RANI CHANNAMMA UNIVERSITY, BELAGAVI

PROGRAM / COURSE STRUCTURE AND SYLLABUS
as per the Choice Based Credit System (CBCS) designed in accordance with
Learning Outcomes-Based Curriculum Framework (LOCF)
of National Education Policy (NEP) 2020
for
SOCIAL WORK
for the Under-Graduate (UG) Level

w.e.f.

Academic Year 2021-22 and onwards

PREAMBLE

Social Work is a practice-based helping profession and academic discipline. Social Work professionals use a wide range of social work methods through the application of skills, tools and techniques to help their clientele. Therefore, Social Work graduates are expected to learn primary methods of social work that includes Social Case Work, Social Group Work and Community Work along with the auxiliary methods that include Social Work Research, Social Action and Social Welfare/ Development Administration. In consonance with these methods, relevant techniques and skills too are used to assess needs / problems and for developing suitable interventions. Hence, in the undergraduate Social Work education all these knowledge and skills are to be inculcated among the students along with a strong commitment to the noble and universal values of Social Work Profession.

The Leaning Outcomes-Based Curriculum Framework (LOCF) presented here visualizes that graduate training needs to attend to the following considerations:

1. Acquisition of graduate attributes and descriptors with demonstrated abilities through Field Work Training;

2. Knowledge of Media and Information Literacy in the context of Social Work practice;

3. Application of Programme Media in social work practice;

4. Skill development and entrepreneurship abilities to be taught at undergraduate levels;

5. Learning by doing through concurrent and block Field Work which provides an opportunity to the students for practice in diverse settings;

6. Selection of courses of their choice from a range of electives which allows in-built flexibility for students to learn they are truly interested in and avoid that which they may not be much inclined to learn; and

7. Development of research and analytical abilities through dissertation as a separate paper at the honours or research degree level in the fourth year of the undergraduate degree.

PROGRAM OUTCOMES

By the end of the program the students will be able to:

1. Gain in-depth knowledge of the history, philosophy, values, ethics and functions of social work profession, and its linkages with other social science disciplines;
2. Have complete understanding of the core and ancillary methods of professional social work, and its practice base;
3. Imbibe the spirit of enquiry and research; and thereby develop problem solving and decision-making abilities;
4. Prepare themselves as professionals to practice in diverse social work settings and to address contemporary issues and concerns of marginalized and hitherto excluded population groups;
5. Be sensitive and empathetic to the needs of the people at individuals, group and community levels and to social problems in changing social, cultural and techno-economic context;
6. Develop as young professionals with good communication skills and quest for a self- motivated life-long learning, focusing on skilling and re-skilling in their respective field of social work practice;
7. Develop a perspective on understanding planning and development at the national and international levels; and also, a thrust on national policies directed towards achieving sustainable development; and
8. Imbibe the values of social justice, human rights, empathy, hard and honest work – thereby developing in them the vision to work towards an egalitarian society.
9. Develop Digital Skills and inculcate the importance of Physical Education, Health and Wellness other extracurricular activities.

PROGRAM STRUCTURE

The following is the Program Structure for the Social Work as a Discipline Core (Basic/Hons.) Program in Rani Channamma University:

Sem	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective(DSE) / Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)			Total Credits
					Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)		
I	SWDC01 (T) with Field Work Practice - I (P) (4+2) along with any other Discipline (4+2 / 3 +3)	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs. each		SEC-1: Digital Fluency (2) (1+0+2)	Yoga (1) (0+0+2)	Health &Wellness (1) (0+0+2)	25
II	SWDC02 (T) with Field Work Practice - II (P) (4+2) along with any other Discipline (4+2 / 3 +3)	OE-2 (3)	L1-2(3), L2-2(3) (4 hrs. each	Environmental Studies (2)		Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1)(0+0+2)	25
			Exit Option with Certificate					
III	SWDC03 (T) with Field Work Practice - III (P) (4+2) along with any other Discipline (4+2 / 3 +3)	OE-3 (3)	L1-3(3), L2-3(3) (4 hrs. each		SEC-2: AI or some other SEC (2) (1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R (S&G)/ Cultural (1) (0+0+2)	25
IV	SWDC04 (T) with Field Work Practice - IV (P) (4+2) along with any other Discipline (4+2 / 3 +3)	OE-4 (3)	L1-4(3), L2-4(3) (4 hrs. each	Constitution of India (2)		Sports (1) (0+0+2)	NCC/NSS/R&R (S&G)/ Cultural (1) (0+0+2)	25
			Exit option with Diploma					
		Structure for those who opt for Social Work as a 'Major' Discipline in the third Year						
V	SWDC05 (T) (3), SWDC06 (T) (3) and Field Work Practice - V (4) along with any other Discipline C5 (3+2)	Vocational -1 (3)			SEC-3: Cyber Security or some other SEC (2) (1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	22

VI	SWDC07 (T) (3), SWDC08 (T) (3) and Field Work Practice - VI (4) along with any other Discipline C5 (3+2)	Vocational-2 (3) Internship (2)			SEC-4: Professional Communication (2) (1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	24
Structure for those who opt for Social Work as a 'Minor' Discipline in the third Year								
V	2 Courses of any other Discipline (6+6) along with SWDC05 with Field Work Practice - V (3+2)	Vocational-1 (3)			SEC-3: Cyber Security or some other SEC (2) (1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	22
VI	2 Courses of any other Discipline (6+6) along with SWDC06 with Field Work Practice - VI (3+2)	Vocational-2 (3) Internship (2)			SEC-4: Professional Communication (2) (1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	24
Exit with Bachelor's Degree (Basic)								
VII	SWDC09 (T) (3), SWDC10 (T) (3), SWDC11 (T) (3) and Field Work Practice - VII (4)	E-1 (3), E-2 (3), and Res. Methodology (3)						22
VIII	SWDC12 (T) (3), and SWDC13 (T) (3), and Field Work Practice - VIII (3)	E-3 (3), E-4 (3), and Research Project (6) * OR E-5 (3), and E-6 (3)						21
Award of Bachelor's Honours / Research Degree								

*In lieu of the research Project, two additional elective papers/ Internship may be offered.

COURSE PATTERN, SCHEME OF EXAMINATION AND CREDITS

T- Theory; P- Practical; AECC- Ability Enhancement Compulsory Courses,

ES-Environmental Studies; CoI- Constitution of India; SEC- Skill Enhancement Courses, CC/EA & CA-Co-curricular/Extension and Cultural Activities.

a) I – IV Semesters

Sem.	Subjects	Course/ Paper	Instruction hrs/week	Hrs. of Exam	Marks			Credits
					IA	Exam	Total	
I-IV	Discipline Core Courses	1T	1x4	1x2 Viva-voce	1x40	1x60	1x100	1x4
		1P	1x4*		1x25	1x25	1x50	1x2
	1 Open Elective	1T	1x3	1x2	1x40	1x60	1x100	1x3
I-IV	2 Languages	2T	2x4	2x2	2x40	2x60	2x100	2x3
II /IV	ES or CoI	1T	1x3	1x2	1x20	1x30	1x50	1x2
I &III	SEC	T+P	1+2	2	1x25	1x25	1x50	1x2
I-IV	Yoga/ Sports	1P	1x2	-	1x25	-	1x25	1x1
I-IV	H&W/NCC/ NSS/R&R/CA	1P	1x2	-	1x25	-	1x25	1x1

*Workload for Field Work Practice:

Social Work Practicum workload for faculty includes delivering Orientation Lectures, arranging for Orientation Visits, taking the students for Orientation Visits, Concurrent Fieldwork Placements for students, Individual Conferences for every student placed under a faculty on a weekly basis (16 students per faculty, i.e. ten Individual Conferences per batch), Group Conference for all the students placed under a faculty on a weekly basis (16 students make a batch), Structured Experience Laboratory (SEL) for students placed under a faculty on a weekly basis (16 students make a batch), liaison with fieldwork agencies, Periodic Agency Visits for monitoring the progress of the students, evaluation of students' Fieldwork Reports on a weekly basis, taking the students for Exposure Visits,, organizing rural/tribal camp and administration of field service activities. Thus, there is Field Work Practice workload for every faculty throughout the Semester.

The *UGC Model Curriculum for Social Work Education* (2001, p. 14) states that "... each learner should get about forty-five to sixty minutes of individual instruction..." and that "hence teacher-learner ratio suggested is 1:8..." (enclosed as "Annexure 1"). Thus, it may be noted that the instructional hours for "Social Work Practicum" vary depending on the number of students allocated for supervision to each of the faculty. In keeping with the guidelines given in the *UGC Model Curriculum for Social Work Education,* for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. However, wherever the Course/paper is of two credits (for 50 marks) only half an hour instructional hours per student suffices. Hence, the total workload for the faculty for a batch of 16 students is 4 hours per week (i.e. 8 hrs./2 = 4). Hence, **the**

workload for Social Work Practicum per week will be four hours for a batch of sixteen students. Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

Evaluation process of IA marks shall be as follows:

a) The first component (C1) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester program.

b) The second component (C2) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of the semester.

c) During the 17th – 19th week of the semester, a semester end examination shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.

d) In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator / Principal. The Program Coordinator / Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concerned semester end examinations.

e) For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (A4 size), graph sheets etc., required for such tests/assignments and these be stamped by the concerned department using their department seal at the time of conducting tests / assignment / work etc.

f) The outline for continuous assessment activities for Component-I (C1) and Component-II (C2) of a course shall be as under.

Outline for continuous assessment activities for C1 and C2 are as follows:

Activities	C1	C2	Total Marks
Session Test	10% marks	10% marks	20%
Seminars/Presentations/Activity	10% marks	-	10%
Case study /Assignment / Field work / Project work etc.	-	10% marks	10%
Total	20% marks	20% marks	40%

Conduct of Seminar, Case study / Assignment, etc. can be either in C1 or in C2 component at the convenience of the concerned teacher.

FIELD WORK PRACTICE

Supervised Concurrent Field Work Practice is an integral part of Social Work Training Programme. It consists of practicing Social Work under the guidance of trained field instructors in selected Social Welfare Agencies/Institutions/Organizations and other type of

placements. The Educational Programme is incomplete without guided practice learning satisfactorily provided. Practicum is designed to provide a variety of opportunities to develop and enhance professional skills. It enables the students to see the applicability of theoretical knowledge taught in the class room to actual situations requiring Social Work Intervention. Learning is added through Observation, Analysis of Social Realities and Experience of participation in designing and providing Social Work Intervention. Students are encouraged to acquire various skills from simple to complex, to become gradually independent workers. Practicum programme is to be carried out for 16 hours for two days in a week.

