BENGALURU NORTH UNIVERSITY

TAMAKA, KOLAR- 563103

Curriculum/Syllabus
for
Undergraduate Programme

Bachelor of Social Work

Choice Based Credit System
As per State Education Policy - Karnataka

Faculty of Arts

(With Effect from Academic Year 2024-25)

Version 1.0 (12th August, 2024)

BENGALURU NORTH UNIVERSITY
BOARD OF STUDIES IN SOCIAL WORK

Proceedings (Minutes) of the BOS Meeting (UG)

Proceedings of Board of Studies (UG) in Social work meeting held on 17th August 2024-11.00 am at the Department of Studies and Research in Social work, Bengaluru North University, Kolar.

Members Present:

Dr. Ramesh B	Chairman
Dr. R.Shivappa	Member
Dr. N Janardhana	Member
Dr. Gundappa	Member
Dr. Murali N	Member

Proceedings:

At the outset **Dr.Ramesh. B** Chairman of the BOS in Social work welcomed all the members present, explained the purpose of the meeting and the agenda in brief, then the agenda was taken up for discussion.

Agenda 1: Preparation of Panel of Examiners UG Examinations for the Academic year 2024-25

The Chairperson requested the Board Members to prepare the Panel of Examiners for both UG Examinations for the Academic year 2024-25

Resolution:

The Board prepared the Panel of Examiners and resolved to recommend same to the University. The List is enclosed as *annexure 1.*

Agenda 2 – Preparation of Structure and Curriculum for I & II Semester BSW course as per SEP Regulation.

The Chairman explained briefly about the University commitment to adopt SEP based Course curriculum to all Under Graduate programs in the Bengaluru North University. He also explained the features of SEP and requested all the members to co-operate and to draft the curriculum for BSW I & II Semester program as per the Bengaluru North University Regulations of SEP and updated course outline recommendedby the Karnataka State Higher Education Council.

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The BOS members discussed the agenda in-detail and drafted the course curriculum for I & II Semester BSW course including the scheme of instruction, etc. as per the Bengaluru North University regulations and considering the UGC LOCF Curriculum framework
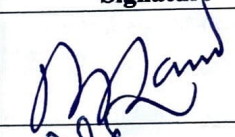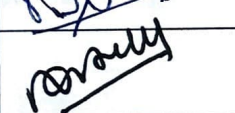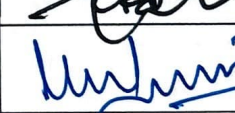
Resolution:

The Board unanimously resolved to approve the BSW **Course** structure and Syllabus for I & II Semester to adopt from the Academic Year 2024-25 at Bengaluru North University *(Enclosed as Annexure II).*

At the end, the Chairperson thanked all the members for having spared their valuable time and extended their cooperation.

Agenda 3: Approval of Question Paper Pattern

Resolution: The Board unanimously resolved to approve the Question paper patternfor BSW **Course.** *(Enclosed as Annexure III).*

Members Present in the meeting

Sl.No	Name	Designation	Signature
1	Dr.Ramesh B	Chairman	
2	Dr. R Shivappa	Member	
3	Dr. N Janardhana	Member	
4	Dr. Gundappa	Member	
5	Dr. Murali N	Member	

Choice-Based Credit System (CBCS)

Preamble

Bachelor of Social Work (BSW) is an undergraduate programme/course aimed at preparing its learners to be Professional Social Workers at the grassroots levels. As Social Work is a practice-based profession, the BSW course has been designed with a good combination of theory and practicum (fieldwork). This helps the learners to imbibe the right attitude, values, knowledge, and skills required to be industry-ready or social entrepreneurs as per their interests and needs of the target communities of the social work profession. Choice-Based Credit System (CBCS) propounded by the University Grants Commission (UGC), New Delhi, and promoted by Bengaluru North University (BNU) has provided an excellent opportunity to all the stakeholders of Social Work Education at the undergraduate level to take it to the next level. It is in this backdrop that the Board of Studies (BoS) in Social Work (UG) has made sincere efforts to prepare this unique syllabus.

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

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 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/ research project as a separate paper at the third 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.

Major Components of the Program Structure

The following are some of the key components included in this syllabus as per the CBCS guidelines:

Ability Enhancement Compulsory Course (AECC): In the CBCS scheme of Undergraduate Programme, students are expected to choose a total of two mandatory subjects of their liking for additional knowledge and building their competencies outside their main subjects of study. These subjects, called AECC, have courses in English/MIL Communication, and Environmental Science. In this syllabus, the choice of AECC subjects shall be as per the syllabus of Bachelor of Arts (BA) of Bengaluru North University.

