

# DAVANGERE UNIVERSITY, DAVANAGERE

# PROGRAM STRUCTURE

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)

Faculty of Arts
Davangere University
Shivagangotri, Davangere-0;

Page 1 of 33

ಕುಲಸಚಿವರು ದಾವಣಗೆರೆ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಿವಗಂಗೋತ್ರಿ, ದಾವಣಗೆರೆ-577007

# DEPARTMENT OF STUDIES IN SOCIALWORK

SHIVAGANGOTHRI, DAVANGERE-577007, Mob: +91-9945502607

No. DU: BSW: BOS: 2024-25

Date: 18-06-2024

## Proceedings of the Board of Studies in Social Work(UG) Meeting held on 18.06.2024

## Ref: DU/ BOS/304/2024-25/719 Dated 10.06.2024

The Board of studies Meeting (UG) was held on 18-06-2024 at 2.00 pm in the Department of Studies in Social Work, Davangere University, Davangere with the following agenda;

# Agenda of the Meeting

• Preparing and Approval of SEP-BSW I semester to VI semester Course Structure along with I and II semester syllabus (Course contents) and Question Paper pattern of Davangere University.

The Chairman of BOS (UG) cordially welcomed all the members and explained the agenda of meeting. The members of BOS discussed thoroughly and resolved to come for the following decisions in the meeting;

The Members of BOS have meticulously prepared and approved the BSW I semester to VI semester Course Structure along with I and II semester syllabus (Course contents) and Question Paper pattern as per the guidelines of SEP -2024.

Finally, the Chairman of BOS wholeheartedly thanked all the members for the wonderful contribution with active participation in the meeting.

## **Members Present:**

1. Dr, Shivalingappa B P

-Chairman

2. Dr. Lokesha M.U

- Member

3. Dr.Pradeep B S

- Member

4. Dr. Thippesh. K

- Member

5. Smt Sumangala

- Online Approved

6. Dr.Ajayakumar C H

- Online Approved

Board of Studies (UG) Department of Social Work Davangere University Davangere - 577 007



# Request for online approval for the SEP-BSW I semester to VI semester Course Structure along with I and II semester syllabus of Davangere University-reg.

3 messages

Department of Social Work Davangere University < dudsocialwork 2019@gmail.com>

Tue, Jun 18, 2024 at 3:17

To: ajay.0136@gmail.com, suman Kanchan <saisumankanchan@gmail.com>

Dear sir/madam,

In continuation of telephonic conversation, I am herewith attached the SEP-BSW I semester to VI semester Course Structure along with I and II semester syllabus of Davangere University for your reference and kindly thoroughly check the attachment and approve the same by return email immediately. We look forward to a further speedy process.

Thanks and regards from

Dr. Shivalngappa B P Chairman-BOS in Social Work (UG) Davangere University, Davanagere.

BSW(DU) (SEP)-2024 Corse Structure & Syllabus (I to VI Sem)-Final.docx 119K

suman Kanchan <saisumankanchan@gmail.com>

To: Department of Social Work Davangere University <dudsocialwork2019@gmail.com>

Tue, Jun 18, 2024 at 3:41 PM

Approved. [Quoted text hidden]

Dr. Ajay Kumar <ajay.0136@gmail.com> To: Department of Social Work Davangere University <dudsocialwork2019@gmail.com> Tue, Jun 18, 2024 at 3:46 PM

I have gone through the SEP -BSW I and II semester syllabus and approving above the same

With regards Dr. Ajay Kumar Asst professor GFGC Shikaripura [Quoted text hidden]

Board of Studies (UG) Department of Social Work Davangere University Davangere - 577 007



# **DAVANGERE UNIVERSITY, DAVANAGERE**

# PROGRAM STRUCTURE

As per 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)

## The Preamble

Social work as a profession from its very inception has been concerned with the promotion of the well-being of people assisting them at individual, group, and community levels to fulfill their unmet/felt needs and find the solutions to the problems which inhibit them to lead a meaningful and satisfying life in the society. The profession is especially concerned with the advancement of economic interest of the people with social justice and at the same time it helps to seek a deeper source of happiness i.e. self-realization. Social workers view people and their environment as integrally intertwined and interdependent. As service professionals and change agent social workers not only work with individuals to effect personal changes, but also share a commitment to working towards changes in institutions and society. The profession is committed to encourage the people to take a broad view of the issues and challenges confronting any person, group or their organization; and thus places emphasizes on taking a holistic view of human life.

Strong foundation of social work education and practice is based on its three primary (Social Casework, Social Group Work and Community Organization) and three auxiliary (Social Welfare Administration, Social Work Research, and Social Action) methods. Along with its theory inputs in the class room settings, the support of strong field work orientation, it promotes social change and social development, by professionals working towards empowering people. Social work believes in the individual freedom, human rights and individual and collective responsibility where the welfare of the people is at the center stage i.e. there is no clash of interest between society and its units. It prepares the human beings at different stages of their life to face and address the challenges and for this it draws the knowledge, theories, skills, values and norms from many other social sciences.

Social work firmly believes in the inherent and hidden potential of the people and the need based optimum use of the available resources in the environment. It focuses on the individual wellbeing in a social context that would consequently lead to larger collective growth and wellbeing. As a profession, social work believes in the interplay of individual and environmental resources that impact each other contributing positively to the growth and development of the people and society. Professional social workers are always aware and sensitive to the cultural and ethnic diversities and crunch of resources that leads to discrimination, poverty, unemployment, deprivation, and injustice. Social work activities are found in form of direct and indirect services like direct practice, supervision, consultation, administration, counseling, advocacy, social action, extension work, policy planning and development, education, research and evaluation. Each has its arena of practice; in seclusion or as is mostly seen in conjunction. Theories of Social Work practice

have made sense of a lot of unknown social phenomenon, and over decades to come up with a vivid picture of social realities.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective: in terms of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence.

Society is not a static entity as change is the law of nature. With the changes taking place in the society, the nature of the human needs and the ways and means to satisfy them also change, the social reality diversifies and the economic social and technological advancement create new challenges, new issues and new problems. Social work which is deemed to be a panacea for all social problems has to be abreast of all these realties and social work educators and practitioners should also change them accordingly. It is against this back drop that the University Grants Commission (UGC), New Delhi, has appointed an Expert Committee for drafting Learning Outcomes based Curriculum Framework (LOCF) for Social Work Syllabus at undergraduate level intending to prepare a uniform pattern in terms of Model Syllabus for the institutions imparting social work education at the UG level.

