



**(NAAC accredited)**

**MANGALAGANGOTTHRI**

**PROGRAM STRUCTURE AND SYLLABUS**  
**As per the Choice-Based Credit System (CBCS)**  
**Designed in accordance with**  
**Learning Outcomes-based Curriculum Framework (LOCF)**  
**For**  
**BACHELOR OF SOCIAL WORK (B.S.W)**

**w.e.f**

**Academic Year 2024-25 and onwards**

## **Curriculum for Bachelor of Social Work (BSW) as per Choice-Based Credit System (CBCS)**

### **Learning Outcomes-Based Curriculum Framework (LOCF) for Social Work Education at the Under-Graduate Level**

The Learning 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 to 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 what 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 the social work profession, and its linkages with other social science disciplines;
2. Have a complete understanding of the core and ancillary methods of professional social work and its practice base;
3. Imbibe the spirit of inquiry 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.

## Assessment Process

There will be continuous internal assessment as well as term-end examination, as part of the assessment process.

### Continuous Internal Assessment

Evaluation process of IA marks shall be as follows:

- a) The first component (C1) of assessment is for 10 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 10 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 17<sup>th</sup> – 19<sup>th</sup> 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 80%.
- 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	5% marks	5% marks	10
Seminars/Presentations/Activity	5% marks	-	05

Case study /Assignment / Field work / Project work etc.	-	5% marks	05
<b>Total</b>	<b>10% marks</b>	<b>10% marks</b>	<b>20</b>

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

### Assessment of Social Work Practicum

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 8 hours for one day 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	5% marks	5% marks	5
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)	5% marks	-	2.5
Case study / Assignment related to Field work	-	5% marks	2.5
Total	10% marks	10% marks	10

A viva-voce examination (based on various components of curriculum specified in Field Work Practice Course) shall be conducted for 40 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

(For 80 marks)

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

Instructions: 1. Answer all the Units, selecting one question from each Unit.

2. Answer to Each question should not exceed eight pages.

3. All Questions carry equal marks.

4. All Answer should be either in English or Kannada

## UNIT -1

(20X1=20)

1.

OR

2.

## UNIT -2

(20X1=20)

3

OR

4

## UNIT -3

(20X1=20)

5

OR

6

## UNIT -4

(20X1=20)

7

OR

8

Sl. No.	Course Code	Title of the Course	Category of Course	Teaching Hours per Week	Sem. End Exam	IA	Total Marks	Credit
<b>Semester I</b>								
1		Language – I	Lang	4	80	20	100	3
2		Language – II	Lang	4	80	20	100	3
3		Fundamentals of Social Work	Core	4	80	20	100	4
4		Social Science Concepts for Social Work Practice	Core	4	80	20	100	4
5		Communication Skills for Social Work Practice	Core	4	80	20	100	4
6		Social work Practicum-I	Practicum	4	80	20	100	4
7		Constitutional Values	Compulsory	3	40	10	50	2
<b>Semester II</b>								
8		Language – I	Lang	4	80	20	100	3
9		Language – II	Lang	4	80	20	100	3
10		Social Case Work	Core	4	80	20	100	4
11		Social Group Work	Core	4	80	20	100	4
12		Human Growth and Development	Core	4	80	20	100	4
13		Social Work Practicum - II	Practicum	4	80	20	100	4
14		Environmental Studies	Compulsory	3	40	10	50	2

# PROGRAM STRUCTURE FOR BACHELOR OF SOCIAL WORK (BSW)

(To be effective from the Academic Year **2024-25**)

## SEMESTER I

Year	I	Course Code : SW1.1	Credits	4
Semester	I	<b>Course Title : Fundamentals of Social Work</b>	Hours	60
Formative Assessment Marks				20
Summative Assessment Marks				80
Duration of ESA				3 hrs
<b>Course Outcomes</b>	<b>At the end of the course, the student should be able to:</b> <ul style="list-style-type: none"> <li>To understand the fundamental concepts of Social Work, differentiate between social work and other related concepts and brief overview on methods of social work</li> <li>To trace the historical evolution of social work, key milestones and movements that shaped social work in Western countries and India</li> <li>To familiarise with the concept of Social Work Profession, Values, Principles, Ethical Guidelines and professional organisations, social work practicum components, innovative approaches, current status and challenges related to social work practice</li> </ul>			
<b>Unit No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>
1	<b>Introduction to Social Work</b> <ul style="list-style-type: none"> <li>Introduction to Social Work: Meaning, Definitions, and Scope of Social Work</li> <li>Relation and distinction between Social Work and related concepts such as Social Service, Social Reform, Social Welfare, Social Development and Social Justice</li> <li>Brief overview of Methods of Social Work: Meaning, Definitions and scope of each method</li> </ul>		Lecture, Tutorials and Group Discussion	16
2	<b>Historical Development</b> <ul style="list-style-type: none"> <li>Historical Development of Social Work in the UK: - The Elizabethan Poor Law 1601, Charity Organisation Society 1869, Settlement House Movement, The Poor Law Commission of 1905, The Beveridge Report 1941</li> <li>Historical Development of Social Work in the USA: Alms Houses, Charity Organisation Society 1877, Friendly Visitors, Settlement House Movement</li> <li>Historical Development of Social Work in the India: Social work in Ancient India, Social Reform Movements: Brahmo Samaj, Arya Samaj, Sathya Shodhak Samaj, Ramakrishna Mission, Sarvodaya Movement, Theosophical Society</li> </ul>		Lecture, Tutorials and Group Discussion	14