Field Work Practice Evaluation

Outline for continuous assessment activities for C1 and C2 for Field Work Practice are as follows:

Activities	C1	C2	Total Marks
Regularity, level of participation and leadership in the execution of planned field work activities	7% marks	8% marks	15%
Regularity and level of participation in Individual and Group Conferences (50% weightage) and regularity and neatness in writing and submission of Field Work reports / records (50% weightage)		05% marks	05%
Case study / Assignment related to Field work		05% marks	05%
Total	7% marks	18% marks	25%

A viva-voce examination (based on various components of curriculum specified in Field Work Practice Course) shall be conducted for 25 marks at the end of each semester to assess the performance and reports of the student with respect to Field Work Practice. The performance of the candidate shall only be assessed by a Committee consisting of one internal and one external faculty member as decided by the Chairperson of the Board of Examiners (BoE) in coordination with the Registrar (Evaluation). The number of such committees depends on the number of candidates. To be eligible to be the member of the evaluation committee the faculty member has either hold a Doctoral degree in Social Work or have qualified UGC- NET / KSET. However, in such colleges, where no qualified examiner is available both the examiners shall be external.

Question Paper Pattern

The question paper for the semester-end exam will have the following three parts:

Part A - (Objective type or very short answer type questions: carrying 2 marks each)

Part B - (Short answer questions carrying 5 marks each)

Part C - (Long answer questions carrying 15 marks each)

The pattern of the Question Paper will be as follows:

Note: Answer any five divisions from Part-A, four questions from Part-B and two questions from Part-C.

All answers should be either in English or Kannada

PART – A	**(5×2=10)**

(Answer any five divisions. All divisions carry equal marks)
1.
    a.

    b.

    c.

    d.

    e.

    f.

    g.

PART – B	**(4×5=20)**

(Answer any four questions. All questions carry equal marks)
2.

3.

4.

5.

6.

7.

PART – C	**(2×15=30)**

(Answer any two questions. All questions carry equal marks)
09.

10.

11.

COURSE STRUCTURE FOR THE FIRST YEAR OF BSW PROGRAM

Following is the Course Structure for the First Year (Two Semesters) of BSW Program:

Sem.	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective (DSE)/ Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)			Total Credits
					Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)		
I	DSC-1: (SWDC01) Foundations of Social Work (4), along with Field Work Practice - I (2)	OE-1: SWOE01 (a): Essentials of Social Work (3) **OR** SWOE01 (b): Youth Development through Social Work (3)	L1-1(3), L2-1(3) (4 hrs. each) As per the norms and syllabus provided by the University		SEC-1: Digital Fluency (2) (1+0+2) As per the norms and syllabus provided by the University	Yoga (1) (0+0+2) As per the norms and syllabus provided by the University	Health and Wellness (1) (0+0+2) As per the norms and syllabus provided by the University	25
II	DSC-2: (SWDC02) Social Case Work (4) along with Field Work Practice - II (2)	OE-2: SWOE02 (a): Basics of Psychology for Social Work Practice (3) **OR** SWOE02 (b): Life Skills Education (3)	L1-2(3), L2-2(3) (4 hrs. each) As per the norms and syllabus provided by the University	Environmental Studies (2) As per the norms and syllabus provided by the University		Sports (1) (0+0+2) As per the norms and syllabus provided by the University	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2) As per the norms and syllabus provided by the University	25
Exit option with Certificate in Social Work								

COURSE-WISE SYLLABUS

Semester I

Year	I	**Course Code:** SWDC01		**Credits**	4
Sem.	1	**Course Title:** Foundations of Social Work		**Hours**	56

Course Pre-requisites, if any		NA	
Formative Assessment Marks: 40	Summative Assessment Marks: 60		Duration of ESA: 2 hrs.

Course Outcomes	At the end of the course the student should be able to: 1. To understand various ideologies and demonstrate values, ethics of Social Work Profession; 2. To understand various social science concepts, knowledge and structure and its relationship with society; 3. To understand, analyse, address, preventive and remedial measures for contemporary social problems and concerns; and 4. To understand different fields, Methods, Attributes and Competencies of Social Work Practice.

Unit No.	Course Content	Suggested Pedagogy	Hours
Unit I	**Introduction to Social Work:** Social Work: Meaning and Definitions, Objectives, Goals and Functions. Social Work and related concepts: Social service, social development, social welfare, social security and social reform. Nature and Philosophy of Social Work. Historical development of Social Work in UK, USA, India and Karnataka.	Lecture, Tutorials and Group Discussion	16
Unit II	**Principles, Values and Ethics of Social Work:** Principles of Social Work. Values and Code of Ethics (NASW) of Social Work. Social Work and its relation to Human Rights and Social Justice.	Lecture, Tutorials and Group Discussion	14
Unit III	**Social Work as a Profession:** Profession: Meaning, Definitions and Attributes. Social Work Profession: Issues and Challenges. Perspectives of Social Work Profession in Indian context.	Lecture, Tutorials and Group Discussion	12

Unit IV	**Approaches and Fields of Social Work:** Professional v/s Voluntary Approaches to Social Work. Fields of Social Work: Community Development, Correctional Settings, Medical and Psychiatric Social Work, Family, Women and Child centred Social Work, Industrial Social Work, and Social Work with Marginalized Sections of the Society.	Lecture, Tutorials and Seminars	12
Recommended Learning Resources			
Print Resources	1. Annie Pullen-Sansfaçon (2013), The Ethical Foundations of Social Work, Stephen Cowden Routledge, 2. Banks, S. (1995). Ethics and Values in Social Work: Practical Social Work Series, London: Macmillan Press Ltd. 3. Compton, B. R. (1980). Introduction to Social Welfare and Social Work. Illinois: The Dorsey Press. 4. Desai, Murli, (2006). Ideologies and Social Work: Historical and Contemporary Analyses, Rawat Publication, New Delhi 5. Friedlander, Walter A. (1977) Concepts and Methods of Social Work, New Delhi: Prentice Hall of India Pvt. Ltd 6. Heun, Linda R., Heun, Richard E. (2001) Developing Skills for Human Interaction, London: Charles E. Merrill Co. 7. Jacob, K. K. (Ed.) (1994) Social Work Education in India – Retrospect and Prospect. Udaipur, Himansu Publications. 8. Joseph, Sherry (Ed.) (2000) Social Work: In the Third Millennium (Some Concerns and Challenges), Sriniketan, Department of Social Work, Visva-Bharati. 9. National Association of Social Workers. (2008). Code of Ethics of the National Association of Social Workers. Washington, D.C.: NASW Press. 10. O' Hagan, Kieran, Kingsley, Jessica (2003) Competence in Social Work Practice - A Practical Guide for Professionals, London. 11. Reamer & Fredric (2005) Social Work Values and Ethics, New Delhi: Rawat Publication Singh, D. K. and Bhartiya, A.K. (2010). Social Work: Concept and Methods. Lucknow: New Royal Book Company. 12. Skidmore, Rex A. (1982), Introduction to Social Work, New Jersey, Thackeray, Milton G. Prentice-Hall, Englewood Cliffs. 13. Surendra Singh (Chief Editor). (2012): Encyclopedia of Social Work in India. Lucknow: New Royal Book Company. 14. ತೇಜಪ್ಪ, ಉಮೇಶ, (2018), ವೃತ್ತಿಪರ ಸಮಾಜಕಾರ್ಯ ಇತಿಹಾಸ ಮತ್ತು ವಿಚಾರಧಾರೆಗಳು, ಬೆಂಗಳೂ,ರ ಪ್ರಾಣತಿ (ರಿ) ವರ್ಕಿಂಗ್ ಆರ್ಗನ್ಯೆಸಷನ್ ಫಾರ್ ಅಂಡ್ ಚೈಲ್ಡ್. 15. ಸೋನಕಾಂಬಳೆ, ರಮೇಶ ಎಂ, (2008), ವಿಜಯಪುರ, ಶಾರದಾ ಪಬ್ಲಿಕೇಷನ್ಸ್.		

Digital Resources	USC Suzanne Dworak-Peck School of Social Work (2014), Introduction to Social Work: Available at https://www.youtube.com/watch?=jJXRB1V5eVw&t=5s
	UH Class OET (2016) Introduction to Social Work, University of Houtson: Available at https://www.youtube.com/watch?=LtaCmORiP9A
	The Audiopedia (2017), What is SOCIAL WORK? What does SOCIAL WORK mean?
	SOCIAL WORK meaning, definition and explanation: Available at https://www.youtube.com/watch?v=xj5-Vdh1B3E
	USC Suzanne Dworak-Peck School of Social Work (2017), Legacies of Social Change.
	100 years of Professional Social Work in the United States:
	Available at https://www.youtube.com/watch?v=a4VzRSnksmA

Year	I	**Course Code:** SWDC01 (Practical)	**Credits**	2
Sem.	1	**Course Title: FILED WORK PRACTICE - I**	**Hours**	4 per week

Formative Assessment Marks: 25	Summative Assessment Marks: 25	Duration of ESA: NA (viva)

Course Outcomes	At the end of the course the student should be able to: 1) Develop conceptual clarity regarding different approaches of providing help to people in need; 2) Get acquainted with the professional role of social workers; 3) Develop self-awareness and orientation to team work; 4) Develop introductory skills in use of programme media; and 5) Develop skills in report writing and use of supervision.

Course Content

This Course comprises:

A minimum of 05 **Orientation Lectures** given by the Faculty on topics such as:
➢ Concept, purpose and importance of Field Work Practice in Social Work Education;
➢ Different components of Social Work Practicum from first to final semester of the BSW Course;
➢ Roles and responsibilities of the Student / Social Work Trainee, Faculty Supervisor and Agency Supervisor;
➢ Need and significance of Orientation Visits;
➢ Purpose and types recording in Field Work Practice;
➢ Understanding self-awareness and self-management, time management, and goal setting for effective Field Work Practice;
➢ Ethical principles in Field Work Practice; and
➢ Techniques like rapport building, observation and analysis, advocacy, and networking with individual, group and community.

A minimum of 05 **Orientation Visits** to various governmental and non-governmental settings of Social Work Practice organized by the Faculty at the beginning of the Course.

A minimum of 05 **Structured Experiences Laboratory (SEL)** to help students understand and practice various skills required for effective practice of Fieldwork Practicum.

Stipulated hours for Social Work Practicum are four hours per week.

Guidelines for Orientation Visits

A minimum of four (4) hours is expected to be spent by the students in each and every organization. The chief functionary or the chief executive of the organization or his nominee is expected to share the details on all the relevant aspects of the organization. The social work faculty who accompany the students has to encourage, stimulate and also facilitate the students to gather more information on the clientele, services, societal reactions, outcome of the process, etc. Each and every student shall submit an individual hand written report in detail in the common format prepared and approved by the Head of the Department. A classroom discussion is to be organized immediately on the following day of each and every visit to have more clarity on all the aspects of the organization visited. The orientation visits are expected to be organized periodically at the rate of not more than two organizations in a week on the field work days throughout the semester.