Discipline Specific Course (DSC): These courses which form the heart of Social Work Education are to be compulsorily studied by learners as a core requirement to complete the requirement of BSW programme/course. These major subjects include theory, methods, and areas of social work and research based projects. In the research-based project, students will be offered to learn research methodology and prepare a small dissertation. In addition, Social Work Practicum (fieldwork) is the backbone of social work education which involves multiple learning pedagogies and activities in real-life situations.

Discipline-Specific Elective (DSE): An elective course is a course that can be chosen from a pool of papers. It may comprise:
• Supportive to the discipline of Social Work,
• Providing an expanded scope required for Social Workers at the grassroots level, • Enabling exposure to some other discipline/domain as required for Social Work Practice, and • Nurturing proficiency/skill required for Social Work Practice at the grassroots levels.

Thus, these DSE courses are a value-addition to the students of social work in strengthening their knowledge and skills and bringing about high-quality standards in practice learning.

Compulsory Course (VECC): These courses are designed in such a way that they are able to inculcate among the learners constitutional and democratic values such as equality, justice, liberty, and fraternity through the classroom as well as practical study in the form of surveys and case studies.

Skill Enhancement Course (SEC): The social work stream offers a wide variety of courses as SEC in an interdisciplinary mode so that it enhances the knowledge and skills of the learners for getting employment or initiating self-employment in areas related to social welfare, development, and allied areas.

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 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 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
Total	10 marks	10 marks	20

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 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	5 marks	5-marks	10
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	-	05
Case study / Assignment related to Field work	-	5 marks	05
Total	**10 marks**	**10 marks**	**20**

A viva-voce examination (based on various components of curriculum specified in Field Work Practice Course) shall be conducted for 50 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 three parts:

Part A – (Very short answer 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 questions from Part-A, five questions from Part-B and three questions from Part C.

All answers should be either in English or Kannada

PART – A (5×2=10)

(Answer any five questions. All questions carry equal marks)
1.
     a.
     b.
     c.
     d.
     e.
     f.
     g.

PART – B (5×5=25)

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

3.

4.

5.

6.

7.

8.

PART – C (3×15=45)

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

10.

11.

12.

13.

Question Paper Pattern
(for 40 marks)

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

Part A - (Very short answer questions carrying 2 marks each)

Part B - (Short answer questions carrying 4 marks each)

Part C - (Long answer questions carrying 13-marks each)

The pattern of the Question Paper will be as follows:

Note: Answer any three questions from Part-A, two questions from Part-B and two questions from Part C.

All answers should be either in English or Kannada

PART – A (3×2=6)
(Answer any three questions. All questions carry equal marks)
1.
    a.
    b.
    c.
    d.
    e.
    f.
    g.

PART – B (2×4=8)
(Answer any two questions. All questions carry equal marks)
2.
3.
4.
5.
6.

PART – C (2×13=26)
(Answer any two questions. All questions carry equal marks)
09.
10.
11.

PROGRAM STRUCTURE FOR BACHELOR OF SOCIAL WORK (BSW) (To be effective from the Academic Year **2024-25**)

SEMESTER – I

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	-	AECC (T)	Language 1 (As per the common syllabus for BA Programme of Bengaluru North University)	4	3	20	80	100	3
2.	-	AECC (T)	Language 2 (As per the common syllabus for BA Programme of Bengaluru North University)	4	3	20	80	100	3
3.	SW1.1	DSC (T)	Fundamentals of Social Work	4	3	20	80	100	4
4.	SW1.2	DSC (T)	Social Sciences' Concepts for Social Work Practice	4	3	20	80	100	4
5.	SW1.3	DSC (T)	Contemporary Social Problems in India	4	3	20	80	100	4
6.	SW1.4	DSC (P)	Social Work Practicum – I	8*	Viva-voce	20	80 (Viva)	100	4
7.	-	VECC (T)	As per the common syllabus for BA Programme of Bengaluru North University	2	2	10	40	50	2
Total								**650**	**24**

Note: T: Theory, P: Practical, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, AECC: Ability-Enhancement Compulsory Course, VECC: Value-Enhancement Compulsory Course, SEC: Skill Enhancement Course.

* 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 to each 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.

SEMESTER - II

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	-	AECC (T)	Language 1 (As per the common syllabus for BA Programme of Bengaluru North University)	4	3	20	80	100	3
2.	-	AECC (T)	Language 2 (As per the common syllabus for BA Programme of Bengaluru North University)	4	3	20	80	100	3
3.	SW2.1	DSC (T)	Fields of Social Work Practice	4	3	20	80	100	4
4.	SW2.2	DSC (T)	Human Growth and Development	4	3	20	80	100	4
5.	SW2.3	DSC (T)	Local Self-Governance in India	4	3	20	80	100	4
6.	SW2.4	DSC (P)	Social Work Practicum - II	8*	Viva-voce	20	80 (Viva)	100	4
7.	-	VECC (T)	As per the common syllabus for BA Programme of Bengaluru North University	2	2	10	40	50	2
Total								**650**	**24**

Note: T: Theory, P: Practical, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, AECC: Ability-Enhancement Compulsory Course, VECC: Value- Enhancement Compulsory Course, SEC: Skill Enhancement Course.