3	<b>Social Work Profession</b> <ul style="list-style-type: none"> <li>• Profession: Meaning, Definitions, and Attributes</li> <li>• Professional values, Principles, Code of Ethics (NASW&amp; ISPS)</li> <li>• Professional organizations: National: NAPSWI, ISPSW, AIAMSWP International : NASW</li> </ul>	Lecture, Tutorials and Group Discussion	16
4	<b>Approaches and Challenges of Social Work Profession:</b> <ul style="list-style-type: none"> <li>• Social Work Practicum: objectives, learning opportunities and components</li> <li>• Innovative approaches in social work: Digital social work, tele-counselling</li> <li>• Current status and Challenges of Social Work Practice</li> </ul>	Lecture, Tutorials and Group Discussion	14

### Recommended Learning Resources

- Barker, R. L. (2014). *The social work dictionary* (6th ed.). NASW Press.
- Bhanti, R. (1993). *Social work Education and Practice in India*. Jaipur: Hansa Publishers.
- Bhattacharya, S. (2003). *Social work: An integrated approach*. New Delhi: Deep and Deep Publication.
- Chatterjee, P. (1996). *Approaches to the welfare state*. National Book Trust.
- Das, P. (2018). *Introduction to social work*. Sage Publications.
- Desai, M. (2002). *Ideologies and social work: Historical and contemporary analyses*. New Delhi: Rawat Publications.
- Diwakar, V. D. (Ed.). (1991). *Social reform movements in India: A historical perspective*. Bombay: Popular Prakashan.
- Friedlander, W. A. (1977). *Concepts and methods of social work*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Gore, M. S. (1993). *Social Work and Social Work Education*. Jaipur: Rawat Publications.
- International Federation of Social Workers (IFSW). (2018). *Global Social Work Statement of Ethical Principles*. Retrieved from <https://www.ifsw.org/global-social-work-statement-of-ethical-principles/>
- International School of Professional Social Work (ISPSW). (n.d.). *Code of Ethics*. Retrieved from <http://ispsw.org.in/code-of-ethics/>
- Joseph, S., & Varghese, S. (2013). *Social Work Education in India: Issues and concerns*. Jaipur: Rawat Publications.
- Mathur, B. L. (2006). *Social work and development: Theory and practice*. Jaipur: RBSA Publishers.
- Misra, P. D. (1994). *Social work philosophy and methods*. New Delhi: Inter-India Publication.
- Nair, T. K. (Ed.). (2014). *Social Work Education and Practice: The Indian Perspective*. Bengaluru: Niruta Publications.
- National Association of Social Workers. (2008). *Code of ethics of the National Association of Social Workers*. Washington, D.C.: NASW Press.
- National Association of Social Workers (NASW). (n.d.). *Code of Ethics*. Retrieved from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- National Association of Professional Social Workers in India (NAPSWI). (n.d.). *About NAPSWI*. Retrieved from <http://www.napswi.org/about-us.html>
- Panel of Experts. (n.d.). *Introduction to social work*. Shri Chakradhar Publication (Pvt) Ltd.
- Pathak, S. H. (1981). *Social welfare: An evolutionary and developmental perspective*. Macmillan India.
- Payne, M. (2005). *The origins of social work: Continuity and change*. Palgrave Macmillan.
- Singh, R. R. (1985). *Fieldwork in social work education: A perspective for human service profession*. Concept Publishing Company.

- Subramanian, K. S. (2015). *Social work and social welfare: Concepts and practices*. Atlantic Publishers.
- Trattner, W. I. (1999). *From poor law to welfare state: A history of social welfare in America* (6th ed.). Free Press.
- Wadia, A. R. (1961). *History and philosophy of social work in India*. Allied Publishers.
- ஸ்ரீராமன், க. எஸ். (2015). *சமூகப்பணியும் சமூகவelfare: கருத்துக்கள் மற்றும் நடைமுறைகள்*. அட்லான்டிக் பப்லிஷர்ஸ்.
- டிராட்னர், வி. ஐ. (1999). *பாதிபாதி சமூகவelfare: அமெரிக்காவில் சமூகவelfare-ன் வரலாறு* (6வது பதிப்பு). ஃரீ பிரஸ்.
- வடா, ஏ. ரி. (1961). *இந்தியாவில் சமூகப்பணி மற்றும் சமூகவelfare-ன் வரலாறு*. அலையட் பப்லிஷர்ஸ்.