Soon after the completion of "orientation visits to fields of social work", a student conference shall be conducted to share the orientation visit experiences and learning.

Note on the Calculation of Workload for Social Work Practicum

Workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the *UGC Model Curriculum for Social Work Education* (2001, p. 14).

The *UGC Model Curriculum for Social Work Education* (2001, p. 14) states that "… each learner should get about forty-five to sixty minutes of individual instruction…" and that "hence teacher-learner ratio suggested is 1:8…" (enclosed as "Annexure 1"). Thus, it may be noted that the instructional hours for "Social Work Practicum" vary depending on the number of students allocated for supervision to each of the faculty. In keeping with the guidelines given in the *UGC Model Curriculum for Social Work Education,* for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. However, wherever the Course/paper is of two credits (for 50 marks) only half an hour instructional hours per student suffices. Hence, the total workload for the faculty for a batch of 16 students is 4 hours per week (i.e. 8 hrs./2 = 4). Hence, **the workload for Social Work Practicum per week will be four hours for a batch of sixteen students.** Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

Recommended Learning Resources

Print Resources	1. Columbia University. 2015. *Hand book for Student Social Work Recording*. School of Social Work.

	2. Kadushin, Alfred Harkness, Daniel. 2005. *Supervision in Social Work*. New Delhi: Rawat Publications.
	3. Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
	4. Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
	5. Mathew, G. *Supervision in Social Work*. Mumbai: TISS.
	6. Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
	7. Roy, Sanjoy. 2012. *Field Work in Social Work*. Rawat Publication: Jaipur.
	8. Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
	9. Tata Institute of Social Sciences. 1998. *Field Work Manual for First Year Social Work*. Tata Institute of Social Sciences, Mumbai.
	10. University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.
Digital Resources	1. IGNOU School of Social Work (2013), Field Work Practicum in Social Work, https://www.youtube.com/watch?v=a6u_YBsoKCs
	2. The Maharaja Sayajirao University of Baroda (2019), https:// www.msubaroda.ac.in/ asset/storage/ admission/FSW_Prospectus_2019.pdf
	3. Learning Outcomes based Curriculum Frame work (LOCF) for Bachelor of Social Work (BSW) (2019), https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf

Year	I	Course Code: SWOE01 (a)		Credits	3
Sem.	1	Course Title: Essentials of Social Work		Hours	40
Formative Assessment Marks: 40		Summative Assessment Marks: 60		Duration of ESA: 2 Hrs	
Course Outcomes		At the end of the course the student should be able to: 1. To understand concept, scope, methods, values and principles of Social Work; 2. To understand skills, techniques and roles of social work practice; 3. To understand concept of community, types, community development and areas of social work intervention in community; 4. To understand school and its functions, problems of children in schools and areas of social work intervention. 5. To understand medical and psychiatric social work, hospital setting and areas of social work intervention.			
Unit No.		Course Content	Suggested Pedagogy	Hours	
Unit I		**Fundamentals of Social Work**		10	
		Social Work: Meaning, Definitions, Nature and Scope. Values and Principles of Social Work. Skills and Techniques of Social Work Practice.	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion		
Unit II		**Social Work with Communities**		10	
		Community: Meaning, Definitions, Nature and Types (Rural, Urban and Tribal Community). Concept of Community Development. Areas of Social Work Intervention: Marginalized, Youth, Elderly, Women and Children.	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode		
Unit III		**Social Work in School Setting**		10	
		School: Concept and Functions. Problems of Children in Schools. Areas of Social Work Intervention: Children with Physical, Learning and Emotional Problems. School Dropout, Working with Teachers, Administrators, and Other Professionals.	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode		
Unit IV		**Social Work in Hospital Setting**		10	
		Medical and Psychiatric Social Work: An Introduction. Hospitals: Types, Structure, and Functions. Areas of Social Work Intervention: Working with Health Care Teams, Patients, Care Takers, Care Givers, Para-Medical Staff and Hospital Administration.	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode		
		Recommended Learning Resources			

Print Resources	1. Encyclopedia of Social Work in India (1968 & 1978). Vol. 1, 2,3. Director, Publications Division, Ministry of Information and Broadcasting. New Delhi.
	2. Bhattacharya, S. (2012). Social Work an Integrated Approach. New Delhi: Deep and Deep Publication
	3. Manshardt, Clifford (1967), Pioneering on Social Frontiers in India, Lalvani Pub House, Bombay.
	4. Madan, G.R (2003), Indian Social Problems, Allied Publishers Private Limited
	5. Desai, M. 2000, Curriculum Development on History and Ideologies for Social Change and Social Work, TISS, Mumbai.
	6. Stroup H.H (1965), Social Work: An Introduction to the Field, Second Edition, American Book Company
	7. Fink.A.E. (1945) The Field of Social Work. New York: Henry Holt & Co.
	8. Fried Lander. W.A. (1958) Concepts and Methods of Social Work, Engle Wood Cliffs: Prentice – Hall
	9. Gore, M.S. (1965) Social Work and Social Work Education,Bombay: Asia Publishing House
	10. Gunjal, B., and Gangabhushan, M. M. (2010). Fields of Social Work Practice. Banglore: Baraha Publisher.
	11. Kinduka, S.K. (1965) Social work in India, Sarvodaya Sahitya Samaj, Rajasthan
	12. Ramaswamy, B. (2013). Modern International Encyclpaedia of Social Work. New Delhi: Anmol Publication.
	13. Ramesh, B., Parashurama, K., Ashok, A. D., and Lokesha, M. (2012). Social Work Education in India: Issue and Concerns, Tumkur University, Tumakuru.
	14. Reamer F.G. (1995). Social work Values and Ethics, New York: Columbus
	15. Siddiqui, H. (2015). Social Work and Human Relations. Jaipur: Rawat Publication.
	16. Suresh, S. (2013). Modernization of Social Work Practices. New Delhi: Centrum Press.
	17. Suresh, S. (2013). Realities and Prospectus of Social Work. New Delhi: Centrum Press
	18. UGC Review of Social Work Education in India—Retrospect and Prospect, Report of the Second Review Committee, New Delhi 1980, University Grants Commission.
	19. S D Gokhale(ed) Social Welfare-Legend and Legacy, Popular Prakashan, Bombay.
	20. UGC, Social Work Education in Indian Universities, New Delhi 1965, University Grants Commission.
Digital Resources	1. USC Suzanne Dworak-Peck School of Social Work (2014), Introduction to Social Work (Extended Version): Available at:

	https://www.youtube.com/watch?v=jJXRB1V5eVw&t=5s
	2. UH Class OET (2016) Introduction To Social Work, University of Houtson: Available at https://www.youtube.com/watch?v=LtaCmORiP9A
	3. The Audiopedia (2017), What is SOCIAL WORK? What does SOCIAL WORK mean?
	SOCIAL WORK meaning, definition & explanation, Available at https://www.youtube.com/watch?v=xj5-Vdh1B3E
	4. USC Suzanne Dworak-Peck School of Social Work (2017), Legacies of Social Change: 100 Years of Professional Social Work in the United States, Available at
	https://www.youtube.com/watch?v=a4VzRSnksmA

Year	I	**Course Code:** SWOE01 (b)		**Credits**	3
Sem.	1	**Course Title:** YOUTH DEVELOPMENT THROUGH SOCIAL WORK		**Hours**	40
Formative Assessment Marks: 40		Summative Assessment Marks: 60		Duration of ESA:2 hours	
Course Outcomes		At the end of the course the student should be able to: 1) Understand the concept and perspective of Youth; 2) Gain knowledge about the status of youth; 3) Understand the approaches, techniques and models of youth work; 4) Acquire the skills of working with youth; and 5) Understand the different strategies by which youth development could be achieved.			
Unit No.		**Course Content**	**Suggested Pedagogy**	**Hours**	
Unit I		**Understanding Youth:** Defining Youth - Social Construction of Youth – Changing conceptions of Youth. Youth Demographics. Theories on Adolescence: Hall's storm and stress model, Blo's theory of Process of Disengagement by adolescents, Richard Jessor's Problem behaviour theory.	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode	10	
Unit II		**Challenges and Opportunities for Youth:** Youth power: youth as social capital - youth as change agents – youth in socio-political movements. Youth in the context of globalization. Education and Skill Development, Employability and Employment.	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode	10	
Unit III		**Youth Development:** Youth Led Development: Concept - Youth Led Sustainable Development in the focus areas of Education and Skill development, Gender equality and Women empowerment, Peace and Non-violence and Climate. Positive Youth Development: Conceptual Understanding of Positive Youth Development (Competence, Character, Confidence, Connection and Caring). Community engagement framework for youth development - Factors promoting and hindering youth engagement in the Community.	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode	10	
Unit IV		**Approaches and Models of Youth Work:**	i) Lecture method ii) Tutorials	10	

	Nature and definition of Youth Work. Approaches to Youth Work – Relief based approach, Welfare based approach, Development based approach and Policy Development based approach. Models of Youth work – Treatment model, Reform model, Advocacy model, Conscientization model.	iii)Assignments iv) Group Discussion v) Virtual Mode	

<table>
<tr><td colspan="2" align="center">Recommended Learning Resources</td></tr>
<tr><td>Print Resources</td><td>

1. Balan K., (1985), Youth Power in the Modern World, Ajanta Publications, New Delhi.

2. Bob Coles (2002), Youth and Social Policy, Routledge, London.

3. Chowdhry D.P.1988. Youth Participation and Development. New Delhi.

4. John Cotterell (2007), Social Networks in Youth and Adolescence, Routledge, London.

5. Jones Gill, (2009), Youth, Polity Press, UK.

6. Kehily Jane Mary (Etd.) (2007), Understanding Youth: Perspectives, Identities and Practices, Sage Publication, London.

7. Landis H. Paul, (2011), Adolescence and Youth: The Process of Maturing, Sarup Book Publishers Pvt. Ltd., New Delhi.

8. M Sarumathi and Kalesh (2007), Youth Policies and Programmes in South Asia Region, RGNIYD Publication, Sripeumbudur.

9. Philip and MCMichael 1996. Development and Social Change, A global Perspective. Sage publications, London.

10. PhilMizem (2004) The Changing state of Youth, Palgrave Publishers, New York.

11. Rajendran Vasanthi & Paul David (2006), Youth and Globalisation, Proceedings of the Workshop on Youth and Globalisation, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur and Tata Institute of Social Sciences, Mumbai.

