voce of all the six semesters fieldwork learning will be conducted.

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**SYLLABUS**  
**(Effective from the academic year 2015 -2016)**

**GENDER AND DEVELOPMENT – ISSUES AND CONCERNS**

**CODE: 15SW/MC/GD64**

**CREDITS: 4**

**L T P: 4 0 0**

**TOTAL TEACHING HOURS: 52**

**OBJECTIVES OF THE COURSE**

- To gain an understanding of Gender positions in society
- To enable students comprehend the various domains of development and its impact on men and women
- To understand the various approaches to development processes specifically for women
- To empower students with skills in social work practice for women's development

**Unit 1**

**Introduction – Gender and Development (10 hrs.)**

- 1.1 Gender and Development – Meaning and Definition
- 1.1 Women in the Development Process: Need and Importance, Developmental Rights of Women, WID, WAD, GAD, GEM
- 1.2 Significance of Women's Development; Positive and Negative Indices of Women Development

**Unit 2**

**Basic Concepts in Understanding Women's Development (10 hrs.)**

- 2.1 Sex and Gender, Gender Stereotypes, Gender Relations, Gender Division of Labour,
- 2.2 Gender Roles and Responsibilities, Gender Discrimination, Equity and Equality
- 2.3 Gender Mainstreaming, Concept of Patriarchy, Feminism

**Unit 3**

**Gender and Work (11hrs.)**

- 3.1 Concept of Work, Problems of Women at Work, Women's Triple Role, Trends in Women's Work Participation, Invisibility of Women's Work, Glass Ceiling
- 3.2 Women and Self- Employment, Self- Help Groups Micro-Enterprises and Women's Development

**Unit 4**

**Legislations Related to Women (11 hrs.)**

- 4.1 Legal Rights of Women with Reference to Inheritance, Adoption, Education, Employment, Health, Marriage, Divorce and Maintenance

4.2 CEDAW – Convention on Elimination of All Forms of Discrimination  
Against Women and Girls

**Unit 5**

**Empowerment Strategies for Women (10 hrs.)**

5.1 Empowerment: Definition and Meaning, Types and Levels of Women's Empowerment

5.2 Needs of Women – Practical and Strategic Needs of Women (PGN/SGN)

5.3 National Policy for Empowerment of Women 2001, Social Work and Women's Empowerment

**TEXT BOOKS**

Bhasin, Kamala and Agarwal. *Women and the Media- Analysis, Alternatives and Actions*. New Delhi: Kali and Women, 1984.

Bhatia Anju. *Women's Development and NGOs*. Jaipur: Rawat, 2000.

Blumberg R.L and Dwaraki L. *India's Educated Women Options and Constraints*. New Delhi: Hindustan, 1980.

Devandar, Kiran. *Status and Positions of Women in India*. New Delhi: Shakti Books, 1985.

**BOOKS FOR REFERENCE**

Kanhere U.S. *Women and Socialisation*. New Delhi: Mittal, 1980.

Kaushik, Susheela. *Women's Oppression – Patterns and Perspectives*. New Delhi: Shakti Books, 1985.

Kidwai M.H. *Women under different Social and Religious Laws*. New Delhi: Seema, 1979.

Marilee Karl. *Women and Empowerment - Participation and Decision Making*. London: Zed, 1995.

Marilyn Carr, Martha Chen, Renana Thabvala. *Speaking Out: Women's Economic Empowerment in South Asia*. London: IT Publications on behalf of Aga Khan Foundation Canada and UNIFEM, 1996.

Neera Desai and Maitreyi Krishnaraj. *Women and Society in India*. New Delhi: Ajanta, 1987.

**JOURNALS**

Indian Journal of Gender Studies, Feb 2015

International Journal of Gender Studies in Developing Societies

**WEB RESOURCES**

<http://www.un.org/womenwatch/daw/cedaw>

<http://wcd.nic.in>

## **PATTERN OF EVALUATION**

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**Total Marks: 50**

**Duration: 90 mins.**

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**BSW DEGREE: BACHELOR OF SOCIAL WORK**

**SYLLABUS**

**(Effective from the academic year 2015 – 2016)**

**PROJECT**

**CODE: 15SW/MC/PR64**

**CREDITS: 4**

Every student in her VI Semester is required to complete a project under the supervision and guidance of a faculty member who will guide the student on topics related to social issues and social work practice. The report will be evaluated internally by 2 examiners:

1. Faculty of the Social Work Department who has guided the student
2. A second faculty of the BSW Department

The examiners shall evaluate the project report for 100 marks each. A candidate failing in the research project will be required to repeat it under guidance during the following academic year and secure at least a minimum of 50% marks.