Year	I	Course Code : SW1.2	Credits	4
Semester	I	Course Title : Social Science Concepts for Social Work Practice	Hours	60
Formative Assessment Marks			20	
Summative Assessment Marks			80	
Duration of ESA			3 hrs	
Course Outcomes	<b>At the end of the course, the student should be able to:</b> <ul style="list-style-type: none"> <li>To understand the core elements of Social Sciences</li> <li>To comprehend the relationship of Sociology, Anthropology, Economics and Political Science with Social Work</li> </ul>			
Unit No.	Course Content		Suggested Pedagogy	Hours
1	<b>Introduction to Social Sciences:</b> Meaning and definition of Social Sciences <b>Knowledge of Sociology for Social Work:</b> <ul style="list-style-type: none"> <li>Society: Meaning, Definitions, and Characteristics.</li> <li>Social Stratifications: Meaning, nature and types.</li> <li>Socialization: Meaning, Nature, Agencies and Importance</li> <li>Relationship of Sociology with Social Work</li> </ul>		Lecture, Tutorials and Group Discussion	16
2	<b>Knowledge of Anthropology for Social Work:</b> <ul style="list-style-type: none"> <li>Anthropology: Meaning, Definitions, Nature and Scope.</li> <li>Relationship of Anthropology with Social Work.</li> <li>Importance of Socio-Cultural Anthropology.</li> <li>Overview of various Tribes in Karnataka</li> </ul>		Lecture, Tutorials and Group Discussion	14
3	<b>Knowledge of Economics for Social Work</b> <ul style="list-style-type: none"> <li>Economics: Meaning, Definitions, and Characteristics.</li> <li>Basic Concepts of Economics: Per Capita Income, National Income, and Gross Domestic Product (GDP).</li> <li>Types of Economy: Capitalism, Socialism &amp; Mixed Economy</li> <li>Economic Planning in India: NITI Aayog and New Economic Policy (LPG).</li> <li>Relationship of Economics with Social Work.</li> </ul>		Lecture, Tutorials and Group Discussion	16

4	<b>Knowledge of Political Science for Social Work</b> <ul style="list-style-type: none"> <li>• State: Meaning and definition, Origin.</li> <li>• Elements and functions of modern state.</li> <li>• Government: Meaning, Definition and forms of government.</li> <li>• Good Governance: Meaning and Definitions, Features &amp; Challenges.</li> <li>• Relationship of Political Science with Social Work.</li> </ul>	Lecture, Tutorials and Group Discussion	14
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### Recommended Learning Resources

- Basu, K. (2018). *An introduction to the economics of India*. Oxford University Press.
- Bhushan, V., & Sachdev, D. R. (1999). *An introduction to sociology*. Kitab Mahal.
- Centre for Policy Research. (2021). *Governance and democracy in India: Recent trends and challenges*. <https://www.cprindia.org/reports/governance-democracy-india>
- Chaudhuri, S. (2018). *The tribal world of India: A cultural and historical perspective*. Routledge.
- Datt, R., & Sundharam, K. P. M. (2019). *Indian economy* (78th ed.). S. Chand Publishing.
- Desai, A. R. (2009). *Social change in modern India*. Popular Prakashan.
- Dube, S. C. (2017). *Indian society: Institutions and change*. National Book Trust.
- Economic and Political Weekly. (2022). *Annual report on Indian political economy*. <https://www.epw.in/annual-reports>
- Gupta, D. (2017). *The politics of modern India: A historical analysis*. Routledge.
- Kapadia, K. M. (2015). *Sociology in India*. Oxford University Press.
- Kapila, U. (2019). *Indian economy since independence*. Academic Foundation.
- Kumar, R. (2017). *Introduction to anthropology: An Indian perspective*. Sage Publications.
- Kumar, R. (2020). *Understanding Indian tribes: An introductory guide*. Orient BlackSwan.
- Ministry of External Affairs, Government of India. (2022). *India's foreign policy: An overview*. <https://www.mea.gov.in/foreign-policy.html>
- Mishra, S. K., & Puri, V. K. (2020). *Economic development in India* (11th ed.). Himalaya Publishing House.
- National Election Commission of India. (2023). *Election statistics*. <https://eci.gov.in/statistical-report>
- Pais, R. (Ed.). (2008). *Social institutions and social change*. Mangala Publications.
- Rangarajan, C., & Karanth, G. B. (2016). *Understanding the Indian economy: A beginner's guide*. Sage Publications.
- Rao, M. G. (2017). *Economic reforms and policy in India: A beginner's guide*. Routledge.
- Rao, M. S. A. (2015). *An introduction to anthropology*. Oxford University Press.
- Rao, S. C. N. (2002). *Sociology: Primary principles*. S. Chand and Company Ltd.
- Shanker, J. (1994). *Social problems in India*. Ashish Publishing House.
- Singh, R. (2018). *Indian politics: A critical overview*. Oxford University Press.
- Srinivas, M. N. (1980). *Indian social structure*. Hindustan Publishing Corporation (India).