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SEMESTER - III

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	-	AECC (T)	Language 1 (As per the common syllabus for BA Programme of Bengaluru North University)	4	3	20	80	100	3
2.	-	AECC (T)	Language 2 (As per the common syllabus for BA Programme of Bengaluru North University)	4	3	20	80	100	3
3.	SW3.1	DSC (T)	Social Case Work	4	3	20	80	100	4
4.	SW3.2	DSC (T)	Social Group Work	4	3	20	80	100	4
5.	SW3.3	DSC (T)	Social Work with Children and School Setting	4	3	20	80	100	4
6.	SW3.4	DSC (P)	Social Work Practicum – III (Concurrent Fieldwork)	8*	Viva-voce	20	80 (Viva)	100	4
7.	SW3.5A OR SW3.5B	DSE (T)	Development Communication **OR** Participatory Learning Approaches and Tools	2	2	10	40	50	3
Total								**650**	**25**

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SEMESTER - IV

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	-	AECC (T)	Language 1 (As per the common syllabus for BA Programme of Bengaluru North University)	4	3	20	80	100	3
2.	-	AECC (T)	Language 2 (As per the common syllabus for BA Programme of Bengaluru North University)	4	3	20	80	100	3
3.	SW4.1	DSC (T)	Community Organization	4	3	20	80	100	4
4.	SW4.2	DSC (T)	Social Work Administration	4	3	20	80	100	4
5.	SW4.3	DSC (T)	Social Work in Health Setting	4	3	20	80	100	4
6.	SW4.4	DSC (P)	Social Work Practicum – IV (Social Work Camp)	8*	Viva-voce	20	80 (Viva)	100	4
7.	SW4.5 A OR SW4.5B	DSE (T)	Life Skills Education **OR** Counseling and Crisis Intervention Skills	2	2	10	40	50	3
8.	SW4.6	SEC (P)	Digital Skills for Social Work Practice	8*	Practical	10	40 (Lab)	50	2
Total								**700**	**27**

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SEMESTER - V

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	SW5.1	DSC (T)	Social Action and Movements in India	4	3	20	80	100	4
2.	SW5.2	DSC (T)	Social Work Research	4	3	20	80	100	4
3.	SW5.3	DSC (T)	Legal Knowledge for Social Work Practice	4	3	20	80	100	4
4.	SW5.4	DSC (T)	Social Entrepreneurship and NGO Management	4	3	20	80	100	4
5.	SW5.5	DSC (P)	Social Work Practicum – V (Concurrent Fieldwork)	8*	Viva-voce	20	80 (Viva)	100	4
6.	SW5.6	DSC (P)	Study Visits and Internship	8*	Viva-voce	10	40 (Viva)	50	3
Total								550	23

Note: T: Theory, P: Practical, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, AECC: Ability-Enhancement Compulsory Course, VECC: Value- Enhancement Compulsory Course, SEC: Skill Enhancement Course.

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SEMESTER - VI

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	IA	Exam	Total	Credits
1.	SW6.1	DSC (T)	Social Work with Tribal, Rural, and Urban Communities	4	3	20	80	100	4
2.	SW6.2	DSC (T)	Social Work with Women and Elderly	4	3	20	80	100	4
3.	SW6.3	DSC (T)	Social Work with Differently abled Persons	4	3	20	80	100	4
4.	SW6.4	DSC (T)	Disaster Management	4	3	20	80	100	4
5.	SW6.5	DSC (P)	Social Work Practicum – VI (Concurrent Fieldwork)	8*	Viva-voce	20	80 (Viva)	100	4
6.	SW6.6	DSC (P)	Intervention Research Project	8*	Viva-voce	10	40 (Viva)	50	3
Total								**550**	**23**

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COURSE-WISE SYLLABUS

SEMESTER I

Year	I	**Course Code:** SW1.1		**Credits**	4
Sem.	I	**Course Title:** Fundamentals of Social Work		**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: a) Understand the basic concepts of the Social Work profession; b) Interpret the context and reasons for the origin and development of social work in India and the West; and c) Analyse the rationale, goals, ideals, methods and ethical standards for bringing about desired social change/development through professional services of Social Work.			