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 Davangere University (DU), Davangere 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 (B.O.S.) in Social Work (UG) has made sincere efforts to prepare this unique syllabus.

# Introduction

A high priority task in the context of future education development agenda in India is fostering quality higher education. Further improvement of quality of higher education is considered critical for enabling effective participation of young people in knowledge production and participation in the knowledge economy, improving national competitiveness in a globalized world and for equipping young people with skills relevant for global and national standards and enhancing the opportunities or social mobility. Sustained initiatives are required for institutionalizing an outcomeoriented higher education system and enhancing employability of graduates through curriculum reform based on a learning outcomes-based curriculum framework, improving/upgrading academic resources and learning environment, raising the quality of teaching and research across all higher education institutions; technology use and integration to improve teaching-learning processes.

Contemporary India is unique in terms of having more than 50 percentage of its population below the age of 25 years. The country needs to address the needs of students aspiring for professional education and for them to be well equipped with knowledge and skills to take up employment. There is a need to inculcate in them an attitude for life-long learning and understand the need for ongoing skill development. It therefore posits the need for paying attention to skill building and enhancing employability of these youth and to give them the direction for building the foremost nation of the world. In this direction, the Institutions of higher education have an important role to play.

Social Work is a dynamic profession and always endeavors to respond to fresh challenges. Located in the very depth of the socio-cultural milieu, its very existence depends on this response to a changing context. It addresses the concerns of society and develops young social work professionals with the best of knowledge, skills and attitudes.

As is the case with other professions, Social Work too has a 'science' and an 'art' to it. Besides its core domains, it draws upon other disciplines. Over years, all professions have grown, and with expansion of knowledge, the boundaries between different disciplines have become porous. It therefore emerges (a) that curricula need to be revisited and revised; (b) supportive knowledge

areas and skill demands for practice be addressed in the curriculum; (c) employability of young professionals should be kept in view; (d) pedagogies should be innovative and evolving out of the profession and (e) assessment and evaluation need to have a wide coverage of the knowledge and skills acquired during the course of study.

#### Vision

The LOCF-Social Work envisions the creation of a just and humane environment where professionally trained social workers having a quest for life-long learning and deeper sense of service, help people in enhancing their capacity and efficacy in finding lasting solutions to their problems and fulfillment of diversified needs, and thus work towards making this world livable in a free and fair manner in harmony with nature.

#### Mission

The Mission of Learning Outcomes based Curriculum Framework for Social Work is to ensure quality education to the aspirants foreseeing the developmental trends in higher education, incorporating multi-disciplinary skills, making professional education and practice of social work more attractive, preparing the youth for life- long learning in a competitive world and ultimately increasing the chances of their employability on the one hand and shaping their personality to take up new challenges, new assignments and new responsibilities comfortably on the other, and thus ultimately contributing in the mitigation of the problems of suffering humanity.

# 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 as a separate paper at the honors or research degree level in the fourth year of the undergraduate degree.

#### Aims of Bachelor's Degree Programme in Social Work

The specific aims of learning outcomes-based curriculum framework (LOCF) in social work are:

- a. To enable students to understand history, philosophy, values, ethics and functions of social work profession, and its linkages with other social science disciplines;
- b. To equip students with knowledge on core and ancillary methods of professional social work, and its practice base;
- c. To inculcate in the students values of enquiry and research; and thereby develop problem solving

- and decision making abilities;
- d. To prepare professionals to practice in diverse social work settings and also address contemporary issues and concerns such as of marginalized and exclusive population;
- e. To make learners- the young professionals sensitive to the needs of the people at individuals, group and community levels and to social problems in changing social, cultural and techno-economic context;
- f. To develop young professionals with good communication skills and quest for a self- motivated lifelong learning, focusing on skilling and re-skilling in their respective field of social work practice;
- g. To develop in the graduates a perspective on understanding planning and development at the national and international levels; and also thrust on national policies directed towards achieving sustainable development
- h. To imbibe in the learners the values of social justice, human rights, empathy, hard and honest workthereby developing in them the vision to work towards an egalitarian society.

## **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. Haven 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;
- 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:

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 their search-based project, students will be offered to learner search 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:

- 1. Supportive to the discipline of Social Work,
- 2. Providing an expanded scope required for Social Workers at the grass roots level,
- 3. Enabling exposure to some other discipline/domain as required for Social Work Practice, and
- 4. Nurturing proficiency/skill required for Social Work Practice at the grass roots levels.

Thus, these DSE course sareavalue-additiontothestudentsofsocialworkinstrengtheningtheir knowledge and skills and bringing about high-quality standards in practice learning.

Apart from the above components there are compulsory courses also included in the course structure.

## The format of the LOCF Social Work curriculum includes the following:

Compulsory Course (CC): Every semester consists of Core Course/s which is to be compulsorily studied by a student as a core requirement to complete the programme in social work discipline.

Field Work Practice (FWP): Concurrent fieldwork placement aims at on-going learning through integration of theoretical constructs into practice which pro vides an opportunity to develop intervention skills in real life situations. In structuring the field work, the essence of learning has been of making it incremental over the six semesters. The first semester has now a theory paper on field work which includes self-awareness, ethics of practice, report writing, and skills and techniques. It is considered that a theory paper will develop a deeper understanding among the students of importance of field work and make them ready for working in agency/community. The Semester 2 also has a different format with observation visits to different settings of Social Work practice. Programme media workshops will develop their skills for practice in settings in forthcoming semesters.

**Social Work Camp (SWC):** The 8-10 day camp will acquaint the students with rural and tribal scenario and their socio-economic aspects. They will in this manner get familiarized with group dynamics and power structures in a rural Community, learn rapport formation, situational analysis and awareness generation, and develop attitudes helpful for effective team work. The camp trains students in the art of organizing and managing activities and events relating to camp.