Year	I	<b>Course Code : SW1.3</b>	Credits	4
Semester	I	<b>Course Title : Communication Skills for Social Work Practice</b>	Hours	60
Formative Assessment Marks				20
Summative Assessment Marks				80
Duration of ESA				3 hrs
<b>Course Outcomes</b>	<b>At the end of the course, the student should be able to:</b> <ul style="list-style-type: none"> <li>To understand the basic aspects of communication skill for social work practice</li> <li>To acquire the knowledge about types of communication</li> <li>To develop speaking and presentation skills needed for a social worker</li> <li>To understand media and digital communication engagement in social work practice</li> </ul>			
<b>Unit No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>
1	<b>Basics of Communication:</b> <ul style="list-style-type: none"> <li>Communication: Meaning, Definition and Importance</li> <li>Communication Process: Sender, Message, Channel, Receiver, Feedback</li> <li>Basic communication Skill: Speaking, Listening, Reading and Writing</li> <li>Barriers to Communication: Different barriers to communication, ways of overcoming barriers</li> </ul>		Lecture, Tutorials and Group Discussion	16
2	<b>Types of Communication:</b> <ul style="list-style-type: none"> <li>Verbal Communication: Meaning, Characteristics and Types</li> <li>Non-verbal Communication: Meaning, Characteristics and Types</li> <li>Written Communication: Meaning and Forms- Email, Letters, Reports.</li> <li>Direction of Communication: Downward, Upward and Horizontal</li> </ul>		Lecture, Tutorials and Group Discussion	14
3	<b>Public speaking and Presentation:</b> <ul style="list-style-type: none"> <li>Public Speaking: Meaning and Principles; Structure of Speeches: Introduction, Body, Conclusion</li> <li>Audience Engagement and Adaptation: Techniques</li> <li>Types of Public Speaking: Ceremonial Speaking, Demonstrative Speaking, Informative Speaking, Persuasive Speaking</li> <li>Visual Aids: Meaning, Types: PPT, Charts and Graphs, Videos and Animation, Posters</li> </ul>		Lecture, Tutorials and Group Discussion	16
4	<b>Media and Digital Communication:</b> <ul style="list-style-type: none"> <li>Media and Digital Communication: Definition and Scope</li> <li>Types of Digital Communication: Social Media, Online Forums,</li> <li>Ethical Principles and Guidelines for Using Digital Media in Social Work Practice</li> <li>Role of Social Media in Social Work Practice: Professional Networking, Advocacy and Community Engagement</li> </ul>		Lecture, Tutorials and Group Discussion	14

### Recommended Learning Resources

- Anderson, C. (2016). *TED Talks: The official TED guide to public speaking*. Houghton Mifflin Harcourt.
- Beebe, S. A., Beebe, S. J., & Ivy, D. K. (2021). *Public speaking: An audience-centered approach* (10th ed.). Pearson.
- Berlo, D. K. (1960). *The process of communication: An introduction to theory and practice*. Holt, Rinehart & Winston.
- Centre for Media Studies. (2023). *Digital communication research in India*. <https://cmsindia.org/digital-communication-research>
- Indian Council of Social Science Research. (2022). *Research on communication and media*. <https://www.icssr.org/research/communication-media>
- Indian Institute of Mass Communication. (2023). *Communication and media studies: Course materials and updates*. <https://www.iimc.gov.in/courses/communication-media>
- Jain, R. (2020). *Effective public speaking and presentation skills*. Pearson India.
- JNU School of Social Sciences. (2023). *Communication studies and research*. <https://www.jnu.ac.in/ssr/communication-studies>
- Kumar, K. (2018). *Communication skills for professionals*. Sage Publications.
- Lucas, S. E. (2020). *The art of public speaking* (13th ed.). McGraw-Hill Education.
- Nair, S. (2019). *Mastering public speaking: Techniques and tips*. Oxford University Press.
- Press Information Bureau, Government of India. (2023). *Media and communication updates*. <https://pib.gov.in/Communication>
- Puri, P. (2017). *Business communication: A practical approach*. Oxford University Press.
- Puri, P. (2020). *Communication in organizations*. Pearson India.
- Rao, N. S. (2015). *Introduction to communication studies*. Vikas Publishing House.
- Rao, N. S. (2015). *Introduction to communication studies*. Vikas Publishing House.
- Reddy, P. R. (2020). *Effective communication for managers and professionals*. Himalaya Publishing House.
- Schramm, W. (1988). *The process and effects of mass communication*. University of Illinois Press.
- Sharma, R. (2019). *Communication and media studies: An Indian perspective*. New Age International Publishers.
- Singh, A. (2016). *Essentials of communication: A practical approach*. Orient BlackSwan.