Unit No.	Course Content	Suggested Pedagogy	Hours
Module I	**Introduction to Social Work:** Meaning, Definitions, and Scope of Social Work - Relation and distinction between Social Work and related concepts such as Social Service, Social Reform, Social Welfare, Social Development and Social Justice - Brief overview of Methods of Social Work.	Lecture, Tutorials and Group Discussion	16
Module II	**Historical Development of Social Work in the UK, USA and India:** The Elizabethan Poor Law 1601, Charity Organisation Society 1869, Settlement House Movement, The Poor Law Commission of 1905, The Beveridge Report 1941, Efforts for social change in India through Śramaṇa tradition, Vedism, Sikhism, Islam in India, Christianity in India and Hindu Reform Movements. Post-Independence efforts in India; Community Development Programmes.	Lecture, Tutorials and Group Discussion	14
Module III	**Social Work in Modern India:** Micro, mezzo, and macro social work practices. Impact of globalization on social work in India. Ideologies of Gandhi, Ambedkar, and the Indian Constitution. The interface between Voluntary and Professional Social Work. Emerging Trends in Social Work.	Lecture, Tutorials and Group Discussion	12

Module IV	**Social Work Profession:** Profession: Meaning, Definitions, and Attributes; Professional values, principles, code of ethics, and skills needed for social workers. Social work education: Growth of social work education, components of social work curriculum, objectives of Social Work Practicum. Professional organizations: NASW, IFSW, NAPSWI, ISPSW, AIAMSWP, etc., Current status and Challenges of social work profession.	Lecture, Tutorials and Seminars	12

Recommended Learning Resources

Print Resources	Desai, M. 2000. *Curriculum Development on History of Ideologies for Social Change and Social Work*. Mumbai: Social Work Education and Practice, TISS. Desai, M. 2002. *Ideologies and Social Work: Historical and Contemporary Analysis*. Mumbai: Social Work Education and Practice, TISS. Diwakar, V. D. (Ed.) 1991. *Social Reform Movements in India: A Historical Perspective*. Bombay: Popular Prakashan. Dominelli, Lena. 2004. *Social Work: Theory and Practice for a Changing Profession*. New Delhi: Rawat. *Encyclopaedia of Social Work India*. 1987. New Delhi: Ministry of Welfare. Feibleman, J.K. 1986. *Understanding Philosophy - Popular History of Ideas*. New York: Souvenir Press. Gray, Mel and Webb, S.A. 2009. *Social Work: Theories and Methods*. New Delhi: Sage. Gunjal, B.S. and Moolenkal, G. 2012. *Social Work Education in India*. Bangalore: IBH Prakashana. Jacob, K.K. (Ed). 1991. *Social Work Education in India – Retrospective and Prospect*. Udaipur: Himansu Publications. Jirlimat, S. 2014. *Samajakaryada Parichaya* (Kannada). Belagavi: BIRDS. Joseph, Sherry (Ed.) 2000, *Social Work: In the Third Millennium* (Some Concerns and Challenges), Sriniketan, Department of Social Work, Visva-Bharati. Marulasiddaiah, H.M. (ed.). 1994. *Bharata Samajakarya Vishwakosha*, Vol. I. Hampi: Kannada Visvavidlaya. Panikkar, K. N. 1995. *Culture, Ideology Hegemony: Intellectual and Social Consciousness in Colonial India*, New Delhi: Tulika. Thomas, Gracious. 2015. *Code of Ethics for Social Workers*. New Delhi: IGNOU. Tejappa, U. 2015. *Vrittipara Samjakarya: Itihaasa mattu Vicharadharegalu* (Kannada). Belagavi: Pranati Publications. Sunil Kumar, B.N., 2016, Samajakarya Mula Parikalpanegalu, (Kannada). Janaspandana Trust, Shikaripura University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC. Wood Safe. K. 1962. *From Charity to Social Work*. London: Routledge & Kegan Paul. **Journals:** Indian Journal of Social Work, and Journal of Social Work.

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:** SW1.2		**Credits**	4
Sem.	I	**Course Title:** Social Sciences' Concepts for Social Work Practice		**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) Understand the Elements of Social Sciences; 2) Understand the correlation and significance of Social Sciences with Social Work; and 3) Understand Society, culture, Social Issues and Social Development.

