



# **RANI CHANNAMMA UNIVERSITY, BELAGAVI**

**WEL-COME**

**TO THE COURSE STRUCTRE AND SYLLABUS OF UNDERGRADUATE  
PROGRAMMES – B.S.W.**

**III Semester**

**w.e.f.  
Academic Year 2011-12 and onwards**

# BACHELOR OF SOCIAL WORK (BSW)

## LANGUAGES

### English:

**Detailed Syllabus for B.A. / BSW 2<sup>nd</sup> year  
Basic English**

**Semester –III**

**Teaching Hours : 5Hours per Week**

(80 Marks per paper of three hours) (20 Marks for I.A)

#### Pattern of question paper

1) Objective type questions	10X1=	10
2) Comprehension Questions (Answer in a sentence or two)	5X2=	10
3) Essay type Question on the Novel (One out of two)		10
4) Essay type question on Novel (One out of two)		10
5) Short notes on the Novel (Two out of Four)	2X5=	10
6) Confusing Words (Sentences to be framed on Five pairs of words)		10
7) A) One Word Substitute	5X1=	05
B) Interpretations of Notices.	5X1=	05
8) Note making		10

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**80**

#### Text Book :

David Copperfield, Edited and Abridged by W. Jewesbury  
(MACMILLAN Publishers India Ltd.)

#### Confusing Words :

The following pairs of words are to be taught :

Addition- edition	Bail- bale	Petrol- patrol
Angel- angle	Break- brake	Rain- reign
Accept –except	Childish-childlike	Soul- sole
Affect –effect	Council- counsel	Stationary- stationery
Allusion- illusion	Carrier- career	Heel- heal
Anonymous-unanimous	Sell-cell	Message- massage
Adopt- adapt	Exhaustive- exhausting	Rights- rites
Birth- berth	Feet- feat	Waist- waste
Besides-beside	Hair- hare	Prey- pray
Bliss- bless	Minor- miner	Disease- decease
Canvas- canvass	Popular- populous	Caste- cast
Fair- fare	Route-rout	Seize- cease
Later- latter	Soar-sore	Vacation- vocation
Feeble- fable	Storey- story	Whether- weather
Loose- lose	President-precedent	Wear- ware
Male- mail	Principal- principle	Week- weak
Metal- mettle	Peace- piece	

## One Word Substitute :

1. Anonymous: of unknown/ unadmitted authorship.
2. Atheist: one who has no belief in god.
3. Audience: an assembly of listeners.
4. Archives: a place where historical records are kept.
5. Bureaucracy: government by officials.
6. Biography: the life story of a person written by some other author.
7. Cannibal: one who eats human flesh.
8. Dictatorship: rule of an absolute ruler.
9. Dynasty: the succession of rulers from one family.
10. Emigrant : one who leaves his/her own country to settle in another.
11. Ecology: science dealing with the relationship between man and his environment.
12. Extempore: a speech delivered without preparation.
13. Forgery: signature of some one else without permission.
14. Illegible: incapable of being read.
15. Illiterate: a person who can neither read or write.
16. Jury: a group of judges.
17. Lexicographer: one who compiles a dictionary.
18. Manuscript: a paper written by hand.
19. Martyr: a person put to death for a noble cause.
20. Monologue: a dramatic composition in which only one character speaks.
21. Misanthrope: one who hates mankind.
22. Notorious: widely known for bad things.
23. Narcotics: drug which induce sleep.
24. Nepotism: favour shown to ones relatives by those in power.
25. Orator: who makes eloquent speeches.
26. Omnipresent: present everywhere and in everything.
27. Optimist: one who looks at the bright side of things.
28. Polyglot: a person who knows many languages.
29. Post-mortem: medical examination of a dead body.
30. Philology: science dealing with the study of words and language.
31. Refugee: one who runs from one place to another for fear of some danger.
32. Retrospective: something which is effective from some past time/date.
33. Solo: a song sung by a single person.
34. Unanimous: all of one mind, the act of a agreement by one and all.
35. Veteran: a person with long experience.
36. Voluntary: doing something of one's own will.
37. Glossary: a list of words with meaning's and explanation.
38. Museum: a place/building where the antiquities, objects of art and culture are exhibited.
39. Orchestra: a team of singers equipped with musical instruments.
40. Teetotaler: a person who abstains from alcoholic drinks.
41. Zoo: a place where animals are kept for show.
42. Antibiotic: drugs meant to prevent the growth of bacteria.
43. Irrevocable : that which cannot be taken back.
44. Orphan: a child whose parents are dead.
45. Astronaut: one who undertakes space travel.
46. Philanthropist: one who loves mankind.
47. Encyclopaedia: a book compiled to give information on every subject.
48. Convalescence: the stage of gradual recovery from illness.
49. Cosmopolitan: one who is international in outlook.
50. Suicide: the act of killing oneself.