**Dissertation/project Work:** In Semester Six of the programme, the students will be required to work on a dissertation apart from their theory and fieldwork courses. The topic for the dissertation will be decided in consultation with the concerned faculty supervisor on any relevant and contemporary social issue or social problem. It will give them an opportunity to develop their research skills.

#### **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 with in45working 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, fieldwork, 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  $17^{th} 19^{th}$  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 touch and debate 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 (A4size) ,graph sheets etc. required for such tests/assignments and the se be stamped by the concerned department using the department sealant the time of conducting tests/ assignment work etc.
- f) TheoutlineforcontinuousassessmentactivitiesforComponent-I(C1)andComponent-II(C2)ofa course shall be as under

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

Activities	C1	Total Marks	
Session Tests (Two)	5%marks	10	
Assignment cum Seminars / Presentations	5%r	05	
Attendance	5%r	narks	05
Т	Total=		20

#### **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

Department of Social Work
Davangere University
Davangere - 577 007

Page 8 of 33

designed to provide a variety of opportunities to develop and enhance professional skills. It enables the students to see the applicability of the cortical 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 days in a week.

#### **Field Work Practice Evaluation**

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

Activities	Total Marks
Regularity, level of participation and leadership in the execution of planned field work activities	10
Regularity and level of participation in Individual and Group Conferences (50% weight age) and regularity and neatness in writing and submission of Field Work reports / records (50% weightage)	05
Case study/ Assignment related to Field work	05
Total	20

A viva-voce examination (based on various components of curriculum specified in Field Work Practice Course) shall be conducted for 80 marks attend of each semester 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 has qualified UGC- NET / KSET. However, in such colleges, where no qualified examiner is available both the examiners shall be external.

Chairman Board of Studies (UG) Department of Social Work Davangere University Davangere - 577 007

# QUESTION PAPER PATTERN (For 80 marks)

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

Time: 3 Hours			 Marks -80)
(Answer any five que	PART– A stions. All questions carry	equal marks)	(5×5=25)
<ol> <li>3.</li> </ol>			
<ul><li>4.</li><li>5.</li></ul>			
6. 7.			
	PART– B estions. All questions carry	equal marks)	(4×10=40)
8. 9.			
10.			
11.			
12. 13.			
		A CONTRACTOR CONTRACTOR (CONTRACTOR CONTRACTOR CONTRACT	
(Answer any two ques	PART- C stions. All questions carry	equal marks)	(1×15=15)
14.			
15.			

Chairman
Board of Studies (UC)
Department of Social Work
Davangere University
Davangere - 577 007

# For Elective and Compulsory Papers

# QUESTION PAPER PATTERN (For 40 marks)

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

Paper: Time: 2 Hours		(Max. Marks-40)
	Section A	
Answer all questions. Each question	carries TWO marks.	(5x2=10)
1.		
2.		
3.		
4.		
5.	0 1 P	
Answer any six of the following. Each	Section B n question carries FIVE n	narks. (6x5=30)
6.		
7.		
8.		
9.		
10.		
11.		# * .
12.		
13.		

Chairmat
Board of Studies (UG)
Department of Social Work
Davangere University
Davangere - 577 007

Wife to allowing which the program of the Page of the copyright in the program of the page of the copyright in the page of the pag

# PROGRAM COURSE STRUCTURE FOR BACHELOR OF SOCIAL WORK (BSW)

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

#### **SEMESTER-I**

SI.	Course Code	Title of the Paper	Teaching Hours/ week	Sem End Exam	IA	Total Marks	Credit	Exam Duration
1	L1.1	First Language  (As per the common syllabus for BA  Programme of Davangere University)	4	80	20	100	3	3
2	L.1.2	Second Language  (As per the common syllabus for BA Programme of Davangere University)	4	80	20	100	3	3
3	DSC1.1	Introduction to Social Work	5	80	20	100	5	3
4	DSC1.2	Social Science Concept for Social Work Practice	5	80	20	100	5	3
5	SWP1.3	SWP. Field Work  Practicum -I  (Concurrent Field Work)	8	80 Vivo- Voce	20	100	3	-
6	CC	Environmental Studies	2	40	10	50	2	2
		Total	28	440	110	550	21	and this little later

**Note:** T: Theory, P: Practical, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, and CC: Compulsory 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.

ಕುಲಸಚಿವರು DEAN
ದಾವಣಗೆರೆ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ Faculty of Arts
Davangere University
ಿವರಗಂಗೋತ್ರಿ, ದಾವಣಗೆರೆ-577% Hivagangotri, Davangere-07

Board of Studies (UG)
Department of Social Work 1 | Page
Davangere University
Davangere - 577 007

#### **SEMESTER-II**

Sl.	Course Code	Title of the Paper	Teaching Hours/we ek	Sem End Exam	IA	Total Marks	Credit	Exam Duration
1	L2.1	First Language  (As per the common syllabus for BA  Programme of Davangere University)	4	80	20	100	3	3
2	L.2.2	Second Language  (As per the common syllabus for BA  Programme of Davangere University)	4	80	20	100	3	3
3	DSC2.1	Social Case Work	5	80	20	100	5	3
4	DSC2.2	Social Group Work	5	80	20	100	5	3
5	SWP2.3	Field Work Practicum -II (Concurrent Field Work)	8	80 Vivo-Voce	20	100	3	-
6	CC	Indian Constitution	2	40	10	50	2	2
	Total			440	110	550	21	

**Note:** T: Theory, P: Practical, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, and CC: Compulsory 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.

Suchulha-S DEAN Faculty of Arts Davangere University Shivagangotri, Davangere-07 Chairman
Board of Studies (UG)
Department of Social Work
Davangere University
Davangere - 577 00°

#### SEMESTER-III

Sl.	Course Code	Title of the Paper	Teaching Hours/ week	Sem End Exam	IA	Total Marks	Credit	Exam Duration
l	L3.1	First Language  (As per the common syllabus for BA  Programme of Davangere University)	4	80	20	100	3	3
2	L3.2	Second Language  (As per the common syllabus for BA  Programme of Davangere University)	4	80	20	100	3	3
3	DSC3.1	Human Growth and Development	5	80	20	100	5	3
4	DSC3.2	Community Organization	5	80	20	100	5	3
5	SWP3.3	Field Work Practicum -III (Concurrent Field Work)	8	80 Vivo- Voce	20	100	3	-
6	DSE3.1	Elective-1: Disaster Management or Elective- 2: Communication for Social Work	2	. 40	10	50	2	2
7	CC	Computer Skills	2	40	10	50	2	2
·	Total			480	120	600	23	105-605 GS1-600 NO

**Note:** T: Theory, P: Practical, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, and CC: Compulsory 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.