Year	I	Course Code : SW1.4 (Practical)	Credits	4
Semester	I	Course Title : Social work Practicum-I	Hours	4 hours Per week
Formative Assessment Marks			20	
Summative Assessment Marks			80	
Duration of ESA			NA(Viva Voce)	
Course Outcomes	At the end of the course, the student should be able to: <ul style="list-style-type: none"><li>To obtain conceptual clarity of different approaches of providing help to people in need</li><li>To get acquainted with the professional role of social workers</li><li>To develop self-awareness and orientation to teamwork</li><li>To acquire introductory skills in the use of programme media, report writing and use of supervision</li></ul>			
Unit No.	Course Content		Suggested Pedagogy	Hours
This Course comprises minimum <b>Five (5 ) orientation Lectures</b> by faculty on the following topic				
1	Introduction to Field Work in Social Work: Importance and objectives of fieldwork- Integration of theoretical knowledge and practical skills- Expectations and responsibilities of students during fieldwork		Lecture, Tutorials and Group Discussion	2
2	Need and significance of Orientation Visits: Definition and purpose of orientation visits in social work education- Overview of the structure and expectations for orientation visits			2
3	Fieldwork Settings and Agencies: Types of fieldwork settings: NGOs, government agencies, schools, hospitals, etc.- Roles and functions of social workers in different settings			2
4	Building Professional Relationships: Effective communication and interpersonal skills- Building trust with clients and stakeholders			2
5	Documentation and Reporting: Importance of accurate and timely documentation- Types of reports and records maintained by social workers			2
A minimum of <b>FIVE (5) Structured Experiences Laboratory (SEL)</b> to help students understand and acquire the knowledge and skills by covering the following topics through various program media such as role plays, group games, etc.				
1	Becoming a Professional Social Worker (Exploring Why You Are Here		Role plays, Group Simulation games	2
2	Team Building			2
3	Self-Awareness & Understanding Its Importance in Social Work Practice			2
4	Developing Professional Behaviour: What it is and what it is not, including Behaviour with other Professionals			2
5	Values Identification & Understanding Its Importance in Social Work Practice			2
A minimum of <b>TEN (10) Orientation Visits</b> to various governmental and non-governmental settings of Social Work Practice organized by the Faculty at the beginning of the Course.				
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 handwritten 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 Assessment of Social Work Practicum**

The assessment of Social Work Practicum shall strictly be as per the guidelines given at the beginning of this curriculum.

#### **Recommended Learning Resources**

Print Resources	<ol style="list-style-type: none"> <li>1 Columbia University. (2015). <i>Handbook for student social work recording</i>. School of Social Work.</li> <li>2 Kadushin, A., &amp; Harkness, D. (2005). <i>Supervision in social work</i>. Rawat Publications.</li> <li>3 Kohli, A. S. (2004). <i>Field instruction and social work: Issues, challenges and response</i>. Kanishka.</li> <li>4 Lawani, B. T. (2009). <i>Social work education and field instructions</i>. Current Publications.</li> <li>5 Mathew, G. (n.d.). <i>Supervision in social work</i>. Tata Institute of Social Sciences.</li> <li>6 Sajid, S. M. (1999). <i>Fieldwork manual</i>. Department of Social Work, Jamia Millia Islamia.</li> <li>7 Roy, S. (2012). <i>Field work in social work</i>. Rawat Publication.</li> <li>8 Subedhar, I. S. (2001). <i>Fieldwork training in social work</i>. Rawat.</li> <li>9 Tata Institute of Social Sciences. (1998). <i>Field work manual for first year social work</i>. Tata Institute of Social Sciences.</li> <li>10 University Grants Commission. (1978). <i>Review of social work education in India: Retrospect and prospect</i>. UGC.</li> </ol>
Digital Resources	<ol style="list-style-type: none"> <li>1. IGNOU School of Social Work. (2013). <i>Field work practicum in social work</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=a6u_YBsoKCs">https://www.youtube.com/watch?v=a6u_YBsoKCs</a></li> <li>2. The Maharaja Sayajirao University of Baroda. (2019). <i>FSW prospectus 2019</i>. <a href="https://www.msubaroda.ac.in/asset/storage/admission/FSW_Prospectus_2019.pdf">https://www.msubaroda.ac.in/asset/storage/admission/FSW_Prospectus_2019.pdf</a></li> <li>3. University Grants Commission. (2019). <i>Learning outcomes based curriculum framework (LOCF) for bachelor of social work (BSW)</i>. <a href="https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf">https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf</a></li> </ol>

## SEMESTER II

Year	I	Course Code : SW2.1	Credits	4
Semester	II	Course Title : <b>Social Case Work</b>	Hours	60
			Formative Assessment Marks	20
			Summative Assessment Marks	80
			Duration of ESA	3 hrs