# MODERN INDIAN LANGUAGES (MIL)/ ADDITIONAL ENGLISH

Detailed Syllabus for BA / BSW / BA in CCJ 2<sup>nd</sup> Year

Semester – III  
Additional English  
Teaching Hours : 5Hours per Week

(80 Marks per paper of three hours) (20 Marks for I.A)

## Pattern of question paper

1) Objective type questions		10X1=10
2) Comprehension Questions (Answer in a sentence or two)		5X2=10
3) Essay type Question on the essays (One out of two)		10
4) Essay type question on essays (One out of two)		10
5) Short notes on the essays (Two out of Four)		2X5=10
6) a) Noun forms of Words	5X1=05	
b) Plural forms of words	5X1=05	
		10
7) Futurity in English		10
8) a) Sentence Linkers	5X1=05	
b) Concord	5X1=05	10
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		<b>80</b>

## Text Book:

The Spectrum of Life (Ed) Manmohan K. Bhatnagar, Delhi : Macmillan, 2000

1. Dale Carnegie: 'If you are wrong admit it'
2. C. Bevers : Streamlining
3. Bronowski anf Mazlish: The Western Intellectual Tradition
4. JBS Haldane: The Scientific Point of View
5. Bertrand Russell : An Outline of Intellectual Rubbish
6. AG Gardiner : The Rule of the Road
7. Nirad Chaudhari : Public Transport System in London and Delhi

## Kannada :

ಬಿ.ಎ./ಬಿ.ಎಸ್.ಡಬ್ಲ್ಯೂ./ಬಿ.ಎ.(ಸಿಸಿಜೆ)

### III ಸೆಮಿಸ್ಟರ್

#### ಕನ್ನಡ ಆವಶ್ಯಕ ಪಠ್ಯ

ಸಂಪಾದಕರು : ಡಾ.ವಿ. ಆರ್ ಚೌದರಿ

: ಪ್ರೊ. ವಾಯ್. ವಾಯ್ ಕೊಕ್ಕನವರ

ಬೋಧನಾ ಅವಧಿ: ವಾರಕ್ಕೆ 5 ಗಂಟೆಗಳು

80 ಅಂಕಗಳು

#### ಸಾಹಿತ್ಯ ಸವಿ - ೩

ಶಿವಭೂತಿಯ ಕಥೆ

ಮುಳ್ಳಿಡಿದ ಮರವೇರಿದಂತಾದುದಿಹಪರಕೆ

ಪಾರಿಜಾತದ ಕೊರವಂಜಿ

ಹಲಗಲಿಯ ಬೇಡರು

ಅನುಭವಮಂಟಪದಲ್ಲಿ ಮಹಾದೇವಿಯುಕ್ಕ

ಕನ್ನಡಾಭಿಮಾನ

ವೈಚಾರಿಕತೆ

ಕಿವುಡ ನಾಯಿಯಾದ ಪ್ರಸಂಗ

ಮಹಿಳೆ ಮತ್ತು ವಿಜ್ಞಾನ

ಒಂದು ಹೆಜ್ಜೆ ಮುಂದೆ !