Unit No.	Course Content	Suggested Pedagogy	Hours
Module I	**Introduction to Social Sciences:** Meaning and definition of Social Sciences and its differences with other streams of knowledge. **Knowledge of Anthropology for Social Work:** Anthropology: Meaning, Definitions, Nature and Scope. Relationship of Anthropology with Social Work. Importance of Socio-Cultural Anthropology. Overview of various Tribes in Karnataka.	Lecture, Tutorials and Group Discussion	16
Module II	**Knowledge of Sociology for Social Work:** Society: Meaning, Definitions, and Characteristics. Social Stratifications: Meaning, nature and types. Socialization: Meaning, Nature, Agencies and Importance. Social Change: Concept, Nature, Types, and Factors. Social Control: Meaning, Nature, Types and Factors. Relationship of Sociology with Social Work.	Lecture, Tutorials and Group Discussion	14
Module III	**Knowledge of Economics for Social Work:** Economics: Meaning, Definitions, and Characteristics. Basic Concepts of Economics: Types of Economy (Capitalism, Socialism & Mixed Economy); Per Capita Income, National Income, and Gross Domestic Product (GDP). Economic Planning in India. NITI Aayog and New Economic Policy (LPG). Relationship of Economics with Social Work.	Lecture, Tutorials and Group Discussion	12

Module IV	**Knowledge of Political Science for Social Work**: State: Meaning and definition, Origin, Elements and functions of modern state. Government: Meaning, Definition and forms of government. Good Governance: Meaning and Definitions, Features, Hindrances and challenges to Good Governance. Relationship of Political Science with Social Work.	Lecture, Tutorials and Seminars	12

Recommended Learning Resources

Print Resources	1. Ahuja, Ram: Society in India, Rawat Publications, Jaipur, 1999. 2. Bagchi, A.K.: The Political Economy of Underdevelopment, Cambridge, Cambridge UniversityPress, 1982. 3. Bardhan, P: The Political Economy of Development in India, Delhi, Oxford University Press,1984. 4. Bhatnagar, S: Political Theory: An Introduction, Meerut, Meenakshi Prakashan, 1985. 5. Bhushan, Vidya and Sachdev, D.R. 1999.An Introduction to Sociology, Allhabad, Kitab Mahal. 6. Brahmananda, P.R and Panchaucki, V.R.: The Development Process of the Indian Economy,Bombay, Himalaya Publishing House 1987. Page 19 of 57 7. Fredrich, C.J: An Introduction to Political Theory, Bombay, Jaico Publishing House, 1967. 8. Harris, Peter B: Foundations of Political Science, London, Hutchinson 1976. JoKolb, 9. Eugene: A Framework for Political analysis, Englewood Cliffs, Prentice Hall, 1978. 10. Keesing, R.M: Cultural Anthropology: A Contemporary Perspective, New York: Holt, 11. Rinehartand Winston, 1975. Kothari, Rajni: Politics in India, New Delhi, Orient Longman, 1982. 12. McIver, K.B. and Page, C.H: Society: An Introductory Analysis, Madras, Macmillan IndiaLimited, 1985. 13. Rao, Shankar C. N: Sociology- Primary Principles, S.Chand and Company Ltd., New Delhi, 2002. 14. Samuelson, P.A.: Economics: An Introductory Analysis, New York, Mc Graw Hill Book Co. Inc., 1961. 15. Srinivas M.N: Social Change in Modern India, Bombay allied Publishers, 1966. 16. Srinivas, M. N. 1996.Village, Caste, Gender and Method (Essay in Indian SocialAnthropology), Delhi: Oxford University Press. 17. Srinivas, M.N: Caste in Modern India and other Essays, Bombay, Asia Publishing House, 1962.
Digital Resources	1.**https://www.nios.ac.in/online-course-material/sr-secondary-courses/political science-(317)/english-medium.aspx** 2. **https://www.toppr.com/guides/civics/what-is-government/meaning-of-government/** 3. **https://en.wikipedia.org/wiki/Government** 4. **https://www.nios.ac.in/media/documents/srsec317newE/317EL24.pdf** 5. **https://www.unescap.org/sites/default/files/good-governance.pdf** 6. **https://www.drishtiias.com/to-the-points/paper4/good-governance-2**

Year	I	**Course Code:** SW1.3		**Credits**	4
Sem.	I	**Course Title:** Contemporary Social Problems in India		**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: a) Gain realistic understanding of different social problems in India; b) develop ability to analysis the causes, consequences and possible solutions to different social problems; and c) Understand the interrelationship among various social problems and socio-economic development.