12. Sibereisen K. and Richard M. Lerner. 2007. Approaches to Positive Youth Development. Sage Publications. New Delhi.

13. Verma.M.L. (2010) Youth and Revolutionary Upsurge, Sarup Book Publishers Pvt. Ltd., New Delhi.

14. Wood Jason and Hine Jean (2009), Theory and Policy for Practice, Sage Publications New Delhi.

15. Wyn J and R. White. 1997. Rethinking Youth. London. Sage Publications limited. Monica Barry (2005), Youth Policy and Social Inclusion, Routledge, London.

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Semester II

Year	I	**Course Code:** SWDC04		**Credits**	4
Sem.	2	**Course Title:** Social Case Work		**Hours**	56
Formative Assessment Marks:40		Summative Assessment Marks: 60		Duration of ESA: 2 hours	
Course Outcomes		At the end of the course the student should be able to: 1. To understand individual needs, concept of case work and historical development. 2. To understand components, principles in practice of social case work; 3. To understand, analyse, address, preventive and remedial measures for individual and family problems in case work process. 4. To understand different tools, skills, approaches and fields of Social Case Work Practice.			

Unit No.	Course Content	Suggested Pedagogy	Hours
Unit I	**Introduction to Social Case Work;** Social Casework: Meaning, Definitions, Nature, Objectives and Importance, Individual: Nature and Needs, Problems Faced by Individuals and Families. Historical Development of Social Casework.	Lecture, Assignment, Individual and Group, Discussion/Presentation	14
Unit II	**Components, Principles and Process of Social Case Work;** Components of Social Case Work (Person, Problem, Place, and Process), Principles of Social Case Work Process of Social Work: Intake, study, Assessment/ Diagnosis, Treatment/ Intervention, Evaluation, Termination and Follow up,	Lecture, Assignment, Individual and Group, Discussion/Presentation	14
Unit III	**Tools, Techniques and Skills of Social Casework;** Communication: Observation, Listening, Interviewing and Home Visits. Rapport Building and Resource Mobilization. Casework Relationship, Use of Authority and Advocacy, Recording in Social Casework.	Lecture, Assignment, Individual and Group, Discussion/Presentation	14
Unit IV	**Approaches and Practice of Social Casework;** Task Centered Approach, Psycho-social Approach, Problem Solving Approach and Integrated approach, **Casework** Practice in different settings: Medical and psychiatric, School, Women and Child, Correctional setting. Role of Social Worker in case work settings.	Lecture, Assignment, Individual and Group, Discussion/Presentation Orientation visits.	14

	Recommended Learning Resources
Print Resources	1. Aptekar, Herbert (1955) The Dynamics of Casework and Counselling, New York:Houghton Mifflin Co. 2. Beistek, F.P. (1957). The Casework Relationship. Chicago: Loyola University Press. 3. Fisher, J. (1978). Effective Casework Practice: and Eclectic Approach, New York:McGraw Hill 4. Fuster, J.M. (2005). Personal Counselling, Better Yourself Books, Mumbai, EleventhEdition. 5. Hamilton, G. (1956): Theory and Practice of Social Casework. New York: ColumbiaUniversity Press. 6. Hamilton, Gordon (2013) The Theory and Practice of Social Case Work, RawatPublication, New Delhi 7. Keats, Daphne (2002) Interviewing – A Practical Guide for Students and Professionals,New Delhi: Viva Books Pvt. Ltd 8. Mathew, G. (1992): An Introduction to Social Case Work. Bombay: Tata Institute of Social Sciences. 9. Pearlman, H H. (1957). Social Case Work: A Problem Solving Process. Chicago:University of Chicago. 10. Rameshwari Devi, Ravi Prakash (2004) Social Work Methods, Practice and Perspectives (Models of Case Work Practice), Vol. II, Ch.3, Jaipur: Mangal Deep Publication 11. Richmond, Mary (1917) Social Diagnosis, New York: Free Press 12. Sainsbury, Eric. (1970). Social Diagnosis in Casework. London: Routledge & KeganPaul. 13. Skidmore, R.A. and Thakhary, M.G. (1982): Introduction to Social Work. New Jersey:Prentice Hall. 14. Timms, N. (1964): Social Casework: Principles and Practice. London: Routledge andKegan Paul. 15. Timms, N. (1972): Recording in Social Work. London: Routlege and Kegan Paul. 16. Upadhayay, R K. (2003). Social Case Work: A therapeutic approach. Jaipur: Rawat Publications.
Digital Resources	1. Methods of Working with Individuals and Families: e-pathashala, URL: https://www.youtube.com/watch?v=uHAwl1E5QPM 2. Stages of Case Work: MOOCs EMRC Osmania University. URL: https://www.youtube.com/watch?v=5dXLshcX4gU 3. Social Case Work as a Method of Social Work: MOOCs EMRC Osmania University. URL: https://www.youtube.com/watch?v=ausahOeYOMQ 4. Treatment in Social Case work: MOOCs EMRC Osmania University. URL: https://www.youtube.com/watch?v=oKnDldvSJXo 5. Recording in Social Case Work: MOOCs EMRC Osmania University. URL : https://www.youtube.com/watch?v=8B0oagqBD6s 6. Major Components of Social Case Work: MOOCs EMRC Osmania University. URL : https://www.youtube.com/watch?v=_AqQgCVaZO0 7. Skills and Techniques of Social Work Practice: MOOCs EMRC Osmania University. URL : https://www.youtube.com/watch?v=Nqo9owG8WkA

8. Social Case Work in School Setting: MOOCs EMRC Osmania University.
   URL : https://www.youtube.com/watch?v=61Dy8nOip7g
9. Process of Case Work: CH-03: PRABODH (Social Science-I).
   URL: https://www.youtube.com/watch?v=6-4vFApTAGw
10. IGNOU Study material available at website: http://www.ignouhelp.in/ignou-msw-study-material/
11. Basics of Social Case work: URL: http://www.ignou.ac.in/upload/bswe-02-block1-unit-2-small-size.pdf
12. Kumar Renuka: Social Work Methods, URL: http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf

Year	I	Course Code: SWDC02 (Practical)		Credits	2
Sem.	1	Course Title: FILED WORK PRACTICE - II		Hours	4 per week

Formative Assessment Marks: 25	Summative Assessment Marks: 25	Duration of ESA: NA (viva)

Course Outcomes	At the end of the course the student should be able to: 1) Have understanding about different approaches of providing help to people in need; 2) Be acquainted with the professional role of social workers; 3) Develop self-awareness and orientation to team work; 4) Develop introductory skills in use of programme media; and 5) Develop skills in report writing and use of supervision.

Course Content

This Course comprises:

1) Observation visits to welfare, educational, developmental, industrial and allied agencies;

2) Structured Experiences Laboratory to help students understand and practice various skills required for effective practice of Fieldwork Practicum; and

3) Social Case Works - at least one or two guided case works.

Stipulated hours for Social Work Practicum are four hours per week.

Guidelines for Orientation Visits

A minimum of four (4) hours is expected to be spent by the students in each and every organization. The chief functionary or the chief executive of the organization or his nominee is expected to share the details on all the relevant aspects of the organization. The social work faculty who accompany the students has to encourage, stimulate and also facilitate the students to gather more information on the clientele, services, societal reactions, outcome of the process, etc. Each and every student shall submit an individual hand written report in detail in the common format prepared and approved by the Head of the Department. A classroom discussion is to be organized immediately on the following day of each and every visit to have more clarity on all the aspects of the organization visited. The orientation visits are expected to be organized periodically at the rate of not more than two organizations in a week on the field work days throughout the semester.

Soon after the completion of "orientation visits to fields of social work", a student conference shall be conducted to share the orientation visit experiences and learning.

Note on the Calculation of Workload for Social Work Practicum

Workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the *UGC Model Curriculum for Social Work Education* (2001, p. 14).

The *UGC Model Curriculum for Social Work Education* (2001, p. 14) states that "… each learner should get about forty-five to sixty minutes of individual instruction…" and that "hence teacher-learner ratio

suggested is 1:8…" (enclosed as "Annexure 1"). Thus, it may be noted that the instructional hours for "Social Work Practicum" vary depending on the number of students allocated for supervision to each of the faculty. In keeping with the guidelines given in the *UGC Model Curriculum for Social Work Education,* for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. However, wherever the Course/paper is of two credits (for 50 marks) only half an hour instructional hours per student suffices. Hence, the total workload for the faculty for a batch of 16 students is 4 hours per week (i.e. 8 hrs./2 = 4). Hence, **the workload for Social Work Practicum per week will be four hours for a batch of sixteen students.** Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

Recommended Learning Resources

Print Resources	1. Columbia University. 2015. *Hand book for Student Social Work Recording*. School of Social Work. 2. Kadushin, Alfred Harkness, Daniel. 2005. *Supervision in Social Work*. New Delhi: Rawat Publications. 3. Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka. 4. Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications. 5. Mathew, G. *Supervision in Social Work*. Mumbai: TISS. 6. Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia. 7. Roy, Sanjoy. 2012. *Field Work in Social Work*. Rawat Publication: Jaipur. 8. Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat. 9. Tata Institute of Social Sciences. 1998. *Field Work Manual for First Year Social Work*. Tata Institute of Social Sciences, Mumbai. 10. University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.
Digital Resources	4. IGNOU School of Social Work (2013), Field Work Practicum in Social Work, https://www.youtube.com/watch?v=a6u_YBsoKCs 5. The Maharaja Sayajirao University of Baroda (2019), https:// www.msubaroda.ac.in/ asset/storage/ admission/FSW_Prospectus_2019.pdf 6. Learning Outcomes based Curriculum Frame work (LOCF) for Bachelor of Social Work (BSW) (2019), https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf

Year	I	**Course Code:** SWOE02 (a)		**Credits**	3
Sem.	2	**Course Title: BASICS OF PSYCHOLOGY FOR SOCIAL WORK PRACTICE**		**Hours**	40
Formative Assessment Marks: 40		Summative Assessment Marks: 60		Duration of ESA:2 hours	
Course Outcomes	At the end of the course the student should be able to: 1. Understand the fundamentals of psychology. 2. An understanding of the characteristic needs, and normal development stages of human life cycle 3. Understand the role of heredity and environment on human behaviour. 4. Understand various psychological situations and usefulness of social work in handling dysfunctional/unhealthy behavioural patterns/situations 5. An understanding about abnormal behavior pattern, its causes, and treatment.				