- ದುರ್ಗಸಿಂಹ

- ಲಕ್ಷ್ಮೀಶ

- ಮೂಲ : ಕುಲಗೋಡು ತಮ್ಮಣ್ಣ  
(ಸಂ) ಡಾ.ಎಂ.ಎಸ್. ಸುಂಕಾಪುರ

- ಫ್ಲೀಟ್ ಸಂಗ್ರಹಿಸಿದ ಲಾವಣಿ

- ಸಂ.ಶಿ. ಭೂಸನೂರಮಠ

- ಎಂ.ಗೋಪಾಲಕೃಷ್ಣ ಅಡಿಗ

- ಎಚ್. ನರಸಿಂಹಯ್ಯ

- ಕುಂ. ವೀರಭದ್ರಪ್ಪ

- ನೇಮಿಚಂದ್ರ

- ಮೂಲ : ಸಾನಿಯಾ

ಅನು : ಚಂದ್ರಕಾಂತ ಪೋಕಳೆ

## Marathi:

Syllabus for B.A. /BSW/CCJ-BA 2<sup>nd</sup> Year

Semester - III

Basic Marathi

Teaching Hours : 5Hours per Week

#### Scheme of

#### Examination

: a) One paper carrying 80 marks and of 3 hours duration

b) Internal Assessment 20 marks

#### Course

: Literary form - Novel

#### Text

: Sabhapati - Yogiraj Waghmare

Saket Prakashan, Aurangabad

#### Distribution of marks: 16x5

- Q.1. Essay writing (One out of four) 1x16  
 Q.2. Objective type questions (Eight out of twelve) 8x2  
 Q.3. Essay type question (One out of three) 1x16  
 Q.4. Short Notes (Two out of four) 2x8  
 Q.5. Reference to Context (Two out of four) 2x8

## Hindi:

**BA<sub>2</sub>/BSW<sub>2</sub> Hindi Basic**  
 Teaching Hours : 5Hours per Week

<b>SEM III 2012-13</b>	
<b>1. Eka our Dronacharya</b> Dr. Shankar shesha Parag Publication, 2. General Essay	New-Delhi.

## Praakrit :

<b>B. A/BSW 2<sup>nd</sup> Year Semester - III Basic Praakrit</b>			
Teaching hours	-	5 hours per week	
Exam marks	-	80+20=100 of 3 hours Duration	
Text 1)	उसाणिरूढं	-	80 Marks
2)	Internal Assessment	-	20 Marks
1)	Internal test	-	10 Marks
2)	Assignment, class records skill - development	-	10 Marks
<b>Total</b>			<b>100 Marks</b>

## Question Paper Pattern

I.	Match the following or select the correct answer	10 Marks
II.	Translate & Explain (any three verses)	18 Marks
III.	Explain with reference to context (any four out of six)	16 Marks
IV.	Essay type question (with internal choice)	18 Marks
V.	Short notes (any three out of five)	18 Marks
<b>Total</b>		<b>80 Marks</b>

## Sanskrit:

### B. A/BSW 2<sup>nd</sup> Year Semester – III Sanskrit Basic

**Teaching Hours: 5 Hours per week**

**Examination Marks : One Paper carrying 100 Marks (80+20) of 3 hours duration**

**Text :**

मेघदूतम् of Kalidasa

Ed. Dr. C. S. Naikar. Medha Publishers Kalyan Nagar Dharwad, 2010

a) पूर्वमेघ (Verse from 1 to 62) 50 Marks

b) History of Khandakavya 20 Marks

c) Grammar (Use of Cases) 10

(स्त्रीलिङ्ग and नपुसकलिङ्ग : only)

Internal Assessment 20 Marks

**Total**

**100 Marks**

## Question Paper Pattern:

I. Multiple choice questions from पूर्वमेघ & History of खण्डकाव्य (Any ten out of twelve) 10 Marks

II. Translation and explanation of Prose / Verse from पूर्वमेघ (Any three out of five)	15 Marks
III. Explain the key sentences (Any three out of five)	12 Marks
IV. (a) Essay type Question on पूर्वमेघ (With internal choice)	10 Marks
(b) Short notes from पूर्वमेघ (Any two out of four)	8 Marks
V. (a) Essay type question on History of Khandakavya (with internal choice)	8 Marks
(b) Short notes on History of Khandakavya (with internal choice)	7 Marks
VI. Grammar – (Use of Cases) (स्त्रीलिङ्ग and नपुसकलिङ्गः)	10 Marks

## Arabic

### B.A/BSW 2<sup>nd</sup> Year Semester – III Arabic Basic

**Paper :** Prose, Poetry and Biography.

**Scheme of Teaching :** 5 hours per week

#### **Prescribed Text Books**

- 1. Al-Qiratul Wadhiha (Part II Prose)**  
Lesson 17 to 22  
By: Waheed Zama Alkiranvi  
Pub. Maktaba Husainia Deoband (U.P)
- 2. Qaseda-e-Burdah (Poetry)**  
Chapter No.9  
By: Imam Boosari.  
Pub. Azeem Book Depot Deoband (U.P.)
- 3. The Holy Quraan.**  
Sura-Fajr.  
Pub. By: Taj Company Mumbai.