Course Outcomes	At the end of the course the student should be able to: 1. To understand Social Casework as a method of Social Work practice 2. To gain knowledge about the basic concepts, tools, techniques, processes and skills of working with individuals. 3. To develop an understanding of application of case work in diverse settings		
Unit No.	Course Content	Suggested Pedagogy	Hours
1	<b>Introduction to Social Case Work:</b> <ul style="list-style-type: none"> <li>• Social Case Work: Concept, Nature, Scope</li> <li>• Objectives and Importance of Social Case Work</li> <li>• Principles of Social Case Work: Principle of Individualization, Acceptance, Confidentiality, Non-judgmental Attitude, Purposeful Expression of Feelings, Controlled Emotional Involvement, Client's Self-determination.</li> </ul>	Lecture, Tutorials and Group Discussion	14
2	<b>Components and Process of Social Case Work</b> <ul style="list-style-type: none"> <li>• Components of Social Case Work: Person, Place, Problem and Process</li> <li>• Process of Social Case Work: Intake, Psycho-social Study, Psycho-social Assessment, Social Diagnosis, Treatment, Evaluation, Termination and Follow up</li> </ul>	Lecture, Tutorials and Group Discussion	16
3	<b>Tools of Social Case Work:</b> <ul style="list-style-type: none"> <li>• Relationship: Meaning and Characteristics</li> <li>• Observation: Meaning, Definition and Types</li> <li>• Listening: Meaning, Definition, Types and techniques</li> <li>• Home visit: Meaning, Principles, Purpose and skills</li> <li>• Collateral Contact: Meaning, Significance, Types</li> <li>• Interview: Meaning, Definition, Purpose, Types</li> <li>• Recording: Meaning, Definition, Principles, Types</li> </ul>	Lecture, Tutorials and Group Discussion	16
4	<b>Social Case Work in Different Settings: Roles and Importance</b> <ul style="list-style-type: none"> <li>• Health care setting</li> <li>• School setting</li> <li>• Community Setting</li> <li>• Correctional Setting</li> <li>• Industrial Setting</li> </ul>	Lecture, Tutorials and Group Discussion	14



### Recommended Learning Resources

- Aptekar, Herbert (1955) The Dynamics of Case work and Counselling, New York: Houghton Mifflin Co.
  - Beistek, F.P. (1957). The Casework Relationship. Chicago: Loyola University Press.
  - Fisher, J. (1978). Effective Casework Practice: and Eclectic Approach, New York: McGraw Hill
  - Hamilton, Gordon (2013) The Theory and Practice of Social Case Work, Rawat Publication, New Delhi
  - Hamilton, Gordon (2013) The Theory and Practice of Social Case Work, Rawat Publication, New Delhi
  - Mathew, G. (1992) : An Introduction to Social Case Work. Bombay: Tata Institute of Social Sciences
  - Pearlman, H.H. (1957). Social Case Work: A Problem Solving Process. Chicago: University of Chicago.
  - Richmond, Mary (1917) Social Diagnosis, New York : Free Press
  - Sanjay Battacharya 2004, Social Work, an integrated approach, Deep and Deep publication Pvt Ltd Delhi – 110 027
  - Timms, N. (1964): Social Case work: Principles and Practice. London: Routledge and Kegan Paul.
  - Upadhaya R K., Social Case Work. Rawat Publications. Jaipur.
- ಗಂಗಾಧರ ರೆಡ್ಡಿ. ಎನ್. ರಮೇಶ್ ಎಂ. ಎಚ್. ವ್ಯಕ್ತಿಗತ ಸಮಾಜಕಾರ್ಯದ ಪರಿಚಯ,  
ನಿರುತ 1991, ಬೆಂಗಳೂರು

Year	I	Course Code : SW2.2	Credits	4
Semester	II	Course Title : <b>Social Group Work</b>	Hours	60
Formative Assessment Marks			20	
Summative Assessment Marks			80	
Duration of ESA			3 hrs	

Course Outcomes	<b>At the end of the course the student should be able to:</b> <ol style="list-style-type: none"> <li>1. To understand Social Group Work as a method of Social Work practice</li> <li>2. To know the basic concepts, tools, techniques, processes and Skills of working with groups</li> <li>3. To develop an understanding of the process of group development and group dynamics</li> <li>4. To develop an understanding of application of group work in diverse settings</li> </ol>		
Unit No.	Course Content	Suggested Pedagogy	Hours
1	<b>Introduction to Social Group Work:</b> <ul style="list-style-type: none"> <li>• Social Group Work: Meaning, Characteristics and Objectives</li> <li>• Importance and Principles of Social Group Work</li> <li>• Types of Group work: Remedial, Task Centered, Growth Oriented, Educational</li> <li>• Values of Social Group work</li> </ul>	Lecture, Tutorials and Group Discussion	14
2	<b>Group Dynamics and Stages of Group Development:</b> <ul style="list-style-type: none"> <li>• Functions of Social Group Work: Curative, Correctional, Preventive and Developmental</li> <li>• Group Dynamics: Meaning and Types: Bond, Subgroup, Isolates, Group conflict, Leadership, Scapegoat, Newcomer</li> <li>• Stages of Group Development: Forming, Storming, Norming, Performing, Adjourning</li> </ul>	Lecture, Tutorials and Group Discussion	16
3	<b>Skills and Techniques of Social Group Work:</b> <ul style="list-style-type: none"> <li>• Skills of Social Group Work: Facilitation, Analytical Thinking, Leadership Building</li> <li>• Programme Planning and Evaluation</li> <li>• Use of Programme Media: Camp, Group Discussion, Role Play, Drama, Street theatre</li> </ul>	Lecture, Tutorials and Group Discussion	16
4	<b>Social Group Work Practice:</b> <ul style="list-style-type: none"> <li>• Social Group Work in Different Settings: Schools, Hospitals, Industries, Community</li> <li>• Models of Group Work: Social Model, Remedial Model, Reciprocal Model</li> <li>• Recording in Social Group Work</li> </ul>	Lecture, Tutorials and Group Discussion	14