Unit No.	Course Content	Suggested Pedagogy	Hours
Module I	**Concept of Social Problem:** Meaning and definitions of social problem - Classification of social problems - Causes and consequences of social problems. Need for studying social problems.	Lecture, Tutorials and Group Discussion	16
Module II	**Structural Problems:** Meaning and definitions and characteristics of poverty, inequality of caste and gender, beggary, commercial sex, corruption, communalism.	Lecture, Tutorials and Group Discussion	14
Module III	**Familial Problems:** Meaning, Definitions and Characteristics of Dowry, Divorce, Domestic violence, Child abuse, Female foeticide, child labour, population explosion.	Lecture, Tutorials and Group Discussion	12
Module IV	**Developmental Problems:** Meaning, definitions and characteristics of regional disparities, displacement, migration and terrorism. Problems of social and human development in India. Social Work interventions for preventing and containing social problems.	Lecture, Tutorials and Seminars	12
Recommended Learning Resources			

Print Resources	Ahuja, Ram. 1992. *Social Problems in India*. Jaipur: Rawat Publications. Becker, H.S. 1996. *Social Problems: A Modern Approach*. New York: John Wiley and Sons. D'Souza, Ashok. A. 2015. *Social Development through Social Work*. Bangalore: Niruta Publications. Dantwala, M.L. 1973. *Poverty in India: Then and Now*. Delhi: Macmillan Company of India. Fisher, H.J(Ed). 1971. *Problems of Urbanization*. Bombay: Leslie Sawhny Programme of Training and Democracy. Gangrade, K.D. 1973. *Social Legislation in India*, Vol.1 and II. Delhi: Concept Publishing Company. Gore, M.S. 1973. *Some Aspects of Social Development*. Bombay: Tata Institute of Social Sciences. Government of India: *Five Year Plan Documents*, New Delhi. Habibur Rahman, M. 2001. *Social Development*. New Delhi: Northern Book Centre. Jacob, K.K. 1980. *Social Development Perspectives*. Udaipur: Himanshu Publications.
	Madan, G.R. 2002. *Indian Social Problems* – Vol.I Seventh Edition. New Delhi: Allied Publishers Pvt. Ltd. Merton & Nisbet. Contemporary Social Problems New York: Harcourt Brace Javanovich. Thomas, Gracious (ed.). 2010. *Social Work Intervention with Individuals and Groups (Vol. II)*. New Delhi: School of Social Work, IGNOU. Veena Das. 1990. Mirrors of Violence: Communities, Riots and Survivors in South Asia. World Bank (OUP): *World Development Reports,* (Annual).

Year	I	**Course Code:** SW1.4 (Practical)		**Credits**	4
Sem.	I	**Course Title: SOCIAL WORK PRACTICUM - I**		**Hours**	8 per week

Formative Assessment Marks: 20	Summative Assessment Marks: 80	Duration of ESA: NA (viva)

Course Outcomes	At the end of the course, the student should be able to: 1) Obtain 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 teamwork; 4) Acquire introductory skills in the use of programme media; and 5) Develop skills in report writing and use of supervision.

Course Content

This Course comprises:

A minimum of 10 **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 the 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 individuals, group, and communities.

A minimum of 10 **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 10 **Structured Experiences Laboratory (SEL)** 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.:
   • Becoming a Professional Social Worker (Exploring Why You Are Here);
   • Teambuilding
   • Self-Awareness & Understanding Its Importance in Social Work Practice
   • Values Identification & Understanding Its Importance in Social Work Practice • Developing Professional Behavior: What it is and what it is not, including behavior with other professionals
   • Defining Professional Boundaries: Boundary Violation/Boundary Crossing
   • Exploring Ethical Challenges

The stipulated hours for a Social Work Practicum are eight 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 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 Calculation of Workload for Social Work Practicum

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.

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	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

SEMESTER II

Year	I	**Course Code:** SW2.1		**Credits**	4
Sem.	**II**	**Course Title:** Fields of Social Work		**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. Gain an overview of contemporary fields of Social Work profession; 2. Develop understanding of different areas of social work practice like correctional social Work, medical, psychiatric and school social work etc; 3. Understand the role and functions of social workers in different settings; and **4.** Be motivated to practice, analyze and evaluate social work interventions.

Unit No.	Course Content	Suggested Pedagogy	Hours
Module I	**Social Work with Families:** Meaning, Definition, Characteristics, Functions and types of Families; Changing scenario of Indian Families, Problems in Contemporary Families; Role of Social Worker in Family-centered Social Work. **Social Work with Youth:** Meaning, Definitions and Importance, Needs and Problems of Youth; Profile of Youth in India; and Role of Social Worker in Mitigating the Issues of Youth.	Lecture, Tutorials and Group Discussion	16
Module II	**Occupational Social Work.** Organized and Unorganized Labour: Meaning Definition, Characteristics and Issues of Labourers in India; Meaning of Labour Welfare, Industrial Relations and Human Resource Management; Social Work Practice in Occupational Setting. **Correctional Social Work**: Meaning, Definition, Characteristics and Problems. Social Work Practice in Correctional Setting.	Lecture, Tutorials and Group Discussion	14
Module III	**Social Work in Community Development**: Concept and Evolution of Community Development in India; Social Work Practice with different communities. **Medical and Psychiatric Social Work:** Meaning, Definitions and Scope. Role and Functions of Medical and Psychiatric Social Workers.	Lecture, Tutorials and Group Discussion	12