The question paper should be broadly based on the following pattern.



1) Multiple choice from all text	1x10	= 10
2) Summary from first text with choice	2x7½	= 15
3) R.C. from first text with choice	3x5	= 15
4) Appreciation of verses from second text 3 out of 5	3x5	= 15
5) Question on Sura	1x15	= 15
6) Question on Author and Book	1x10	= 10
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		80

## Persian:

### B.A/BSW 2<sup>nd</sup> Year

#### Semester - III Basic Persian

#### Scheme of teaching(5 hours per week)

Modern Prose/Poetry

Prescribed text book

1. Prose:-

selected portion only

“Shaikh Yousuf Amu”.

Textbook:-

Shukhane-E-Naw by Dr.ManzarAhmed Khan.

Aligarh University.

Pub:-Educational book house Aligarh.

2. Poetry:-

Prescribed Text book

Selected portion only

“Shair-E-Farsi-E-im rose”.

Textbook:-

Nisabe-Farsi(part-II) by Dr.Aaftab Akhtar Razivi & Prof.M.M Jalali.

**Urdu:**

**B.A/BSW 2<sup>nd</sup> Year**

**Semester – III  
URDU BASIC**

**Paper III-Prose, Poetry**

**Scheme of teaching**:-Duration -16 weeks-5 hours per week.

**Prescribed Text Books**

**I. Detailed Text:**

Miyar-e-Adab

Ed by Prof.Ssuriya Husain

Pub by Educational book house Aligarh

The following lessons only

1. Dor madha akal mazamat taba (Subrus)
2. Sair pahle darvesh ki- Meer Aman
3. Lucknow ki Raisana zindagi ki ek jhalak
4. Ghalib- Khootut
5. Apani madad aap- Sir Sayed
6. Kaleem Doulatabad mein- Nazeer Ahmed
7. Shairi kaya hai ?-Shibli

**Poetry**

1. Three Gazal's of Wali
2. Three Gazal's of Meer
3. Marsiya-Anees- Qaid khane ki raat
4. Masnavi-Meer hasan-Jogan aur chandni raat

**Nazam**

1. Bazm-e-Anjum – Iqbal

**II. Non Detailed:**

Dus mukhtasar afsane

Ed by Sanaulla

1. Souteli maa

2. Jamun ka paid
3. Khud kasha
4. Nazara darmiyan hai
5. Andhere se andhere ki taraf

### **III. Essay Writing**

On general topic ( No book is prescribed)

### **Scheme of Examination :**

Total marks 100 (Theory 80 + Internal Assessment 20 marks)

- I. Each paper of 100 marks shall carry 20 marks Internal Assessment out of the 20 marks 10 shall be for semester test & remaining 10 shall be for assignment records skill developments.
- II. In each paper two test shall be conducted for the award of Internal Assessment marks & each of one hour duration for maximum of 20 marks reduced to ten later. First test shall be conducted in 8<sup>th</sup> week & II test in 12<sup>th</sup> week of respective semester .The average marks shall be taken as final Internal Assessment marks for assignment marks for the test component.
- III. The award of the Internal Assessment marks for assignment records skill development shall be based on the submission of the same by the candidates duly certified by the concerned teacher.

The question paper should be broadly based on the following pattern

Q1. Multiple choice questions from all text	$1 \times 10 = 10$
Q2. Essay type question on the prose( 1 out of 2)	$1 \times 10 = 10$
Q3. RC from first text (4 out of 6)	$2 \frac{1}{2} \times 4 = 10$
Q4. Summary of the poem ( 1 out of 2)	$1 \times 10 = 10$
Q5. Appreciation of verses( from Gazals only) (4 out of 6)	$1 \times 15 = 15$
Q6. Summary Essay type question on non-detailed	$1 \times 10 = 10$
Q7. Short Notes	$1 \times 10 = 10$
Q8. On general topics	$1 \times 10 = 10$

# SYLLABUS

## B.S.W SEMESTER-III

**Paper 3.1 and Paper 3.2 are common as per under graduate (Bachelor of Arts)**

### **Paper- 3.3: HUMAN GROWTH AND DEVELOPMENT**

#### **Objectives:**

1. Understanding of the characteristic needs, and normal development stages of human life cycle.
2. Understanding about abnormal behavior at different stages of development.
3. Understanding about abnormal behavior pattern, its causes, and treatment.