## Recommended Learning Resources

- Balgopal, P.R. and Vassal, T.V: Group on Social work-An Ecological Perspective, Macmillan Publication.,Co., New York, 1983.
- Charles H Zastrow. Social Work with Groups. Rawath Publication, Jaipur
- Charles D Garvin, Lorraine M Gutierrez & Maeda J Galinsky. Handbook of Social Work with Groups. Rawath Publication, Jaipur
- Corey, Marianne S and Gerald Corey – Groups: Process and Practices: California Books/Cole 2002
- Donelson R. Forsyth- Group Dynamics 4th Edition. New Delhi: Wadsworth 2009
- Douglas, Tom. 1979. Group Processes in Social Work. Chichester: John Wiley & Sons.
- Klein, A.F: Social Work through Groups Process, School of Social Welfare-State University of New York,
- Konopka, Gisela. 1954. Group Work in the Institution. New York: Association Press.
- Konopka, Gisela. 1963. Social Group Work: A Helping Process. Englewood Cliffs, N.J: Prentice Hall.
- Sanjay, Battacharya: Social Work An integrated approach, Deep & Deep Publications Pvt.Ltd, 2012.
- Siddiqui H.Y – Group Work- Theories andPractices: Jaipur: Rawat Publications, 2008
- Trevithick, Pamela. 2000. Social Work Skills - A Practice Handbook. Philadelphia: Open University Press
- Toseland, Ronald and Rivas, F. Robert. 1999. Introduction to Group Work Practice. Allyn andBacon, 3<sup>rd</sup> edition.
- Trecker, Herleigh B. 1970. Social Group Work - Principles and Practices. New York: Association Press.

□ ಗೋಪಾಲ್ ಸಿ. ಆರ್. ವೃಂದಗತಸಮಾಜಕಾರ್ಯ, ನಿರುತ 191 1912, ಬೆಂಗಳೂರು

Year	I	Course Code : SW2.3	Credits	4
Semester	II	Course Title : <b>Human Growth and Development</b>	Hours	60
Formative Assessment Marks				20
Summative Assessment Marks				80
Duration of ESA				3 hrs

Course Outcomes	<b>At the end of the course the student should be able to:</b> <ul style="list-style-type: none"> <li>To develop an understanding of the characteristics and developmental stages of human life</li> <li>Identify common developmental challenges and risks</li> <li>To understand Social Work Intervention during stages of human life</li> </ul>		
Unit No.	Course Content	Suggested Pedagogy	Hours
1	<b>Human Growth and Development:</b> <ul style="list-style-type: none"> <li>Growth and Development: Meaning, Definition</li> <li>Factors Influencing growth and Development: Heredity and Environment</li> <li>Personality: Meaning, Definitions and Types of Personality</li> <li>Adjustment: Meaning, Definitions and Types</li> </ul>	Lecture, Tutorials and Group Discussion	14
2	<b>Prenatal, Infancy and Babyhood Period:</b> <ul style="list-style-type: none"> <li>Prenatal Period: Conception, Determination of Sex, Stages, Characteristics and Hazards</li> <li>Stages of Child Birth Process: Types of Birth and its Consequences</li> <li>Infancy Period: Characteristics, Major adjustments, Physical and Psychological hazards</li> <li>Babyhood Period: Characteristics, Developmental Tasks and Hazards</li> <li>Social Work Intervention during Prenatal, Infancy and Babyhood Period</li> </ul>	Lecture, Tutorials and Group Discussion	16
3	<b>Childhood and Adolescence:</b> <ul style="list-style-type: none"> <li>Childhood: Stages- Early Childhood and Late Childhood: Characteristics, Developmental Tasks and Hazards</li> <li>Puberty and Adolescence: Characteristics and Developmental Tasks, Hazards of Adolescence</li> <li>Social Work Intervention during Childhood and Adolescence</li> </ul>	Lecture, Tutorials and Group Discussion	16
4	<b>Adulthood and Old age:</b> <ul style="list-style-type: none"> <li>Adulthood: Stages, Characteristics and Hazards</li> <li>Old age: Stages, Characteristics and Hazards</li> <li>Social Work Intervention during Adulthood and Old age</li> </ul>	Lecture, Tutorials and Group Discussion	14