Module IV	**Social Work with Sexual Minorities:** Differences between Sex and Gender; Sexual Minorities: Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual (LGBTQIA+) Advocacy, Legal and Human Rights Campaign. Role of Social Workers. **Ecology and Development**: Concept, Inter linkages and Environmental Issues and solutions. Role of Social Workers in attaining Sustainable Development Goals.	Lecture, Tutorials and Seminars	12

Recommended Learning Resources

Print Resources	Chakraborty Krishna (2002), Family in India, Jaipur, Rawat Publication. Charles ES and Theresa FD (2000), Ages and Stages: A parent's Guide to Normal Child development, New York, Wiley. D'Souza PR, Kumar S and Shastri S (2009), Indian Youth in Transforming World, New Delhi, Sage. Dandekar K (996), The Elderly in India, New Delhi, Sage. Desai M(ed) (1994), Family and Intervention: A Course Compendium, Mumbai, TISS. Dhar, Chowdhury, Rajgopal (2004), The Graying of India; Population of Ageing in the Context of Asia, New Delhi, Sage. Bajpai, A. (2003). Child Rights in India – Law, Policy and Practice, Delhi: Oxford University Press. Bhattacharya, S.K. (2003): Social Defence: An Indian Perspective. New Delhi: Regency Publications. Colin Pritchard (2006), Mental Health Social Work, USA: Routledge. Desai, Arvind (1988): Psychiatric and Modern Life, New Delhi: Sterling Publishers Pvt. Ltd.

Year	I	Course Code: SW2.2		Credits	4
Sem.	II	Course Title: Human Growth and Development		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: a. To understand the Fundamentals of Psychology and Human Behaviour. b. To understand the significance of Social Psychology and Behavioural Adjustment. c. To understand various Psychological situations.

Unit No.	Course Content	Suggested Pedagogy	Hours
Module I	**Introduction to Psychology:** Meaning and definitions of psychology; Branches of Psychology; Need for knowledge of psychology for Social Workers. **Understanding Human Behavior:** Heredity and Environment - Concept and Mechanisms, its influence on human growth and behaviour.	Lecture, Tutorials and Group Discussion	16
Module II	**Basic Concepts**: Motivation, Perception, Cognition, Emotion, Attitude and Learning - Meaning, Definitions and Factors affecting on these Concepts. **Social Behaviour:** Meaning and significance of Social Psychology - Concepts, Meaning, Definitions and Characteristics of Group, Mob, Leadership, Public Opinion, and Propaganda.	Lecture, Tutorials and Group Discussion	14
Module III	**Personality:** Meaning, definitions and types of Personality; Erikson's Theory of Personality Development. **Adjustment:** Definition, meaning, types, and importance in the context of Frustration, Conflict and Stress; Meaning, Definitions and Types of Defense and Adjustment Mechanisms.	Lecture, Tutorials and Group Discussion	12
Module IV	**Abnormal Behaviour:** Meaning, definition, scope of Abnormal Psychology; Causes (Biogenic, psychogenic and socio-genetic) and types (psychogenic, personality, organic and psycho somatic) of Abnormal Behaviour; Treatment for Abnormal Behaviour (Medical Therapy and Psycho therapy).	Lecture, Tutorials and Seminars	12
Recommended Learning Resources			

Print Resources	1. Bhatia, Hansraj. 1970. Elements of Psychology. Mumbai: Somayya Publications. 2. Hurlock. E.B. 1995. Child Growth and Development. New York: Tata McGraw-Hill Publishing Company Ltd. 3. Kuppuswam, B. 1980. An Introduction to Social Psychology. Mumbai: Media Promoters and Publishers. 4. Misra, G. (Ed.) 1990. Social Psychology in India. New Delhi: Sage Publications. 5. Morgan, C.T. et al. 1993. Introduction to Psychology. 7th Edition. Tata McGraw-Hill
	Publishing Company Ltd. 6. Prabhu, V. Vinay. 1999. A Student's Handbook of General Psychology. Vinay Publication. 7. Coleman, James C. 1976. Abnormal Psychology and Modern Life. Forman and Co, 5th edition. 8. Kaur, Rajpaul. 2005. Abnormal Psychology. New Delhi: Deep &Deep Publications.
Digital Resources	Current Opinion in Psychology: http://bit.ly/2DWs5VT Journal of Applied Developmental Psychology: http://bit.ly/2nG9mTl Journal of Education Psychology: http://bit.ly/2FI9Gs3 Journal of Experimental Psychology: http://bit.ly/2nHuVmO Carlo W (2011), Stages of Human Development, Available at https:// www.youtube.com/watch?v=ld8GLIzIWKU 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 Michelle Hancock(2016), Middle Childhood Social Emotional Development, Available at https://www.youtube.com/watch?v=PR-7SM2a_7g Amanda Price (2012), Adolescence & Young Adulthood, Available at https://www.youtube.com/watch?v=n5ERlf-4f_c 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:** SW2.3		Credits	4
Sem.	II	**Course Title:** Local Self-Governance in India		**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: a) Understand the philosophy of Panchayati Raj System in India; b) Understand the origin and development of Panchayati Raj System in India; and c) Understand the legislations and mechanism of Panchayati Raj System in India.