DEAN
Faculty of Arts
Davangere University
Shivagangotri, Davangere-07

ಕುಲಸಚ್ಚದಲು ದಾವಣಗೆರೆ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ತಿವಗಂಗೋತ್ರಿ, ದಾವಣಗೆರೆ-577007

#### SEMESTER-IV

Sl.	Course Code	Title of the Paper	Teaching Hours/ week	Sem End Exam	IA	Total Marks	Credit	Exam Duration
1	L4.1	First Language  (As per the common syllabus for BA  Programme of Davangere University)	4	80	20	100	3	3
2	L4.2	Second Language  (As per the common syllabus for BA  Programme of Davangere University)	4	80	20	100	3	3
3	DSC4.1	Social Welfare Administration	5	80	20	100	5	3
4	DSC4.2	Fields of Social Work In India	5	80	20	100	5	3
6	SWP4.3	Field Work Practicum -1V Concurrent Field Work (Social Work Camp)	8	80 Vivo- Voce	20	100	3	-
7	DSE4.1	Elective-1 – Life Skills Education or Elective-2 – Gerontological Social Work	2	40	10	50	2	2
8	CC	Personality Development	2	40	10	50	2	2
		Total	30	480	120	600	23	

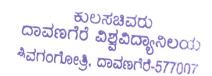
**Note:** T: Theory, P: Practical, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, and CC: Compulsory Course.

\* 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.

Faculty of Arts
Davangere University
Shivagangotri, Davangere-07

Chairman Board of Studies (UG) Department of Social Work Davangere University Davangere - 577 007

15 | Page



#### **SEMESTER-V**

Sl.	Course Code	Title of the Paper	Teaching Hours/ week	Sem End Exam	IA	Total Marks	Credit	Exam Duration
1	DSC5.1	Legal Knowledge for Social Work Practice	5	80	20	100	5	3
2	DSC5.2	Social Action and Social Movement	5	80	20	100	5	3
3	DSC5.3	Fundamentals of Nutrition's	5	80	20	100	5	3
4	DSC5.4	Social Work With Rural, Tribal & Urban Communities	5	80	20	100	5	3
5	DSC5.5	Social Work with Children and School Setting	5	80	20	100	5	3
6	SWP5.6	Field Work Practicum -V (Concurrent Field Work)	8	80 Vivo - Voce	20	100	3	-
7	CC	Elementary Research Methodology	2	40	10	50	2	2
Total			35	520	130	650	30	dir 60-00 (0-0)

Note: T: Theory, P: Practical, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, and CC: Compulsory 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.

Davangere University

hivagangotri, Davangere-07

Board of Studies (UG) Department of Social Work Davangere University Davangere - 577 007

16 | Page

#### SEMESTER-VI

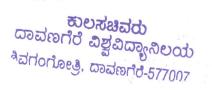
Sl.	Course Code	Title of the Paper	Teachin g Hours/ week	Sem End Exam	IA	Total Marks	Credit	Exam Duration
1	DSC6.1	Population Dynamics & Family Welfare	5	80	20	100	5	3
2	DSC6.2	Social Work Research	5	80	20	100	5	3
3	DSC6.3	Initiatives of Social Development	5	80	20	100	5	3
4	DSC6.4	Social Work and Health care	5	80	20	100	5	3
5	SWP6.5	Social Problems and Social Development	5	80	20	100	5	3
6	SWP6.6	Field Work Practicum –VI (Concurrent Field Work)	8	80 Vivo- Voce	20	100	3	-
7	CC	Project Work/Dissertation	2	40	10	50	2	2
		Total	35	520	130	650	30	and any side title

**Note:** T: Theory, P: Practical, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, and CC: Compulsory 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.

DEAN
Faculty of Arts
Davangere University
Shivagangotri, Davangere-07

Chairman
Board of Studies (UG,
Department of Social Work
Davangere University
Davangere - 577 007



# **Bachelor of Social Work (BSW)**

# **SEMESTER-I**

DSC1.1. Introduction to Social Work							
Number of Theory Credits	Number of lecture hours/Semester						
5 64							

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To understand history and evolution of social work profession, both in India and the West 2. To develop insights into the origin and development of ideologies and approaches to social change 3. To develop Skills to understand contemporary reality in its historical context	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Able to understand social work as a profession 2. Able to understand various ideologies of social work 3. Able to demonstrate " awareness of values and ethics of the social work Profession.	A. Summative Assessment: 80 marks B. Formative Assessment: 20Marks.

Content of Course	Hrs
Unit-I An Introduction to Social Work	16
Chapter No.1: Social Work: Concept, Meaning, Definitions, Objectives, Goals and Functions Introduction to the methods of Social Work.	
Chapter No.2 : Social Work: Nature and Philosophy: Democratic, Humanitarian, Herbert Bison's Philosophy	
Chapter No.4: Emergence of Social Work Education in India and Karnataka	
Chapter No.4. Emergence of Social Work Education in India and Karnataka	
Unit-II Principles, Values and Ethics of Social Work	16
ChapterNo.5:PrinciplesofSocialWork	
ChapterNo.6: GuidingPrinciplesofSocialWorkandtheirapplicationsindiversesocio-	

Board of Studies (UG)
Department of Social Work
Davangere University
Davangere - 577 007

culturalsettings	
Chapter No.7:Assumptions, ValuesandCodeofEthics(NASW) of Social Work	
Chapter No.8: Professional v/s Voluntary Approaches to Social Work	
Unit-III Social Work Profession in India	16
Chapter No.9: Profession: Meaning, Definitions and Attributes	
ChapterNo.10:ProfessionalizationofSocialWorkinIndianScenarioChapterNo.11:Social Work Profession: Issues and Challenges	
ChapterNo.12: Perspectives of Social Work Profession in Indian context.	
Unit-IV Approaches, Ideologies and Fields of Social Work	16
Chapter No.13: Social Work and its Relation to Human Rights, Social Justice, Social Welfare and Social Service.	
ChapterNo.14:Ideology of Action Groups and Social Movements	
ChapterNo.15:Contemporary ideologies of Social Work and Social Change	
ChapterNo.16:Contemporary Social Movements	