**Unit I:** Stages of human development - Prenatal development, infancy, childhood - early & later childhood, puberty & adolescence – Characteristics, physical, social and psycho sexual development in each stage

**Unit II:** Adulthood – Early, middle and later adulthood, Middle age and old age - characteristics, pattern of behavior and major adjustment areas (Physical, familial, vocational and social)

**Unit III:** Understanding human behavior: Heredity & environment: Heredity- concept and mechanisms, Environment – internal and external, interplay of heredity and environment in shaping behavior. Environment and early development of the child.

**Unit IV:** Basic psychological processes: Intelligence – concept, levels and assessment. Learning: nature and definition of learning, remembering and forgetting, factors of forgetting – motivated forgetting, psychological amnesia. Motivation; concepts of motives, types of motives with special reference to social motives.

**Unit V:** Personality : definition , nature & assessment, brief discussion of some theories- psycho-dynamic theories ( Freud, Jung & Adler ) behavior and learning theories (Dollard & Miller, Skinner, Bandura & Walters) humanistic theories ( Rogers and Maslow)  
**Note:** the theories may be discussed only in brief to highlight major contributions of each towards explaining personality.

Adjustment - concept of adjustment and maladjustment. Factors in adjustment, stress, frustration and conflicts, coping strategies, attitudes, values and adjustment,

#### **Bibliography:**

1. Anastasi, Anne: Psychological Testing, New York, Macmillan Publishing Company 1988.
2. Anitha Kumar and Usha Rao: General Psychology, Himalaya Publishing House, Mumbai, 1988.
3. Bisacre, M and Carlisle: The Illustrated Encyclopaedia of Human Development (Ed), London, Marshal Govendish books Ltd, 1975.
4. Brophy, J.E: Child Development and Socialization, Chicago, Science Research Associations, 1977.
5. Coleman, James C: Abnormal Psychology and Modern Life, Bombay, D.B.Taraporevala Sons and Co. 1976.

6. Davidoff, L.L: Introduction to Psychology, Auckland; McGraw Hill inc. Book co. 1981.
7. Feldman, Robert S: Understand Psychology, Fourth Edition, Tata McGraw-Hill Publishing Company Ltd., New Delhi, 1997.
8. Hall, C.S. and Lindsey: Theories of Personality, New York, Wiley G, 1978.
9. Hurlock, Elizabeth B: Child Growth and Development, New Delhi; Tata McGraw-Hill Publishing Company, 1978.
10. Hurlock, Elizabeth B: Developmental Psychology, New Delhi; Tata McGraw-Hill Publishing Company, 1975.
11. Lindgren, H.C. and Byrne, D: Psychology: An Introduction to a Behavioural Science, New York, John Wiley and Sons, Inc., 1971.
12. Kuppaswamy, B: Introduction to Social Psychology, Bombay, Asia Publishing House, 1961.
13. Munn, Norman L: Fernald L Dodge, and Fernald, Peter S: Introduction to Psychology, New Delhi: Oxford and IBH Publishing Co.1972.
14. Morgan, Clifford T., King Richard A, Weisz, John R and Schopler, John: Introduction to Psychology, Seventh Edition, Tata McGraw-Hill Publishing Company Ltd., New Delhi, 2002.
15. Weiner, E.A. and Stewart, B.J: Assessing Individuals: Psychological and Educational Tests and Measurements, Boston, Little, Brown and Co., 1984.

### **Paper- 3.4: SOCIAL PROBLEMS AND SOCIAL DEVELOPMENT**

#### **Objectives:**

1. Understanding of different Social Problem.
2. Develop ability to analysis the Social Problem.
3. Understand the concept of Development.

- Unit I:** Concept of social problem: definition and meaning of social problems. Classification of social problems.  
Causes and consequences of social problems. Social work approach in the prevention, control and management of social problems.
- Unit II:** Extent , causes, and management of and legislative measures pertaining to juvenile delinquency, alcoholism, drug abuse, beggary, commercial sex, dowry, corruption, terrorism, Bonded labour and child labour.  
Role of social worker in identifying social problems and developing strategies for help.
- Unit III:** Social action and social work: social movement; strategies employed in social action. Issues pertaining to social workers involvement in social action.
- Unit IV:** Social development: concept of social development – approaches to development – interrelationship between different sectors – economic, political, ethnic and cultural which may have implications for social development.  
Process of change- social intervention- Initial conditions required for social change.
- Unit V:** Areas of social development;
- Rural development
  - Urban development
  - Tribal development
  - Management of ecology
  - Adult education and total literacy

- Welfare of scheduled castes and scheduled tribes, other backward communities and minorities.