Unit No.	Course Content	Suggested Pedagogy	Hours
Module I	The interrelationship between Decentralization and Democracy; Evolution of Local Self Governance in India– Constitutional Dimensions of Local Self Governance – Salient features of 73rd and 74th Constitutional Amendments - Devolution of Administrative, Legislative, and Financial Powers to the Local Bodies.	Lecture, Tutorials and Group Discussion	16
Module II	Rural Local Bodies: Panchayth Raj Institutions- Basic features of Karnataka Panchayth Raj Act, 1993: Ward Sabha and Grama Sabha; Composition, Powers and Functions of Zila Panchayath, Taluk Panchayath, Gram Panchayath; Constitution of Panchayth; Structural issues of Panchayath Raj institutions - Election, finance, Reservation, and Staff.	Lecture, Tutorials and Group Discussion	14
Module III	Urban Local Bodies: Urban Self Governance- Basic features of the Karnataka Municipalities Act, 1964, Corporation Act 1976- Basic features; Composition, Powers and Functions of Corporation, City Municipalities, Town Municipalities and Town Panchayats; Structural issues of Urban Local Bodies- Election, Finance, Reservation, and Staff.	Lecture, Tutorials and Group Discussion	12
Module IV	Empowerment Socially Excluded Communities through PRIs - Women Empowerment through PRIs: some Experiments. Role of PRIs in Rural Development; Overview of national and state level development programmes implemented through PRIs; and Role of the Social Workers in Strengthening Local Self-Governance.	Lecture, Tutorials and Seminars	12

Recommended Learning Resources	
Print Resources	Anil Datta Mishra and Mihadev Shivappa Dadage (2002), Panchayati Raj: Gandhian Perspective, Mithal Publications, New Delhi. Bakshi P.M. (Ed.), (2004), The constitution of India, Universal Law Publishing Company, Delhi. Bhaviskar, B.S. and Metthew, George. (2009). Inclusion and Exclusion in Local Governance, Sage Publications. Debroy, Bibek. & Kaushik, P.D. (2005). Energizing Rural Development through 'Panchayats', Academic Foundation.
	Ghosh, Budhadeb and Girish Kumar, State Politics and Panchayaths in India, (New Delhi: Manohar Publications, 2003). Jean Jacques Dethier (Ed) (2000), Governance, Decentralization and Reform in China, India and Russia, Kluwer Academic Publishers, Netherlands. Kuldeep Mathur, From the Government to Governance, (New Delhi: National Book Trust, 2009). Mathew J and Jain L.C. (Eds), Decentralisation and Local Governance, (New Delhi: Blackswan, 2005). Menon, Sudha V. (2007). Panchayati Raj: Perspectives and Experiences, ICFAI Publications. The Constitution of India. The Karnataka Corporation Act 1976. The Karnataka Municipalities Act, 1964. The Karnataka Panchayth Raj Act, 1993. The Panchayath (Extension to Scheduled Area) Act, 1996. UNDP Policy papers on Decentralization.

Year	I	Course Code: SW2.4 (Practical)	Credits	4
Sem.	II	Course Title: SOCIAL WORK PRACTICUM - II	Hours	8 per week

Formative Assessment Marks: 20	Summative Assessment Marks: 80	Duration of ESA: NA (viva)

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

Course Content

This Course comprises:
- **Observation Visits** to welfare, educational, developmental, industrial, and allied agencies – 6-8; o **Social Case Works** - at least one or two guided case works; and
- A minimum of 10 **Structured Experiences Laboratory (SEL)** 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.:
    - Identifying Basic Key Communication Skill Sets
    - Talking, Listening, & Active Listening
    - Verbal, Non-Verbal Communication
    - Written Communication
    - Exploring the Cultural Make-Up of the Field Agency
    - Exploring the Role of Culture as a Key Factor
    - Setting the Stage for an Effective Social Work Interview
    - Exploring the Preparatory Phases of Social Work
    - Essential Factors in Data Gathering & Social Work

The stipulated hours for Social Work Practicum are eight 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 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 Calculation of Workload for Social Work Practicum

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.

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	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