#### References:

- Annie Pullen- Sansfaçon (2013), the Ethical Foundations of Social Work, Stephen Cowden Rutledge,
- Banks, S. (1995). Ethics and Values in Social Work: Practical Social Work Series, London: Macmillan Press Ltd.
- Compton, B. R. (1980). Introduction to Social Welfare and Social Work. Illinois: The Dorsey Press.
- Desai, Murli, (2006). Ideologies and Social Work: Historical and Contemporary Analyses, Rawat Publication, New Delhi
- Friedlander, Walter A. (1977) Concepts and Methods of Social Work, New Delhi: Prentice Hall of India Pvt. Ltd
- Heun, Linda R., Heun, Richard E. (2001) Developing Skills for Human Interaction, London: Charles E. Merrill Co.
- Jacob, K. K. (Ed.) (1994) Social Work Education in India–Retrospect and Prospect Udaipur, Himansu Publications.
- Joseph, Sherry (Ed.) (2000) Social Work: In the Third Millennium (Some Concerns and Challenges), Sriniketan, Department of Social Work, Visva-Bharati.
- National Association of Social Workers (2008). Code of Ethics of the National Association of Social Workers. Washington, D.C.: NASW Press.

Chairman Board of Studies (UG) Department of Social Work Davangere University Davangere - 577 007

19 | Page

- O' Hagan, Kieran, Kingsley, Jessica (2003) Competence in Social Work Practice-A Practical Guide for Professionals, London
- Reamer & Fredric (2005) Social Work Values and Ethics, New Delhi: Rawat Publication Singh, D.K. and Bhartiya, A.K. (2010). Social Work: Concept and Methods. Lucknow: New Royal Book Company.

Skidmore, RexA. (1982), Introduction to Social Work, New Jersey, Thackeray, Milton G. Prentice-Hall, Englewood Cliffs.

Surendra Singh (Chief Editor). (2012): Encyclopedia of Social Work in India.

Lucknow: New Royal Book Company.

#### Journals:

The Indian Journal of Social Work, Bi-annual, TISS, Mumbai (Maharashtra)

Perspectives in Social Work, College of Social Work, Nirmala Niketan, Mumbai (Maharashtra)

Social Work Journal, Bi-annual, Department of Social Work, Assam University, Silchar

## **Digital References:**

USC Suzanne Dworak-Peck School of Social Work (2014), Introduction to Social Work:
Available athttps://www.youtube.com/watch?=jJXRB1V5eVw&t=5s

UH Class OET (2016) Introduction to Social Work, University of Houston: Available athttps://www.youtube.com/watch?=LtaCmORiP9A

The Audiopedia (2017), What is SOCIAL WORK? What does SOCIAL WORK mean?

SOCIAL WORK, meaning, definition and, explanation:

Available athttps://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 athttps://www.youtube.com/watch?v=a4VzRSnksmA

Pedagogy: Lecture, Assignment, Individual and Group Discussion/Presentation.

DSC1.2. Social Science Concept for Social Work Practice		
Number of The or Credits Number of lecture hours/semester		
5	64	

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To understand	1. Lecture	1. Understand the Elements	A. Summative
basic sociological	2. Assignment	of Social Sciences;	Assessment: 80
concepts and	3. Individual and	2. Able to understand	marks
notions of society	Group	the basic	В.
2. To know the	Presentation	sociological	FormativeAssessment:
basic		concepts and	20Marks.
concepts of		notions of society	
economics and		3. Able to know the	
structure of		basic concept of	
economy		economics and	<i>#1</i>
3. To understand	•	structure of	-
the		economy	
political	•	4. Able to explore the	
framework for		knowledge about	
social welfare		political framework	
		in the context of	
		Social welfare.	

Content of Course	Hrs
Unit-I. Introduction to Sociological Concepts	16
Chapter No.1: Society: Meaning and Definition, Man and Society and their Relationships, Social Stratifications: Meaning and Nature; Caste, Class, Gender, Power and Authority	
Chapter No.2: Social Values, Norms, Customs, Mores and Culture, Social Institutions: Family, Marriage, Religion, Education	
ChapterNo.3: Social Process and Social Change: Concept, Nature, Types, Importance, Characteristics and Factors of Social Change.	
ChapterNo.4: Social Control and Socialization: Meaning, Nature, Social Deviance and Social Control, formal and informal; Concepts, Factors, Process and Importance of Socialization.	l



Unit-II. Psychology and Social Work	]
Chapter No.5: Psychology: Meaning, Definitions, Nature, Scope and Importance	
Chapter No.6: Introductory concepts: Perception, Learning, Motivation, Emotions, Memory	
Chapter No.7: Personality: Meaning, Definitions, Characteristics, Types, Factors and Skills	
Chapter No.8: Understanding Human Behavior: Introduction, Stages of Human development, Heredity & Environment	
Unit-III. Knowledge of Economics and Political Science for Social Workers	
ChapterNo.9:EconomicSystem:Capitalist,SocialistandMixedEconomy,	
Micro and Macro: Micro: Implications of Budgeting at Domestic Level-House hold Budgeting, Income, Expenditure, Savings and Debts	
Macro: GDP, National Income, Inflation, Deflation and other related areas.	
Chapter No.10: Banking and Public Finance: Self Help Groups (SHG's), Rural Banks, Co-operative Societies, Medium Small Micro Enterprise (MSME)	
ChapterNo.11:State:Origin,Conceptandits Organs, Concept of Welfare State	
ChapterNo.12:Indian Constitution and its Salient Features, Fundamental Rights, Directive Principles of State Policy	
Unit-IV Introduction to Anthropological Concepts	1
Chapter No.13: Meaning, Definition, Concept, Importance and Scope of Anthropology	
Chapter No.14: Main branches of Anthropology and its relationship with Social Work	
Chapter No. 15: Importance of Socio Cultural Anthropology: Tribes-Meaning, Definition, and Characteristics.	
Chapter No.16: Various Tribes, its Culture and Development in India	

Chairmat Board of Studies (UG)
Department of Social Work
Davangere University
Davangere - 577 007

### References

Ahuja,R. (1999). Society in India: concepts, theories, and changing trends. Jaipur: Rawat Publications

Abraham, M.F.(2006). Contemporary sociology: an introduction to concepts and theories, Oxford, UK: OxfordUniversity

Dube, S.C. (1994). Indian society. New Delhi: National Book Trust.