### **Bibliography:**

1. Ahuja, Ram: Social Problems in India, Rawat Publications, Jaipur, 1992.
2. Becker, H.S: Social Problems: A Modern Approach, John Wiley and Sons, New York, 1996.
3. Bhatt, U: The Physically Handicapped in India: A Growing National Problem, Popular Book Depot. Bombay, 1963.
4. Chaturvedi, T.N. (Ed): Administration for the Disabled: Policy and Organizational issues, Indian institute of Public Administration, New Delhi, 1981.
5. Dantwala, M.L: Poverty in India: Then and Now, Macmillan Company of India, Delhi, 1973.
6. Fisher, H.J(Ed): Problems of Urbanization, Leslie Sawhny Programme of Training and Democracy, Bombay, 1971.
7. Gangrade, K.D: Social Legislation in India, Vol.1 and II, Concept Publishing Company, Delhi, 1973.
8. Gore, M.S: Some Aspects of Social Development, Tata Institute of Social Sciences, Bombay, 1973.
9. Government of India: Five Year Plan Documents, New Delhi.
10. Habibur rahman, M: Social Development, Northern Book Centre, New Delhi, 2001.
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12. Kapur, P: Marriage and Working Women in India, Vikas Publications, Delhi, 1970.
13. Madan, G.R: Indian Social Problems – Vol.I Seventh Edition, Allied Publishers Pvt.Ltd, New Delhi, 2002.
14. Moorty, M.V.: Social Action, Asia Publishing House, Bombay, 1966.
15. Parrillo, Vincent N: Stemson, John and Stemson, Ardyth: Contemporary Social Problems, Second Edition, Macmillan Publishing Company, New York, 1989.
16. Rao, M.S.A(ED); Social Movements in India, Monohar, New Delhi, 1978.
17. Jogan Shankar: Social Problems and Social Welfare in India, Ashis Publishing House, New Delhi, 1992.
18. Siddiqui, H.Y: Social Work and Social Action, Harman Publication, New Delhi.
19. UNRISD: Quest for Unified Approach to Development, Geneva, 1982.
20. World Bank (OUP): World Development Reports, (Annual).  
Labour Bureau, India.  
Economic and Political Weekly, Bombay  
Lokyan Bulletin, Delhi.

## **Paper- 3.5: DISASTER MANAGEMENT**

### **Objectives:**

1. Understand the factors contributing to disaster.
2. Develop and understanding of the process of disaster management.
3. Develop an understanding of the Social Worker's role in the team of disaster managements.

**Unit-I** Meaning and definition of the term disaster: Its impact on level of development; Vulnerability and disaster preparedness, phases of disaster.

**Unit-II** Classification of Disaster: Natural – Famine/drought, Cyclones, Earthquake, Flood, Tsunamis; Man made, biological warfare, industrial, militancy, Accidents.

**Unit-III** Issues concerned: Policy issues and its implementations, Impact of disaster; physical, economical, spatial and psychosocial. Special groups – children, Women, elderly and disabled.

**Unit-IV:** Disaster management: Pre-disaster prevention, preparation, education, preparedness; Actual disaster: Short – term & Long term plan, stress and trauma search, relief. Recovery, restoration, resource mobilization; Post disaster; rehabilitation, mitigation of negative effect.

**Unit-V:** Role of Government, Voluntary, organization, local groups, community participation, volunteers and social workers.

**Bibliography:**

1. Birnbaum, F., coplon, J., & Scarff, T.1973: “Cribis Intervention after a Natural Disaster”, Social Casework, vol.54, No-9, 545-551.
2. Blanford, It, & Leviue, J.1973: “Crisis Intervention in an Earthquake”, Social Work, Vol.17,No.4,16-19.
3. Haff,A.1978. “People in Crisis”, understanding and helping, California: Addison Worley publishing company.
4. Shader, I And Schwartz A.1966. “Management of Disaster, “Social Work, Vol-11, No – 2 99-1-4
5. Wolfensterin, M.1977:Disaster:A Psychological Essay, New York: Arno Press.
6. Goel S.L. (2005): Encyclopedia of Disaster Management (Set in 3 volumes) Deep & Deep Publications, Pvt. Ltd, New Delhi – 27.