### Recommended Learning Resources

- Berk Laura- Child Development; New Delhi Pearson Prentice Hall 2007
- Engler, Barbara- Personality Theories: an Introduction; Boston: Houghton Mifflin Company 1991
- Hurlock Elizabeth B. - Child Development, McGraw Hill, Sydney 1978
- Hurlock, E.B. – Developmental Psychology: A life Span approach 5th edition; New York: Tata McGraw Hill Publishing Co. Ltd 1999
- Green Christaphi- Toddler Taming: A parent's Guide to the first four years. London: Vermillion 1992
- Social Work Practice with Older Adults: An Actively Aging Framework for Practice by Jill M. Chonody, Barbra Teater. 2017
- Nanda, VK. Development Psychology : New Delhi: Surjeet Publication 2004
- Santrock, John W. – Child Development. New Delhi, Tata McGraw Hill Publishing Co Ltd 2007
- Laura E Berk. Development through the Lifespan. Pearson
- Social Work Practice with Children, Third Edition (Clinical Practice with Children, Adolescents, and Families) by Nancy Boyd Webb
- Fundamentals of Perinatal Social Work: A Guide for Clinical Practice with Women, Infants and Families by Ragina Furlong Linda and Debra Honig Bachman. Haworth Press.

Year	I	Course Code : SW2.4 (Practical)	Credits	4
Semester	II	<b>Course Title : Social Work Practicum - II</b>	Hours	4hours per week
Formative Assessment Marks			20	
Summative Assessment Marks			80	
Duration of ESA			NA(Viva-Voce)	

Course Outcomes	<p><b>At the end of the course the student should be able to:</b></p> <ol style="list-style-type: none"> <li>1. Have an understanding of different approaches to providing help to people in need;</li> <li>2. Be acquainted with the professional role of social workers;</li> <li>3. Develop self-awareness and orientation to teamwork;</li> <li>4. Acquire introductory skills in the use of programme media; and</li> <li>5. Develop skills in report writing and use of supervision.</li> </ol>
<b>Course Content</b>	
1	<p><b>This Course comprises:</b></p> <ol style="list-style-type: none"> <li>1. Concurrent Field Work: <ul style="list-style-type: none"> <li>• Students should be placed in School and Anganwadi or Residential Institutions.</li> <li>• 7 hours per Week</li> </ul> </li> <li>2. Individual /Group Conferences: 1 hour per week</li> </ol> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding Schools and Anganwadis or Residential Institutions.:</b> Structure and functioning, Policies and programs, Roles and responsibilities of teachers and Anganwadi workers/ staffs.</li> <li>• <b>Observation and Assessment:</b> Techniques for observing child behavior and interactions, assessing the physical, emotional, and educational needs of children/ Target group</li> <li>• <b>Intervention Strategies:</b> Individual and group activities to enhance learning and social skills and Collaboration with teachers and Anganwadi workers/ staff to address specific needs.</li> <li>• <b>Community Engagement:</b> Working with parents and community members to support child development/ target group development and organizing awareness programs and workshops on rights, nutrition, health, and education of children / target group. The students should organise at least one outreach programme at community level.</li> <li>• At Least one or two guided case works</li> <li>• Group Work with 4 sessions.</li> <li>• 2 Home visits</li> </ul>

### Note on the Assessment of Social Work Practicum

The assessment of Social Work Practicum shall strictly be as per the guidelines given at the beginning of this curriculum.

#### Recommended Learning Resources

Print Resources	<ol style="list-style-type: none"><li>1. Columbia University. 2015. Hand book for Student Social Work Recording. School of Social Work.</li><li>2. Kadushin, Alfred Harkness, Daniel. 2005. Supervision in Social Work. New Delhi: Rawat Publications.</li><li>3. Kohli, A.S. 2004. Field Instruction and Social Work: Issues, Challenges and Response. Delhi: Kanishka.</li><li>4. Lawani, B.T. 2009. Social Work Education and Field Instructions. Agra: Current Publications.</li><li>5. Mathew, G. Supervision in Social Work. Mumbai: TISS.</li><li>6. Sajid, S.M. 1999. Fieldwork Manual. New Delhi: Department of Social Work, Jamia Milia Islamia.</li><li>7. Roy, Sanjoy. 2012. Field Work in Social Work. Rawat Publication: Jaipur.</li><li>8. Subedhar, I.S. 2001. Fieldwork Training in Social Work. New Delhi: Rawat.</li><li>9. Tata Institute of Social Sciences. 1998. Field Work Manual for First Year Social Work. Tata Institute of Social Sciences, Mumbai.</li><li>10. University Grants Commission. 1978. Review of Social Work Education in India: Retrospect and Prospect. New Delhi: UGC.</li></ol>
Digital Resources	<ol style="list-style-type: none"><li>1. IGNOU School of Social Work (2013), Field Work Practicum in Social Work, <a href="https://www.youtube.com/watch?v=a6u_YBsoKCs">https://www.youtube.com/watch?v=a6u_YBsoKCs</a></li><li>2. The Maharaja Sayajirao University of Baroda (2019), <a href="https://www.msubaroda.ac.in/asset/storage/admission/FSW_Prospectus_2019.pdf">https:// www.msubaroda.ac.in/asset/storage/ admission/FSW_Prospectus_2019.pdf</a></li><li>3. Learning Outcomes based Curriculum Frame work (LOCF) for Bachelor of Social Work (BSW) (2019), <a href="https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf">https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf</a></li></ol>