Ghurye, G.S.(1969). Caste and race in India ([5thed.). Bombay: Popular Prakashan.

Hoffman, L. N., Paris, S.G., Hall, E., &Schell, R.E. (1994). *Developmental psychology today* (6thed.). New York: McGraw-Hill.

Kapadia, K.M. (1966). *Marriage and family in India* (3ded.). Bombay: Indian Branch, Oxford University Press.

Krech, D., Crutchfield, R. S., & Livson, N.(1970). *Elements of psychology; a brief course*. New York: Knopf.

Mangal, S. K. (1984). Abnormal psychology (3rdrev.ed.). New Delhi, India: Sterling

Publishers Munn, N.L., Fernald, L.D., &Fernald, P.S.(1972).Introduction to psychology

(3ded.). Boston: Houghton Mifflin.

Pandey, A.K.(1997), Tribal society in India. New Delhi: Manak Publications. Srinivas, M.N.(1980), Indian Social structure. Delhi: Hindustan Pub.Corp. (India).

Srinivas, M.N. (1996), Village, Caste, Gender, and Method: Essays in Indian Social Anthropology, Delhi: Oxford University Press.

Sarason, I.G., & Sarason, B.R. (1984), Abnormal Psychology: the problem of maladaptive behavior (4thed.), Englewood Cliffs, N.J.: Prentice-Hall.

#### Journals:

Sociological Bulletin (Journal of the Indian Sociological Society), Social change, Issues and Perspectives (Journal of the Council for Social Development)

Economic and Political Weekly, EPW Research Foundations, Mumbai.

#### Digital References:

https://www.youtube.com/watch?v=xj5-

<u>Vdh1B3Ehttps://www.youtube.com/watch?v=W3ToErD5meIhttps://www.youtube.com/watch?v=4tyydBtlcfwhttps://www.advocatesforyouth.org/issue/growth-and-development/https://www.youtube.com/watch?v=gE55soly70M</u>

SWP1.3. Field Work Practicum-I (Concurrent Field Work)

Course Title	Field Work Practicum -1	Course Credits	3
Total Contact Hours	8 Hours per week (12-15 Fieldwork Visits)	Duration of ESA	Viva-voce
Formative Assessment Marks	20	Summative Assessment Marks	80

Course Objectives	Pedagogy	Course Outcomes	Course Assessment
the professional role of social workers. To critically understand and Appreciate	Practical exposure, Fieldwork Training, Orientation Visit/	Able to understand the concept of field work education to develop self-awareness Able to develop skills in field work report writing, record of the observation visits and engage in meaningful discussions during group	Semester end examination-Viva Voce: 60marks Internal Assessment: 40marks
non-governmental organizations.	various Agencies	interactions Able to understand programme and projects of governmental and non- governmental organization	

### Field Work Contents (Tasks/Activities)

## Field work practicum of First Semester comprises two components:

- Orientation Lecture
- Orientation Visits

**Orientation Lectures:** There shall be a minimum of 05 orientation lecture in the First semester Field work Practicum. This will focus on preparing the students about the fieldwork, concept, definitions, purpose and components, understanding self-awareness and self-management, time management, goal setting, field work practice and ethics, field work record and writing skills and techniques like rapport building, observation and analysis, advocacy, and networking with individual, group and community.

**Orientation Visits:** There shall be minimum 15 orientation visits in a semester to provide an exposure to and understanding of the services provided in responses to people's needs to governmental and non-governmental organization highlighting the role of social work profession (i.e. agencies in health setting, education, community, institutional and Non-institutional services, criminaljusticesystem, civicadministration, rehabilitation, Local bodies, etc.).

Board of Studies (UG)
Department of Social Work
Davangere University
Davangere - 577 00"

Soon after the completion of "orientation visits to fields of social work", a student shall be conducted to share the orientation visit experiences and learning. The students shall record their experiences and leanings of Orientation Visits, which they are expected to produce at the time of viva-voce examination conducted at the end of the semester.

#### References:

- Subedar. I. S. (2001). Field Work Training In Social Work. Jaipur: Rawat Publications Sanjoy Roy (2012), Fieldwork in Social Work, Rawat Publication, Jaipur
- Columbia University. (2015), Handbook for Student Social Work Recording, School of Social Work
- Kadushin, Alfred Harkness, Daniel (2005) Supervision in Social Work, New Delhi: Rawat Publication
- Kumar, S. (2002), Methods for Community Participation: A Complete Guide for Practitioners. London: ITDG Publishing.
- NarayanaRao, S. (2002). Counseling and Guidance. Tata McGraw-Hill Publishing Company Ltd O'Hagan, Kieran, et al (2003) Competence in Social Work Practice – A Practical Guide for Professionals, London
- Tata Institute of Social Sciences (1998) Field Work Manual for First Year Social Work, Tata Institute of Social Sciences, Mumbai

## **Digital References**

- IGNOU School of Social Work (2013), Field Work Practicum in Social Work Part, https://www.youtube.com/watch?v=a6u\_YBsoKCs
- The Maharaja Sayaji rao University of Baroda (2019), https://www.msubaroda.ac.in/asset/storage/admission/FSW\_Prospectus\_2019. pdf
- Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of Social Work (BSW)(2019), https://www.ugc.ac.in/pdfnews/1366718 Social Work.pdf

Chairmat Board of Studies (UG) Department of Social Work Davangere University Davangere 577 007

# Bachelor of Social Work (BSW)

## **SEMESTER-II**

DSC2.1. Social Case Work	
Number of Theory Credits	Number of lecture hours/semester
5	64