Unit No.	Course Content	Suggested Pedagogy	Hours
Unit I	Psychology: Meaning, Definitions, Nature, Scope and Importance. Basic Psychological concepts: Perception, Learning, Motivation, Emotions, Memory. Process of Human Growth and Development: brief explanation of Physical, social and Sexual development in all 7 stage of development.	Lecture, Tutorials and Group Discussion	10
Unit II	Introduction to Lifespan: Developmental Stages from conception to Old age. Developmental tasks. Personality: Meaning, Definitions, Characteristics, and Types. Theories of Personality: Sigmund Freud and Carl Rogers. Human Behavior: Concept, Determinants and Reflectors. Influence of Heredity and Environment.	Lecture, Tutorials and Group Discussion	10
Unit III	Social Psychology: Meaning and Definition, Scope Relevance to Social Work. Socio-psychological concepts – Collective Behavior, Leadership, Public Opinion, Propaganda.	Lecture, Tutorials and Group Discussion	10
Unit IV	Abnormal Psychology – Meaning, definition and scope. Concepts of normality and abnormality. Causation of mental illness – Bio-genic, Psychogenic and Socio-genic. Types – Psychogenic, Personality, Organic and Psycho-somatic disorders. Management of Mental Disorders.	Lecture, Tutorials and Group Discussion	10
Recommended Learning Resources			

Print Resources	1. Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J. and Hilgard, E. R. (2013) Introduction to Psychology. New York: H. B. J. Inc.
	2. Baron, R.A. and Byron, D. (1998). Social Psychology. New Delhi: Prentice Hal. Dandapani, S. (2005). General Psychology. Hyderabad: Neel Kamal Publications.
	3. Elizabeth, H. (1968). Development Psychology. New York: Mc Graw Hill.
	4. Feldman, R.S. (1985). Social Psychology: Theories, Research and Applications. New York: McGraw hill.
	5. Feldman, R.S. (1997). Understanding Psychology. New Delhi: Mc Graw Hill. Hall, C.S. Lindzey, G. and Cambell J.B. (2004). Theories of Personalities. New York: Wiley M.
	6. Kuppuswamy, B. (1972). Elements of Social Psychology. New York: Asian Publishing House.
	7. Morgan, C.T., King, R.A. Weisz, J.R., Schopler, J. (2001). Introduction to Psychology. New Delhi: Tata McGraw and Hill.
	8. Myers, D.G. (2005). Social Psychology (8th ed.). New Delhi: Tata McGraw Hill Pub. Co Ltd.
Digital Resources	1. Current Opinion in Psychology : http://bit.ly/2DWs5VT
	2. Journal of Applied Developmental Psychology : http://bit.ly/2nG9mTl
	3. Journal of Education Psychology : http://bit.ly/2FI9Gs3
	4. Journal of Experimental Psychology : http://bit.ly/2nHuVmO
	5. CarloW (2011), Stages of Human Development, Available at https:// www.youtube.com/watch?v=ld8GLIzIWKU
	6. Leisure Information Network (2014), Ages and Stages of Middle Childhood 6 to 12 Year Olds, Available at https://www.youtube.com/watch?v=OtpiBtL_7zc
	7. Michelle Hancock(2016), Middle Childhood Social Emotional Development, Available at https://www.youtube.com/watch?v=PR-7SM2a_7g
	8. Amanda Price (2012), Adolescence & Young Adulthood, Available at https://www.youtube.com/watch?v=n5ERlf-4f_c
	9. Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of Social Work (BSW)(2019) https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf

Year	I	**Course Code:** SWOE02 (b)	**Credits**	03
Sem.	2	**Course Title:** Life Skills Education	**Hours**	40

Formative Assessment Marks: 40	Summative Assessment Marks: 60	Duration of ESA: 2 hours

Course Outcomes	1. Develop adequate understanding about lifestyle and its influence on the well-being of the students in particular and general population in totality. 2. Develop appreciation of lifestyles as a product of social inequality and interaction. 3. Examine the social and economic consequences of different lifestyles for individuals and society. 4. Understand the proper management of consumerist lifestyle related risks.

Unit No.	Course Content	Suggested Pedagogy	Hours
Unit I	Introduction; Understand the concepts of Basics of Life Skills and Social Skills - Environment, health and Lifestyle, Relationship between Environment and health; Food habits and health; Lifestyle related diseases (stress, depression, hypertension, diabetes, obesity etc) and management.	Lecture, Tutorials, Activity and Group Discussion	10
Unit II	Lifestyle Management: Meaning and Determinants of health; Concept and importance of Social, Psychological, Emotional and Physical wellbeing; Coping with social, psychological, economic, academic and market challenges and needs. Ways and means of living Fit: Yoga, Meditation, Exercises and Balanced Food.	Lecture, Tutorials, Activity and Group Discussion	10
Unit III	Lifestyle and Academics Study habits; Qualities of a student; Attitudes of a student; Participation of students in academic programs; Time management, Leadership in student life: Vision of leadership - Making choices and taking decisions about course, career, marriage, family and life as a whole.	Lecture, Tutorials, Activity and Group Discussion	10
Unit IV	Life Skills and Employability; Self-Awareness through SWOT Analysis, Johari Window – Empathising with Others. Employability Attributes & Skills – Initiative, Self-presentation, Personal responsibility, Self – Management, Sustaining motivation in life.	Lecture, Tutorials, Activity and Group Discussion	10

	Recommended Learning Resources
Print Resources	1. Giddens, A. 1991. Modernity and self-identity: self and society in the late modern age. Cambridge: Polity Press. 2. Giuffrâe, K., &DiGeronimo, T. (1999). Care and Feeding of Your Brain : How Diet and Environment Affect What You Think and Feel. Career Press. 3. Spaargaren, G., and B. VanVliet. 2000. 'Lifestyle, Consumption and the Environment: The Ecological Modernisation of Domestic Consumption.' Environmental Politics. 9(1): 50-75. 4. U.S. Environmental Protection Agency; Backyard Composting: It's Only Natural; October 2009 5. Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris. 6. Nair.V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. Page 8 of 62 7. UNESCO (1997). Adult Education: The Hamburg Declaration, UNESCO, Paris. 8. UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris. 9. WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva. 10. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. 11. Santrock W.John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata McGraw-Hill Publishing Company Ltd. 12. Life Skills Resource Manual, Schools Total Health Program, (2006). Health Education and Promotion International Inc., Chennai. 13. Kumar .J. Keval, (2008).Mass Communication in India, JAICO Publication India Pvt. Ltd 14. Morgan and King, (1993). Introduction to Psychology, Tata McGraw-Hill Publishing Company Ltd, New Delhi. 15. Rao P.L. (2008). Enriching Human Capital through Training and Development, Excel Books, Delhi. 16. Singh Madhu, (2003). Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality 17. UNESCO and Indian National Commission for Co-operation with UNESCO(2001). Life Skills in Non-formal Education: A Review 18. YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi. 19. Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal. 20. Ropke, I. 1999. 'The Dynamics of Willingness to Consume. Ecological Economics. 28: 399-420.
Digital Resources	1. Bögenhold, Dieter. "Social Inequality and the Sociology of Life Style: Material and Cultural Aspects of Social Stratification". American Journal of Economics and Sociology. http://onlinelibrary.wiley.com/doi/10.1111/1536-7150.00125/abstract. Retrieved 26 April 2012. 2. Life Skills New Mantra of Indian Education: https://www.educationworld.in/life-skills-new-mantra-of-indian-education/ 3. Retrieved from http://jyotikalash.net/lifestyle.html

	4. Retrieved from https://www.scientificworldinfo.com/2019/12/essential-life-skills-everyone-should-learn.html 5. Retrieved From; http://tumkuruniversity.ac.in/oc_pg/msw/MSW%20II%20sem_Need_and_Importance_of_Life_Skill_education_in_Institutional_and_Non-Institutional_Settings.pdf 6. Retrieved from http://en.wikipedia.org/w/index.php?title=Lifestyle_(sociology)&oldid=505958877
Journal	Indian Journal of Life Skills Education, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
Youtube	Life Skill Education https://www.rajeevelt.com/category/life-skill/

RANI CHANNAMMA UNIVERSITY, BELAGAVI

COURSE STRUCTURE AND SYLLABUS
for the 'Third and Fourth Semesters'
for
SOCIAL WORK discipline
at the Under-Graduate (UG) Level
as per the Choice Based Credit System (CBCS) designed in accordance with
Learning Outcomes-Based Curriculum Framework (LOCF)
of National Education Policy (NEP) 2020

w.e.f.

Academic Year 2022-23 and onwards

COURSE STRUCTURE FOR THE SECOND YEAR OF 'SOCIAL WORK' AS A DISCIPLINE AT THE UNDER-GRADUATE (UG) LEVEL

Following is the Course Structure for the Second Year (Third and Fourth Semesters):

Sem.	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective (DSE)/ Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)			Total Credits
					Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)		
II	DSC-3: (SWDC03) Social Group Work (4), along with Field Work Practice - III (2)	OE – 3: Disaster Management (3) / AECC: Indian Constitution (3) As per the norms and syllabus provided by the University	L1-1(3), L2-1(3) (4 hrs. each) As per the norms and syllabus provided by the University		SEC-2: AI / Financial Education & Inv. Aw. (2) (1+0+2) As per the norms and syllabus provided by the University	Yoga (1) (0+0+2) As per the norms and syllabus provided by the University	Health and Wellness (1) (0+0+2) As per the norms and syllabus provided by the University	26
III	DSC-4: (SWDC04) Community Organization and Social Action (4) along with Field Work Practice - II (2)		L1-2(3), L2-2(3) (4 hrs. each) As per the norms and syllabus provided by the University	Indian Constitution As per the norms and syllabus provided by the University / OE – 3: Disaster Management (3)	SEC-3: Financial Education & Inv. Aw. / AI (2) (1+0+2) As per the norms and syllabus provided by the University	Sports (1) (0+0+2) As per the norms and syllabus provided by the University	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2) As per the norms and syllabus provided by the University	26
	Exit option with Undergraduate Diploma as per the University norms.							

COURSE-WISE SYLLABUS

Semester III

Year	II	**Course Code:** SWDC03 – Part I (Theory)		**Credits**	4
Sem.	3	**Course Title:** Social Group Work		**Hours**	56

Course Pre-requisites, if any		NA		
Formative Assessment Marks: 40	Summative Assessment Marks: 60			Duration of ESA: 2 hrs.

Course Outcomes	At the end of the course the student should be able to: 1. Understand Social Group Work as a method of Social Work practice; 2. Learn the basic concepts, tools, techniques, processes and Skills of working with groups; 3. Develop an understanding of the process of group development and group dynamics; and 4. Learn to apply Social Group Work in diverse settings.