**Paper-3.6: SOCIAL WORK PRACTICUM**

The Practicum for Social Work curriculum is designed to provide a variety of opportunities to develop and enhance skills. Opportunities range from those that aid learning, observation and analysis of the realities and experience participation in social intervention. Besides, the tasks are so organized as to help the learner acquire learning skills, enrich those already acquired, and enhance these for complex situations. Gradually, the learner is encouraged to move to being an independent worker.

Social Work Practicum includes Fieldwork component in every Semester after Theory Examination to the Sixth Semester. The Practicum for B.S.W Course will have the following components:

- Field Visits / Observation Visits / Agency Visits.
- Interaction with Social Work Practitioners.
- Structured Experiences Laboratory.
- Rural Camp.
- Concurrent Field Work.
- Research Project

**Field Work Programme during III and IV Semester:**

**Objectives of Field Work Programme:**

- To develop capacity for observation and analyzing social realities.

- To develop an understanding of needs, problems and programmes for different target groups.
- To develop an understanding of the role of a social worker in different settings.
- To develop skills in observation, interview, recording, group discussions and leadership.
- To develop skills in report writing and use of supervision.

**Following shall be the outline of fieldwork activities:**

- Orientation to intensive field work.
- Placement in School setting.
- Interaction with social work practitioners.
- Skill training.
- Individual conference.
- Group conference.
- Viva-voce.

**Field Work during each Semester:**

In each Semester, a minimum of 15 days are to be spent on field work with 10 hours per week. The students is placed under the guidance of a faculty member and he / she is required to submit the Field Work record once in a week to the faculty member and receive necessary guidance from him / her.

The Field Work Record, submitted by the student at the end of each semester, should be certified by the both the concerned faculty member as well as the head of the institution to the effect that the work has actually been done by him/her. The student is required to submit the fieldwork record to become eligible to take theory examination in each semester and if a student fails to submit the field work record before the commencement of theory examination he / she shall not be allowed to write the theory examination. Fieldwork record shall only be evaluated when the candidate appears for the viva-voce examination.

The Field Work Record, submitted by the student, will be evaluated jointly by one internal and one external examiner who conduct viva-voce on fieldwork.

**Social work Practicum Evaluation:**

At the end of each semester, a committee consisting of one internal and one external examiner shall assess the social work practicum report and conduct viva-voce for 80 marks as per the university rules and regulations. However in these colleges, where no qualified teacher is available, both the examiners shall be external. The examiners shall be chosen from a list of qualified examiners (who has passed UGC NET or has Doctoral) approved by the University.

Results of the students shall be declared as per the university rules and regulations.



## **Paper-3.7: Personality Development and Communication skills**

Teaching Hours : 4 Hours per Week

**Total: 50 Hrs**

**Meaning and definition of personality :** Personality development as a process , Importance of pass, Importance of personality development , Theories of Personality , Psychological theory(Signed Freud),Phenomenological theory (car Rogers) Cognitive theory (George A Kelly) A trait factor – Analytic approach(Raymond B. Cattel), Psychosocial development theory(Erickson).

**15 Hrs**

**Determinants of Personality:** Physical , intellectual , Emotional , social , educational familial.

**7 Hrs**

**The self Concept:** Individual as a self sculptor , process of perception cognition and their impact , Learning process, What is attitude, The process of attitude formation.

**8 Hrs**

**Communication and its importance:** Process of Communication , written and oral communication, process of listening body language or non verbal communication , the art of public speaking.

**10 Hrs**

Leadership as a process: Working in a team , management of conflict , interpersonal and intrapersonal intergroup , Profiles of great personalities , Career planning and role of career planning and role of career planning in personality development , How to face personal interview and group discussion.

**10 Hrs**

### **Reference:**

1. Cloninger, susan C,(2000) Theories of personality, prentice Hall London.
2. Eriksen Karin(1979) Communication skills for human services ,Prentice –Hall.
3. Hurloack, Elizabeth B(?) Personality Development.
4. Johnson Roy Ivan (1956) Communication : Handling Idea Effectivley , McGraw Hill, New York.
5. Kagan Jerome (1969), Personality Development , Harcourt Brace, New yark.
6. Kundu C.L.(1989) Personality Development , Sterling Bangalore.