Course Objectives	Teaching	Learning	Course
22	Learning	Outcomes	Evaluation
	Process		
1. To understand the	1. Lecture	1. Able to	A. Summative
individual, family	2. Assignment	demonstrate	Assessment: 80
and their	3. Individual and	familiarity with	marks
problems and the	Group	Casework processes,	B. Formative
social	Presentation	tools and techniques	Assessment:
contextual factors		and their application	20Marks.
affecting		in Professional	
them		Social	
2. To understand		Work Practice.	
Social			
Casework as a		2. Able to develop	* * * * * * * * * * * * * * * * * * *
method of		skills of Observation,	
Social Work practice		Listening,	
3. To gain		Interviewing and	
knowledge about		Home Visits,	
the basic concepts,		Rapport	
tools,		Building, Resource	
techniques, processes		Mobilization and	
and		Recording.	
Skills of working			
with			
individuals			*.
4. To develop an			*
understanding of			
application of case			
work in			
diverse settings			

Chairman
Board of Studies (UG)
Department of Social Work
Davangere University
Davangere - 577 007

Content of Course	Hrs
Unit-I Introduction to Social Case Work	16
Chapter No.1:Social Case Work: Concept, Nature, Scope, Objectives and Importance	440
Chapter No.2: Historical Development of Social Case work	
Chapter No.3: Individual: Nature and Needs	
Chapter No.4: Problems Faced by Individuals and Families	
Unit-II Components, Principles and Process of Social Case Work	16
Chapter No.5: Components of Social Case Work (Person, Problem, Place, and Process)	
Chapter No.6: Principles of Social Case Work	
Chapter No.7: Process of Social Work: Intake, Psycho-social study, Psycho-Social Assessment/ Social Diagnosis, Treatment/Intervention, Evaluation, Termination and Follow up	
Chapter No.8: Concept of Social Role, Functions and Coping Mechanisms	
Unit-III Tools, Techniques and Skills of Social Case work	16
Chapter No.9:Case work Relationship ,Use of Authority and Advocacy	
Chapter No.10: Communication skills, Observation, Listening, Interviewing and Home Visits	
Chapter No.11: Rapport Building and Resource Mobilization	
Chapter No.12: Recording in Social Case work	
Unit-IV Approaches and Practice of Social Case work	16
Chapter No.13: Task Centered Approach	
Chapter No.14: Social Psychological Approach	
Chapter No.15: Problem Solving Approach and Integrated approach	
Chapter No.16: Case work Practice in different settings: Medical, School, Elderly care Homes, Correctional, and Rehabilitation Centers.	

#### References:

- Aptekar, Herbert (1955) The Dynamics of Casework and Counseling, New York: Houghton Mifflin Co.
- Beistek, F.P. (1957). The Case work Relationship. Chicago: Loyola University Press.
- Fisher, J. (1978). Effective Casework Practice: and Eclectic Approach, New York: McGraw Hill
- Fuster, J.M. (2005). Personal Counselling, Better Yourself Books, Mumbai, Eleventh Edition.
- Hamilton, G. (1956): Theory and Practice of Social Casework. New York: Columbia University Press.
- Hamilton, Gordon (2013) The Theory and Practice of Social Case Work, Rawat Publication, New Delhi
- Keats, Daphne (2002) Interviewing A Practical Guide for Students and Professionals, New Delhi: Viva Books Pvt. Ltd
- 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.
- Rameshwari Devi, Ravi Prakash (2004) Social Work Methods, Practice and Perspectives (Models of Case Work Practice), Vol. II, Ch.3, Jaipur: Mangal Deep Publication
- Richmond, Mary (1917) Social Diagnosis, New York: Free Press
- Sainsbury, Eric. (1970). Social Diagnosis in Casework. London: Routledge & KeganPaul.
- Skidmore, R.A. and Thakhary, M.G. (1982): Introduction to Social Work. New Jersey: Prentice Hall.
- Timms, N. (1964): Social Casework: Principles and Practice. London: Routledge and Kegan Paul
- Timms, N. (1972): Recording in Social Work. London: Routlege and Kegan Paul.
- Upadhayay, R K. (2003). Social Case Work: A therapeutic approach. Jaipur: Rawat Publications
- Pedagogy: Lecture, Assignment, Individual and Group, Discussion/Presentation

DSC2.2. Social Group Work	
Number of Theory Credits Number of lecture hours/semester	
5	64

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To understand the nature and types of groups 2. To understand Social Group Work as a method of Social Work practice 3. To know the basic concepts, tools, techniques, processes and Skills of working with groups 4. To develop an understanding of process of group development and group dynamics 5. To develop an understanding of application of group work in diverse settings	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Able to demonstrate familiarity with Group Work processes, tools and techniques and their application in Professional Social Work Practice 2. Able to develop skills of Facilitation, Analytical Thinking, Leadership Building, Programme Planning, Evaluation and using Programme Media in groups	A. Summative Assessment: 80 marks B. Formative Assessment: 20Marks.

Chairmai Board of Studies (UG) Department of Social Work Davangere University Davangere - 577 007

Content of Course	Hrs
Unit-I. Introduction to Social Group Work	16
Chapter No.1:1. Social Groups: Meaning, Characteristics and Importance.	
Chapter No.2: Types of Groups: Primary and Secondary, Open and Closed, Formal and Informal	
Chapter No.3: Evolution of Social Group Work	
Chapter No.4: Values of Social Group Work	
Unit-II Social Group Work and its Practice	16
Chapter No.5:Assumptions and Objectives of Social Group Work	
Chapter No.6:Models of Social Group Work Practice	
Chapter No.7:Application of Social Group Work with Different Groups: Children, Adolescents, Older Persons, Women and Persons with Disability	
Chapter No.8: Areas of Social Group Work Practice in Different Settings	
Unit-III Group Process and Dynamics	16
Chapter No.9:Stages of Group Development	
Chapter No.10:Group Dynamics	
Chapter No.11:Principles of Social Group Work	
Chapter No.12:Social Group Work Process: Facilitation, Role of Group worker, Leadership and Decision Making	
Unit-IV Skills and Techniques of Social Group Work Practice	16
Chapter No.13:Social Group Work Skills: Facilitation, Analytical Thinking and Leadership Building	
Chapter No.14:Programme Planning and Evaluation	
Chapter No.15:Use of Programme Media	
Chapter No.16:Group Discussion, Group Counselling, Group Decision Making, and Recording in Group work	

## References:

Battacharya, Sanjay Social Work an Integrated Approach, New Delhi : Deep & Deep

Berne, Eric (1966) Principles of Group Treatment, New York: Gnve Press

Bradford (Ed.) (1964) T Group Theory & Laboratory Method, New York : John Wiley &

Cartwright, Dorwin & Zandev, Alvin (1968) Group Dynamics, Research and Theory,

Choudhary, Paul (1983) Introduction to Social Work, Delhi: Atma Ram & Sons

Company

Douglas Tom (1972) Group Process in Social Work, Chicester, Willey.