Unit No.	Course Content	Suggested Pedagogy	Hours
Unit I	**Introduction to Social Group Work:** Social Groups: Meaning, Characteristics, types and Importance. Introduction to Social Group Work: Meaning, Definitions, Objectives, and Principles of Social Group Work - Historical Development of Social Group Work. Types of Groups: Support Groups, Educational Groups, Growth Groups, Therapy Groups, Socialization Groups, and Social Action Groups.	Lecture, Tutorials and Group Discussion	14
Unit II	**Group Dynamics and Theories of Group Work:** Group Dynamics: Role, Leadership, Decision making, Sub-group, Isolation, Bond, Contagion, Scapegoat, Conflict and Group control. Theories Underlying Group Work Practice: Systems Theory, Psychodynamic Theory, Learning Theory, Field Theory, and Social Exchange Theory.	Lecture, Tutorials and Group Discussion	14
Unit III	**Process of Group Work:** Stages of Group Development. Processes of Social Group Work: Pre-group Formation Phase (formulating group's purpose, deciding the composition of the group, determining the size of the group, enrolling the members, and contracting), Initial Phase (self- presentations by the worker and the members, orientation about the group work, goal formation, structuring the group session, and reviewing the contract), Middle Phase (making arrangements for the conduct of group sessions, structuring the time,	Lecture, Tutorials and Group Discussion	14

	facilitating group meetings, and assessment of the group's progress), Evaluation of the Group, Termination and Stabilization of the Change Efforts. Programme Planning and Evaluation. Use of Programme Media.		
Unit IV	**Skills and Techniques of Social Group Work Practice:** Social Group Work Skills: Facilitation, Analytical Thinking and Leadership Building. Role of Social Group Worker through the Group Work Process. Importance of Recording in Social Group Work: Principles of recording, Types of records, and structure of records. Application of Social Group Work in Different Settings: Community Development Setting, Clinical Setting, School Setting, Institutions for Delinquents, Institutions for Women, Institutions for the Aged.	Lecture, Tutorials and Group Discussion	14
Recommended Learning Resources			
Print Resources	1. Balgopal, P.R. and Vassil, T.V. (1983) *Groups in Social Work: An Ecological Perspective*. New York: Macmillan. 2. Brown, Allan (1994). *Group Work*. Hamphshire: Ashgate. 3. Charles D. Gravin, Lorraine M. Gutierrez, Maeda J Galinsky (2004) *Handbook of Social Work with Groups*, Rawat Publications. 4. David Cappuzzi, Douglas R. Gross (2010) *Introduction to Group Work*, Fourth Edition: Mark D. Stauffer, Rawat Publications. 5. Douglas, T. (1972) Group Processes in Social Work: A Theoretical Synthesis. Chicester: Johan Wiley and Sons. 6. Geoffrey, L.G. and Ephross, P.H. (1997) *Group Work with Population at Risk*. New York: Oxford University Press. 7. H.Y.Siddiqui (2008) *Group Work: Theories and Practices*: Rawat, Publications 8. Jarlath. F. Benson (1987) *Working More Creatively with Groups*: New York: Tavistock Publication 9. Konopka, Gisela. 1954. *Group Work in the Institution*. New York: Association Press. 10. Konopka, Gisela. 1963. *Social Group Work: A Helping Process*. Englewood Cliffs, N.J: Prentice Hall. 11. Phillips (1957) Essentials of Social Group Work Skills: New York: Association Press. 12. Toseland, Ronald and Rivas, F. Robert. 1999. *Introduction to Group Work Practice*. Allyn and Bacon, 3rd edition. 13. Trecker, Herleigh B. 1970. *Social Group Work - Principles and Practices*. New York: Association Press. 14. Trevithick, Pamela. 2000. *Social Work Skills - A Practice Handbook*. Philadelphia: Open University Press. 15. Wilson, G. and Ryland, G. (1949*) Social Group Work Practice*. Cambridge: Houghton. Mifflin Company.		

Year	II	**Course Code:** SWDC03 – Part II (Practical)	**Credits**	2
Sem.	3	**Course Title:** FILED WORK PRACTICE - III	**Hours**	4 per week

Formative Assessment Marks: 25	Summative Assessment Marks: 25	Duration of ESA: NA (viva)

Course Outcomes	At the end of the course the student should be able to:
	1. To work in agencies working in different types of areas of Social Work practice
	2. To develop work plan in consultation with agency supervisor
	3. To develop capacity for observation and analysis of social realities
	4. To practice the methods of working with individuals and groups

Course Content

This Course comprises:

    1. Familiarization with agency and develop an agency profile with focus on:

1.1 Organizational genesis, organizational types and structure, ideological orientation, programmes and policies;

        1.2 Client group/s;

        1.3 Problems are being focused;

        1.4 Services are being provided;

        1.5 The role of social worker; and

        1.6 Network with other agencies.

    2. Observe agency functioning

    3. Practice the methods of working with individuals and groups in the agency.

    4. Practice the Skills in observation, listening, group discussion and report writing.

A minimum of 10 Visits needs to be carried out.

Note on the Calculation of Workload for Social Work Practicum

Workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the *UGC Model Curriculum for Social Work Education* (2001, p. 14).

The *UGC Model Curriculum for Social Work Education* (2001, p. 14) states that "… each learner should get about forty-five to sixty minutes of individual instruction…" and that "hence teacher-learner ratio suggested is 1:8…" (enclosed as "Annexure 1"). Thus, it may be noted that the instructional hours for "Social Work Practicum" vary depending on the number of students allocated for supervision to each of the faculty. In keeping with the guidelines given in the *UGC Model Curriculum for Social Work Education,* for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. However, wherever the Course/paper is of two credits (for 50 marks) only half an hour instructional hours per student suffices. Hence, the total workload for the faculty for a batch of 16 students is 4 hours per week (i.e. 8 hrs./2 = 4). Hence, **the workload for Social Work Practicum per week will be four hours for a batch of sixteen students.** Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

	Recommended Learning Resources
Print Resources	1. Columbia University. 2015. *Hand book for Student Social Work Recording*. School of Social Work. 2. Kadushin, Alfred Harkness, Daniel. 2005. *Supervision in Social Work*. New Delhi: Rawat Publications. 3. Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka. 4. Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications. 5. Mathew, G. *Supervision in Social Work*. Mumbai: TISS. 6. Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia. 7. Roy, Sanjoy. 2012. *Field Work in Social Work*. Rawat Publication: Jaipur. 8. Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat. 9. Tata Institute of Social Sciences. 1998. *Field Work Manual for First Year Social Work*. Tata Institute of Social Sciences, Mumbai. 10. University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.
Digital Resources	1. IGNOU School of Social Work (2013), Field Work Practicum in Social Work, https://www.youtube.com/watch?v=a6u_YBsoKCs 2. The Maharaja Sayajirao University of Baroda (2019), https:// www.msubaroda.ac.in/ asset/storage/ admission/FSW_Prospectus_2019.pdf 3. Learning Outcomes based Curriculum Frame work (LOCF) for Bachelor of Social Work (BSW) (2019), https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf

Year	II	**Course Code:** OE03 (Open Elective)		**Credits**	3
Sem.	3 / 4	**Course Title:** DISASTER MANAGEMENT		**Hours**	42
Formative Assessment Marks: 40		Summative Assessment Marks: 60		Duration of ESA:2 hours	
Course Outcomes		At the end of the course the student should be able to: 1. Develop an understanding of the impact of disaster-on individuals, families and care givers. 2. Familiarize with the psycho-social care and services in disaster. 3. Develop skills to analyze factors contributing to disaster both natural and man-made and to participate in disaster management. 4. Develop an understanding of the social worker's role in the team for disaster management.			

Unit No.	Course Content	Suggested Pedagogy	Hours
Unit I	**Concept, Types, and Effects of Disasters:** Concept of Disaster, Ecosystem Equilibrium and Disequilibrium. Types of Disasters- Natural and Man-made Disasters. Physical Effects of Disaster. Psycho-Social Effects of Disasters.	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) PPT	13
Unit II	**Disaster Management:** Disaster Management: Concept and Cycle. Stages in Disaster Management: Pre, During and Post Disaster Disaster Mitigation and Preparedness. Role of Different Groups in Disaster Management- Government, Voluntary Organizations, Communities.	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) PPT	15
Unit III	**Psycho-Social Care During Disaster Situations:** Vulnerable Groups in Disaster. Post-Traumatic Stress Disorder. Stress among Care Givers. Psycho- Social Support and Mental Health Services in Disasters. Services of Resource Mobilization and Liasoning.	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) PPT	14

	Recommended Learning Resources
Print Resources	1. Dasgupta, Rajdeep, 2007, Disaster management and rehabilitation. Mittal: New Delhi.
	2. Das Veena, (ed), 1990, : Mirrors of Violence: Communities, Riots and Survivors in South Asia, Delhi: Oxford University Press
	3. Fritz, C.E. 1968, : "Disaster", Sills, D. (ed.) International Encyclopaedia of
	4. Gandi, Jagadish P., 2007, : Disaster, Mitigation and Management-Post Tsunami Perspectives, Deep & Deep Publications, New Delhi
	5. Gullia, K.S. 2004, : Genesis of Disaster: Ramifications and Ameliorations. Kalpaz Publications.
	6. Goel SL. 2007, : Disaster Administration and Management Text and Case Studies Deep & Deep Publications, New Delhi
	7. Grossman, L. 1973, : "Train Crash: Social Work and Disaster Services", Social Work. Vol. 18, No.5, 38-44.
	8. Gupta, H. 2003, : Disaster Management. Universities Press.Social Science. Vol. 4. U.S.A.: The MacMillan Company, and the Free Press. P.202-208
	9. Hoff, A. 1978, : "People in Crisis", Understanding and Helping, California: Addison Wesley- Publishing Company.
	10. Joint Assistant Centre. 1980, : Natural Disaster, New Delhi: Adhyatma Sadhana Kendra
	11. Kapur Anu Neeti, 2005, : Disaster in India Studies of Grim Reality Rawat Publications
	12. Lindomann, E. 1944, : "Symptomology and Management of Acute Grief", American Journal of Psychiatry, Vol. 101.141-148.
	13. Maharatna A, 1996, : The Demography of Famines: An India Historical Perspective Delhi : OUP
	14. Mann James 1993, Power, poverty & poison: Disaster & Response in an Indian city, New Delhi: Sage
	15. Mrinalini Pandey, 2014, Disaster Management. Whiley India Pvt Ltd
	16. Murthy DBN, 2007, Disaster Management Text and Case Studies, Deep & Deep Publications, New Delhi.

Semester IV

Year	II	**Course Code:** SWDC04 – Part I (Theory)		**Credits**	4
Sem.	3	**Course Title:** Community Organization and Social Action		**Hours**	56
Formative Assessment Marks:40		Summative Assessment Marks: 60		Duration of ESA: 2 hours	
Course Outcomes		At the end of the course the student should be able to: 1. To understand thefundamental concepts and components of community, Community organization and social action 2. To understand themodels of community organization and social action 3. To understand the relationship ofcommunity organization and social action with other methods of social work 4. To understand various social movements in India.			

Unit No.	Course Content	Suggested Pedagogy	Hours
Unit I	**Community:** Meaning and Definitions of Community. Components and Characteristics of Community. Functions of Community. Major Forms of Community: Tribal, Rural, Urban – their Features and Differences.	Lecture, Tutorials and Group Discussion	16
Unit II	**Community Organization:** Meaning, Definitions, Objectives and Scope of Community Organization. Models, Principles and Process of Community organization. Skills and Techniques of Community Organization. Overview of PRA. Role of Community Organizer.	Lecture, Tutorials and Group Discussion	16
Unit III	**Social Action:** Meaning, Definitions, Objectives and Scope of Social Action. Relevance of Social Action for Social Work Practice. Principles and Strategies of Social Action. Models of Social Action – Popular and Elitist.	Lecture, Tutorials and Group Discussion	12
Unit IV	**Process of Social Action:** Awareness Building Stage, Organizing Stage, Strategy Development Stage, and Action Stage. Role of Social Worker in Social Action. Saul Alinsky's 'Rules for Radicals'.	Lecture, Tutorials and Seminars	12

Recommended Learning Resources
Print Resources	1. Cox F (1987), Community Organization, Michigan, FE Peacock Publishers. 2. Gangrade K.D. (1971), Community Organization in India, Bombay, Popular Prakashan. 3. Hardcastle, David A., Stanley Wenocur, & Patricia Powers (1996). Community Practice: Theories and Skills for Social Workers. New York: Oxford University Press. 4. Ledwith, M. (2005). Community Development a Critical Approach. New Delhi: Rawat Publications. 5. MacIver R.M. and Page, CH (1985), Society: An Introductory Analysis, New Delhi, Macmillan Publishers. 6. Marie Weil (ed.) (2005), The Hand Book of Community Practice, New Delhi, Sage Publication. 7. Ross M.G. (1955), Community Organization: Theory and Principles, New York, Harper& Brot. 8. Shah, Ghanshyam (2004), Social Movements in India: A Review of the Literature, New Delhi, Sage. 9. Siddique, H. Y. (1997). Working with Communities – Introduction to Community Work. New Delhi: Hira Publications. 10. Siddiqui, H.Y. (1985), Social Wok and Social Action, New Delhi, Harnam. 11. Singh, R (2001), Social Movements-Old and New: A Post-modern Critique, New Delhi, Sage. 12. Somesh Kumar (2002) Methods for Community Participation: A complete guide for practitioners, New Delhi: Sage Publication (Vistaar). 13. Yadav C.P. (2007). Encyclopedia of social work and community organization. New Delhi: Anmol Publications Pvt.

Year	II	**Course Code:** SWDC04 - – Part II (Practical)	**Credits**	2
Sem.	4	**Course Title:** FILED WORK PRACTICE - IV	**Hours**	4 per week

Formative Assessment Marks: 25	Summative Assessment Marks: 25	Duration of ESA: NA (viva)

Course Outcomes	At the end of the course the student should be able to: 1) Have understanding about different approaches of providing help to people in need; 2) Be acquainted with the professional role of social workers; 3) Develop self-awareness and orientation to team work; 4) Develop introductory skills in use of programme media; and 5) Develop skills in report writing and use of supervision.

Course Content

This Course comprises:

1. Familiarization with the agency:

    1.1 Client group;

    1.2 Problems being focused by the agency;

    1.3 Services being provided by the agency.

    1.4 Role of the social worker; and

    1.5 Network with other agencies.

2. Working with groups using Programme Media:

    2.1 Organize programme media based activities;

    2.2 Observe group dynamics; and

    2.3 Practice skills in group discussion, programme planning and action.

3. Report writing.

A minimum of 10 Visits needs to be carried out.

Note on the Calculation of Workload for Social Work Practicum

Workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the *UGC Model Curriculum for Social Work Education* (2001, p. 14).

The *UGC Model Curriculum for Social Work Education* (2001, p. 14) states that "… each learner should get about forty-five to sixty minutes of individual instruction…" and that "hence teacher-learner ratio suggested is 1:8…" (enclosed as "Annexure 1"). Thus, it may be noted that the instructional hours for "Social Work Practicum" vary depending on the number of students allocated for supervision to each of the faculty. In keeping with the guidelines given in the *UGC Model Curriculum for Social Work Education,* for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. However, wherever the Course/paper is of two credits (for 50 marks) only half an hour instructional hours per student suffices. Hence, the total workload for the

faculty for a batch of 16 students is 4 hours per week (i.e. 8 hrs./2 = 4). Hence, **the workload for Social Work Practicum per week will be four hours for a batch of sixteen students.** Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

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Recommended Learning Resources

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Print Resources	1. Columbia University. 2015. *Hand book for Student Social Work Recording*. School of Social Work. 2. Kadushin, Alfred Harkness, Daniel. 2005. *Supervision in Social Work*. New Delhi: Rawat Publications. 3. Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka. 4. Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications. 5. Mathew, G. *Supervision in Social Work*. Mumbai: TISS. 6. Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia. 7. Roy, Sanjoy. 2012. *Field Work in Social Work*. Rawat Publication: Jaipur. 8. Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat. 9. Tata Institute of Social Sciences. 1998. *Field Work Manual for First Year Social Work*. Tata Institute of Social Sciences, Mumbai. 10. University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.
Digital Resources	4. IGNOU School of Social Work (2013), Field Work Practicum in Social Work, https://www.youtube.com/watch?v=a6u_YBsoKCs 5. The Maharaja Sayajirao University of Baroda (2019), https:// www.msubaroda.ac.in/ asset/storage/ admission/FSW_Prospectus_2019.pdf 6. Learning Outcomes based Curriculum Frame work (LOCF) for Bachelor of Social Work (BSW) (2019), https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf

RANI CHANNAMMA UNIVERSITY, BELAGAVI

SYLLABUS for **V & VI Semesters** of
SOCIAL WORK
at the Under-Graduate (UG) Level
as per the Choice Based Credit System (CBCS) designed in accordance with
Learning Outcomes-Based Curriculum Framework (LOCF)
of National Education Policy (NEP) 2020

w.e.f.

Academic Year 2023-24 and onwards

COURSES FOR THE THIRD YEAR OF SOCIAL WORK SUBJECT

The following are the Courses for the Third Year (V & VI Semesters) of Social Work subject:

Semester V

SWDC05: Social Work Research

SWDC06: Areas of Social Work Practice – I

SWDC07: Field Work Practice - V

Semester VI

SWDC08: Social Welfare Administration

SWDC09: Areas of Social Work Practice – II

SWDC10: Field Work Practice - VI

V Semester (Social Work)

Year	II	**Course Code:** SWDC05		**Credits**	4
Sem.	V	**Course Title: Social Work Research**		**Hours**	60
Formative Assessment Marks:40		Summative Assessment Marks: 60		Duration of ESA: 2 hours	
Course Outcomes	Course Outcomes (COs):At the end of the course students will be able to: 1. To gain understanding of nature and relevance of social science research and its application in thestudy of social phenomena. 2. To learn steps and process of formulation of research designand carry out the same. 3. To learn method of conducting areview of literature. 4. To develop familiarity withqualitative and quantitativeresearch methods. 5. To learn how to prepare tools forcollection of data. 6. To learn process of data collection, organization, presentation, analysis and report writing.			

Unit No.	Course Content	Suggested Pedagogy	Hours
Unit I	**Basic Concepts:** Meaning, Definitions, Functions and Scope of Research. Meaning, Definitions, Significance and Scope of Social Work Research. Types of Research. Ethics in Research.	Lecture, Assignment, Individual and Group Discussion/Presentation.	15
Unit II	**Research Methodology:** Identification and Formulation of a Research Problem. Review of Literature. Types of Research Design: Exploratory, Descriptive, Experimental, Interventionist and Evaluative. Meaning, Significance and Types of Sampling. Sources of Data: Primary and Secondary.	Lecture, Assignment, Individual and Group Discussion/Presentation.	17

Unit III	**Data Collection, Analysis and Reporting:** Tools of Data Collection: Interview Schedule, Interview Guide, & Questionnaire. Meaning, significance and steps in data processing (editing, classification, coding, preparation of master chart, and tabulation). Meaning, Definitions, Uses and Limitations of Statistics. Measures of Central tendency – Mean, Mode, Median. Meaning and significance of data analysis and interpretation.	Lecture, Assignment, Individual and Group Discussion/Presentation.	18
Unit IV	**Report Writing** Synopsis ; meaning synopsis writing Research Report; Meaning, parts of Research Report	Lecture, Assignment, Individual and Group Discussion/Presentation.	10

Recommended Learning Resources

Print Resources	1. Black, J. and Champion, D. (1976). Methods and Issues in Social Research. New York, N.Y.:Wiley. 2. Bryman, Alan (2016), Social Research Methods. 5th Edition. London: Oxford University Press. 3. Cook, Thomas D Cook and Reichardt, eds (1979). Qualitative and Quantitative Methods inEvaluation Research. CA: Sage. 4. Creswell, J W (1994). Research Design: Qualitative and Quantitative Approaches. CA: SagePublications. 5. Denzin, N.K. and Lincoln, Y.S. Eds (2017). The Sage Handbook of Qualitative Research. Sage. 6. Gupta, S.C., (2012), Fundamentals of Statistics, 7th revised ed., Himalaya Publishing House, NewDelhi. 7. Kerlinger, F. (1986). Foundations of Behavioral Research. New York: Holt, Rinehart andWinston. 8. Kothari, C. R., (2004), Research Methodology –Methods and Techniques, 2nd ed., 9. Kumar, R., (2006), Research Methodology, 2nd ed., Pearson Education, New Delhi. 10. Laldas, D. K., (2000), Practice of Social Research, Rawat Publication, New Age International (P)Ltd., New Delhi. 11. Neuman, W. L. (2014). Social Research Methods- Qualitative and Quantitative Approach. 7thEdition. New Delhi: Pearson Education India.