Douglas, Tom (1977) Group Work Practice, London : Tavistock Publication

Guha, R. (2012). Social Work with Individuals and Groups. New Delhi: Centrum Press.

Gunjal, B.S (2017), Social Group Work (A Method of Social Work), IBH Prakashana, Banglore

Heap, Ken 1(985) The Practices of Social Work with Groups-Systematic Approach, UK J: Prentice-Hall Inc.

Trecker, Harleigh B. 1970 Social Group Work: Principles and Practice, New Work:

Konopka, G. 1963 Social Group Work: A Helping Process, Englewood Cliff. N

London: Tavistock Publications.

Mahesh, M. (2013). Social Group and Social Case Work: Working with Individuals and Working with Group. New Delhi: Centrum Press.

Shaw, Marllin E. (2nd Ed.) Group Dynamics, New Delhi: Tata – McGraw Hill Publishing Siddiqui H.Y (2008). Group Work Theories and Practice, Rawat Publications, Jaipur. Sons

Trecker HARLEIGH b. (1955) Group Work Foundations & Frontiers, Whiteside Inc&Willaim Morrow & Co.

Trecker Harleigh B. (1970) Social Group Work: Principles & Practice.

Wilson, Gertrude & Ryland, Gladys (1949) Social Group Work Practice, Haughton Miffli Wilson. G. and Ryland G. (1949) Social Group Work Practice (Boston: Hugton Hiffin& Co.) JOURNALS:

Indian Journal of Social Work, By-Annual, TISS, Deonar, Mumbai (Maharshtra).

Perspectives in Social Work, College of Social work, Nirmal Niketan, Mumbai (Maharashtra).

Social Work Journal, Bi-Annual, Department of Social Work, Assam University, Silchar-788 011 (Assam).

# Digital References:

Edutopia (2016), Teaching Group Work: Building Student Collaboration and Agency Available at <a href="https://www.youtube.com/watch?v=-Mb9-At2Ss0">https://www.youtube.com/watch?v=-Mb9-At2Ss0</a>

Cec Ugc (2014), Methods of Working with Group: Social Group Work, Available at <a href="https://www.youtube.com/watch?v=kialAnAFKJY&t=229s">https://www.youtube.com/watch?v=kialAnAFKJY&t=229s</a>

St. Thomas Aquinas College (2016), Understanding Group Dynamics, Available at <a href="https://www.youtube.com/watch?v=uL6x99-VSBA">https://www.youtube.com/watch?v=uL6x99-VSBA</a>

SWP2.3. Field Work Practicum-II (Concurrent Field Work)

Course Title	Filed Work Practicum-II	Course Credits	3
Total Contact Hours	8 Hours per week (12-15 Fieldwork Visits)	Duration of ESA	Viva voce
Formative Assessment Marks	20	Summative Assessment Marks	80

Course Objectives	Pedagogy	Course Outcomes	Course Assessment
of governmental and non-	Fieldwork to various Agencies	Able to understand the concept of field work education to develop self-awareness Able to develop skills in field work report writing, record of the observation visits and engage in meaningful discussions during group interactions Able to understand Programmes and projects of governmental and non-	Semester end examination- VivaVoce:50 marks Internal Assessment: 50 marks
To enhance importance of skill sin report writing and documentation		governmental organization	

# Field Work Contents (Tasks /Activities)

# Field work practicum of Second Semester comprises Concurrent field work

Concurrent Field Work: The broad aim of concurrent filed work practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations. This learning experience should provide an opportunity of working with communities, groups, individuals/families and managing organization tasks. It is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for one day (08 hours) per every week of the semester.

The student shall complete a minimum of 15 days of visits in a semester. The learners shall be placed in agencies/community to initiate and participate in direct service delivery.

Charmar Board of Studies (UG) Department of Social Work Davangere University Davangere - 577 007 Submission of reports to their allotted respective faculty supervisors.

The faculty supervisors through periodic Individual conferences and Group conferences shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

#### References:

- Subedar, I. S. (2001). Field Work Training In Social Work. Jaipur: Rawat Publications Sanjoy Roy (2012), Fieldwork in Social Work, Rawat Publication, Jaipur
- Columbia University. (2015), Handbook for Student Social Work Recording, School of Social Work
- Kadushin, Alfred Harkness, Daniel (2005) Supervision in Social Work, New Delhi :Rawat **Publication**
- Kumar, S. (2002), Methods for Community Participation: A Complete Guide for Practitioners. London: ITDG Publishing.
- NarayanaRao, S. (2002). Counseling and Guidance. Tata McGraw-Hill Publishing Company Ltd O'Hagan, Kieran, et al (2003) Competence in Social Work Practice - A Practical Guide for Professionals, London
- Tata Institute of Social Sciences(1998) Field Work Manual for First Year Social Work, Tata Institute of Social Sciences, Mumbai

## **Digital References**

- IGNOU School of Social Work (2013), Field Work Practicum in Social Work Part, https:// www.youtube.com/watch?v=a6u YBsoKCs
- The Maharaja Sayaji rao University of Baroda (2019), https://www.msubaroda.ac.in/asset/storage/admission/FSW\_Prospectus\_2019. pdf

Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of Social Work (BSW)(2019), https://www.ugc.ac.in/pdfnews/1366718 Social\_Work.pdf.

වಲಯ Davangere University

ತಿವರ್ಗಿಗೋತ್ರಿ. ದಲ್ಲು 3-57700 Shivagangotri, Davangere-07

Department of Social Work Davangere University Davangere - 577 007

33 | Page

••••

THE TRUE TO SHEET THE TOTAL THE TOTA

The second of th