Yea r	III	Course Code: SWDC06		Credit s	4
Sem.	V	Course Title: **Areas of Social Work Practice - I**		**Hours**	60

Formative Assessment Marks: 40	Summative Assessment Marks: 60	Duration of ESA:2 hours

Course Outcomes	Course Outcomes (COs):At the end of the course students will be able to: 1: Gain opportunity in understanding contemporary fields of social work profession 2: Influence to practice, analyze and evaluate social work interventions

Unit No.	Course Content	Suggested Pedagogy	Hours
Unit I	**Family Welfare:** Family: Meaning, Definition,. Family Welfare: Meaning, Definition, Scope and Importance. Changing scenario of Indian Families: Issues and concerns. Family Welfare Programmes in India; Problems in Contemporary Families; Role of Social Worker in Family Counselling,	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode	15
Unit II	**Child Welfare:** Child: Meaning, Definition: Role of Family, Peer Group, Neighborhood, School. Child Neglect and Abuse; Children in conflicting with law-Causes and Effects; Role of Social Worker in Mitigating the Issues of Children; National Policy on Children.	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode	15
Unit III	**Youth Welfare:** Meaning, Definitions and Importance. Needs and Problems of Youth ; Youth Unrest, Youth in Conflict, Profile of Youth in India. Youth Programmes and Services, Salient features of National Youth Policy, Role of Social Worker in Mitigating the Issues of Youth	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode	15
Unit IV	**Elderly Welfare** : Elderly: Meaning and Definition Needs and Problems of Elderly (Intergenerational Gap) Profile of Elderly; Constitutional and Legislative Provisions for the Welfare of the Elderly. Neglect and Elderly Abuse; Institutional and Non-institutional Services for the Elderly, Salient features National Policy on Older People; Geriatric Social Work.	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode	15
	Recommended Learning Resources		
Print Resources	1. Chakraborty Krishna (2002), Family in India, Jaipur, Rawat Publication 2. Charles ES and Theresa FD (2000), Ages and Stages: A parent's Guide to Normal Child development, New York, Wiley 3. D'Souza PR, Kumar S and Shastri S (2009), Indian Youth in Transforming World, New Delhi, Sage 4. Dandekar K (996), The Elderly in India, New Delhi, Sage 5. Desai M(ed)(1994), Family and Intervention: A Course Compendium, Mumbai, TISS 6. Dhar, Chowdhury, Rajgopal (2004), The Graying of India; Population of Ageing in the Context of Asia, New Delhi, Sage		

Formative Assessment for Theory	
Assessment Occasion/ type	**Marks**
Written test (10+10)	20
Assignment/Case studies:	10
Seminar	5
Attendance/Class Participation	5
Total	**40 Marks**
Formative Assessment as per guidelines.	

Yea r	III	**Course Code:** SWDC07 **Course Title: Field Work Practice - V**		**Credits**	4
Sem.	V			**Hours**	4 hours per week

Formative Assessment Marks: 50	Summative Assessment Marks: 50	Duration of ESA: NA (Viva-Voce)

Practical Content

1. Familiarization with agency, its objectives and Programmes.
2. Familiarisation with target group and prepare its profile.
3. Explore and analyze the needs, problems and resources of individuals, groups and communities.
4. Organize activities with groups of women, children, youth and other population groups.
5. Mobilize resources and develop network with other institutions/organizations working in the neighboring areas.
6. Understand power structure of surrounding area and of local Community leaders and stakeholder

The workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the *UGC Model Curriculum for Social Work Education* (2001, p. 14).

The *UGC Model Curriculum for Social Work Education* (2001, p. 14) states that "… each learner should get about forty-five to sixty minutes of individual instruction…" and that "hence teacher-learner ratio suggested is 1:8…" (enclosed as "Annexure 1"). Thus, it may be noted that the instructional hours for "Social Work Practicum" vary depending on the number of students allocated for supervision to each of the faculty. In keeping with the guidelines given in the *UGC Model Curriculum for Social Work* Education, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. Since the Paper is of Practical nature, the total workload for the faculty for a batch of eight students is 4 hours per week (i.e. 8 hrs./2 = 4). Hence, the workload for Social Work Practicum per week will be four hours for a batch of eight students. Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

Assessment type	Weightage in Marks
Summative Assessment:	**50** (Field Work Supervision, Reporting and Internal Assessment)
Formative Assessment:	**50** (Viva – Voce Examination)
Total	**100**

VI Semester (Social Work)

Year	III	**Course Code:** SWDC08		**Credits**	4
Sem.	VI	**Course Title: Social Welfare Administration (Theory)**		**Hours**	4 hours per week
Formative Assessment Marks: 40		Summative Assessment Marks: 60		Duration of ESA:2 hours	
Course Outcomes		After the successful completion of the course, the student will be able to: 1.Understand concept of social welfare and social welfare administration 2. Understand the Structure and components of social welfare administration 3. Understand the relevance of social welfare administration for social workers			

Unit No.	Course Content	Suggested Pedagogy	Hours 60
Unit I	**Introduction to Social Welfare and Administration.** Social Welfare: Meaning, Definitions, Nature and Scope.Social Welfare Administration: Meaning, Definitions, Objectives and Nature, Principles, Functions and Scope of Social Welfare Administration.	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode	15
Unit II	**Structure of Social Welfare Administration** Social Welfare Agencies: Forms and Functions. Social Welfare Administration at local level, at State Level, at Central level and at International Level	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode	15
Unit III	**Components of Social Welfare Administration** Meaning, Definitions, Types and objectives of Planning, Organization, Staffing, Directing, Coordinating, Reporting, Budgeting, Evaluation, and Feedback:.	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode	15
Unit IV	**Skills and Techniques of Social Welfare Administration)** Programme / Project Development. Fund Raising and Resource Management. Public Relations, Networking, Referral Services. Decision Making, Conflict Resolution.	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode	15
	Recommended Learning Resources		
Print Resources	1. Chowdhary, P. Paul. 1979. Social Welfare Administration. Delhi: Atma Ram & Sons. 2. Devi, Rameshwari and Parkash Ravi. 1998. "Social Work and Social Welfare Administration, Methods and Practices", Vol. I. Jaipur: Mangaldeep Publications.		

3. Gangarade, K.D. 1990. 'Development of Voluntary Action in India', in Social Welfare Administration in India; Issues and Challenges. Mumbai: Tata Institute of Social Sciences.
4. Gulati Ravi & Gulati Kaval. 1996. Strengthening Voluntary Action in India. New Delhi: Konark Pvt. Ltd. Pathak, S.H. 1981. Social Welfare: An Evolutionary and Development Perspectives. Delhi: McMillan.
5. Roy, Bunker. 1990. 'Voluntary Agencies and Government', in Social Welfare Administration in India; Issues and Challenges. Mumbai: Tata Institute of Social Sciences.
6. Thomas, Gracious (ed.). 2010. Social Work Intervention with Communities and Institutions (Vol.I). New Delhi: School of Social Work, IGNOU

Year	III	Course Code: SWDSC09		Credits	4
Sem.	VI	**Course Title: Areas of Social Work Practice - II (Theory)**		**Hours**	4 hours per week
Formative Assessment Marks: 40		Summative Assessment Marks: 60		Duration of ESA:2 hours	
Course Outcomes		After the successful completion of the course, the student will be able to: 1.Develop understanding of different areas of social work practice like correctional social work,medical, psychiatric and school social work 2. Know about the community and ecological development 3. Understand the role and functions of social workers in different settings			

Unit No.	Course Content	Suggested Pedagogy	Hours 60
Unit I	**Occupational and Correctional Social Work** Organized and Unorganized Labour: Meaning Definition, Characteristics and Issues. Meaning of Labour Welfare, Industrial Relations and Human Resource Management. Correctional Social Work: Meaning, Definition, Characteristics and Problems. Social Work Practice in Occupational and Correctional Settings.	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode	15
Unit II	**Community and Ecological Development** Community Development: Concept and Evolution. Rural, Urban and Tribal Community Development Programmes. Ecology and Development: Concept and Inter linkages. Stakeholders Participation in Environmental Conservation.	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode	15
Unit III	**Medical, Psychiatric and School Social Work** Medical and Psychiatric Social Work: Concept, Meaning, Definitions and Scope. Role and Functions of Medical and Psychiatric Social Workers. School Social Work: Concept, Need and Challenges. Right to Education, Sarva Shiksha Abhiyan	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode	15
Unit IV	**Gender and Empowerment.** Differences between Sex and Gender Meaning,Characteristics and Challenges: Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual (LGBTQIA+) Advocacy, Women Empowerment: Meaning, Definition, and Current Status. Policies and Programmes for Women's Empowerment.	i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode	15

Recommended Learning Resources	
Print Resources	1. Chakraborty Krishna (2002), Family in India, Jaipur, Rawat Publication 2. Charles ES and Theresa FD (2000), Ages and Stages: A parent's Guide to Normal Child development, New York, Wiley 3. D'Souza PR, Kumar S and Shastri S (2009), Indian Youth in Transforming World, New Delhi, Sage 4. Dandekar K (996), The Elderly in India, New Delhi, Sage 5. Desai M(ed)(1994), Family and Intervention: A Course Compendium, Mumbai, TISS 6. Dhar, Chowdhury, Rajgopal (2004), The Graying of India; Population of Ageing in the Context of Asia, New Delhi, Sage

Formative Assessment for Theory	
Assessment Occasion/ type	**Marks**
Written test (10+10)	20
Assignment/Case studies:	10
Seminar	5
Attendance/Class Participation	5
Total	**40 Marks**
Formative Assessment as per guidelines.	

Year	III	Course Code: SWDSC10		Credits	4
		Course Title: **Field Work Practice-VI**			
Sem.	VI			Hours	4 hours per week

Formative Assessment Marks: 50	Summative Assessment Marks: 50	Duration of ESA:NA (Viva-Voce)

Practical Content
1. Familiarization with agency, its objectives and Programmes.
2. Familiarization with target group and prepare its profile.
3. Explore and analyze the needs, problems and resources of individuals, groups and communities.
4. Organize activities with groups of women, children, youth and other population groups.
5. Mobilize resources and develop network with other institutions/organizations working in the neighboring areas.
6. Understand power structure of surrounding area and of local Community leaders and stakeholder

The workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the *UGC Model Curriculum for Social Work Education* (2001, p. 14).

The *UGC Model Curriculum for Social Work Education* (2001, p. 14) states that "… each learner should get about forty-five to sixty minutes of individual instruction…" and that "hence teacher-learner ratio suggested is 1:8…" (enclosed as "Annexure 1"). Thus, it may be noted that the instructional hours for "Social Work Practicum" vary depending on the number of students allocated for supervision to each of the faculty. In keeping with the guidelines given in the *UGC Model Curriculum for Social Work* Education, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. Since the Paper is of Practical nature, the total workload for the faculty for a batch of eight students is 4 hours per week (i.e. 8 hrs./2 = 4). Hence, the workload for Social Work Practicum per week will be four hours for a batch of eight students. Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

Assessment type	Weightage in Marks
Summative Assessment:	**50** (Field Work Supervision, Reporting and Internal Assessment)
Formative Assessment:	**50** (Viva – Voce Examination)
Total	**100**