

**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY
BALLARI**

Department of Studies and Research in Social Work

BSW SYLLABUS



For

I SEMESTER
BACHELOR OF SOCIAL WORK
Under NEP 2020

With effect from the Academic Year

2021-22 Onwards

**B.S.W. (NEP SEMESTER SCHEME) SYLLABUS
BACHELOR OF SOCIAL WORK**



Vijayanagara Sri Krishnadevaraya University, Ballari

Department of Studies in Social Work

Four Year Honour's Programme

Structure and Syllabus



Bachelor of Social Work to be introduced under NEP 2020 with effect from Academic year 2021-22

Preamble:

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

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

1. Acquisition of graduate attributes and descriptors with demonstrated abilities through Field Work Training;
2. Knowledge of Media and Information Literacy in the context of Social Work practice;
3. Application of Programme Media in social work practice;
4. Skill development and entrepreneurship abilities to be taught at undergraduate levels;
5. Learning by doing through concurrent and block Field Work which provides an opportunity to the students for practice in diverse settings;
6. Selection of courses of their choice from a range of electives which allows in-built flexibility for students to learn they are truly interested in and avoid that which they may not be much inclined to learn; and
7. Development of research and analytical abilities through dissertation as a separate paper at the honours or research degree level in the fourth year of the undergraduate degree.

Programme outcome:

The central objectives of the BSW program is to inculcate among the students the values, knowledge, skills, and techniques necessary for working with individuals, groups, communities and for collective action to bring about positive social change. In order to fulfil this, BSW program comprises a wide range of courses including the core, supportive and inter-disciplinary domains of Social Work Education. The programme is strongly committed to a diverse learning environment, in which respect for dignity and worth of all human beings and understanding of

diverse conditions would be practiced. It respects individual uniqueness and offers a professional programme to build a foundation for practice with population groups, keeping the larger goal in mind.

Programme Learning Objectives:

1. To enable students to understand history, philosophy, values, ethics and functions of social work profession, and its linkages with other social science disciplines;
2. To equip students with knowledge on core and ancillary methods of professional social work, and its practice base;
3. To inculcate in the students the spirit of enquiry and research; and thereby develop problem solving and decision-making abilities;
4. To prepare professionals to practice in diverse social work settings and to address contemporary issues and concerns of marginalized and hitherto excluded population groups;
5. To make learners 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. To develop 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. To develop in the graduates 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. To imbibe in the learners the values of social justice, human rights, empathy, hard and honest work – thereby developing in them the vision to work towards an egalitarian society.

Graduate Attributes

The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution (HEI) such as a college or university. They are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking.

Some of the characteristic attributes that a Social Work graduate should demonstrate at the end of the Program are as follows:

Disciplinary Knowledge: Capable of demonstrating comprehensive knowledge and understanding of awareness of the social context, primary and auxiliary methods of Social Work Profession, policies and programmes directed towards social development; understanding of social problems, social legislations and the rights-based approach.

Communication Skills: Ability to express thoughts and ideas effectively, demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups. Develop skills in verbal and non-verbal communication,

preparation and presentation of documents/reports/PPTs. Skills of interpersonal communication, use of IEC and programme media in working with diverse population groups. Able to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources and develop digital literacy as applicable to the professional needs.

Critical Thinking: Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

Problem Solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of problems by stepping out of comfort zones and taking up challenges in unforeseen challenges.

Analytical Reasoning: Ability to access secondary information as a consumer, identify right resources/ data banks. Analyze and synthesize data from a variety of sources and draw valid conclusions.

Research-related Skills: As a producer of research develop basic skills and a scientific attitude, problem identification and formulation of research design; ability to plan, execute and report a research investigation; develop skills to prepare case studies and best practice documentation, learn to use appropriate software for analyzing data and work towards generation of indigenous knowledge.

Cooperation and Team Work: Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group and or a team in the interests of a common cause and work efficiently as a player.

Reflective Thinking: Awareness of and ability to use one's professional skills and behavioural competencies that meet the need of the situation.

Self-motivated Learning: Ability to identify needs and mobilize resources independently, monitor and evaluate programmes. Ability to guide and lead clientele in the community/work setting in the right direction.

Diversity Management and Inclusive Approach: Able to understand and appreciate diversity (caste, ethnicity, gender and marginalization), values and beliefs of multiple cultures in a global perspective, managing diversity, use of an inclusive approach to the extent possible.

Moral and Ethical Awareness/Reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of social work.

Lifelong Learning: Capable of self-paced and self-directed continuous learning aimed at personal/professional development and for improving knowledge, attitude and skills as also re-skilling in diverse areas.

Program Outcomes:

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

1. To enable students to understand history, philosophy, values, ethics and functions of social work profession, and its linkages with other social science disciplines;
2. To equip students with knowledge on core and ancillary methods of professional social work, and its practice base;
3. To inculcate in the students the spirit of enquiry and research; and thereby develop problem solving and decision-making abilities;
4. To prepare professionals to practice in diverse social work settings and to address contemporary issues and concerns of marginalized and hitherto excluded population groups;
5. To make learners 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. To develop 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. To develop in the graduates 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. To imbibe in the learners 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. To Develop Digital Skills and inculcate the importance of Physical Education, Health and Wellness other extracurricular activities.

Assessment:

Weightage for assessments (in percentage)

| Type of Course | Formative Assessment / IA | Summative Assessment |
|-----------------------------------------------------------------------|----------------------------------|-----------------------------|
| Theory | 40 | 60 |
| Practical | - | - |
| Projects | 40 | 60 |
| Experiential Learning (Internships/Social Work Practicum etc.) | 40 | 60 |

Program Articulation Matrix:

This matrix lists only the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internships etc. Elective courses may be listed separately

| Semester | Name of the course- Discipline Specific Core Course (DSCC) | What all program outcomes the course addresses (not exceeding three per course) | Pre-requisite course (s) | Pedagogy | Assessment |
|----------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Foundations of Social Work (FSW) | i) Disciplinary knowledge, ii) analytical reasoning, and, iii) moral and ethical awareness/reasoning. | Nil | i) Lecture method, ii) Assignments, and iii) Individual and Group Presentations iv) Virtual Mode v) Power Point Presentation | i) Internal Assessment for 30 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 70marks |
| 1 | Social Sciences Perspectives for Social Work (SSPSW) | i) Disciplinary knowledge (supportive/interdisciplinary domain), ii) reflective thinking, and iii) analytical reasoning. | Nil | i) Lecture method, ii) Assignments, and iii) Individual and Group Presentations iv) Virtual Mode v) Power Point Presentation | i) Internal Assessment for 30 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 70marks |
| 1 | Contemporary Social Concerns for Social Work Practice (CSCSWP) | i) Disciplinary knowledge (supportive/interdisciplinary domain), ii) critical thinking, and iii) moral and ethical awareness/reasoning. | Nil | i) Lecture method, ii) Field-based Learning, iii) Assignments iv) Individual and Group Activities v) Virtual Mode vi) Power Point Presentation | i) Internal Assessment for 30 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 70marks |

Pedagogy for student engagement is predominantly lectures. However, other pedagogies enhancing better student engagement to be recommended for each course. The list includes active learning/ course projects/ problem or project based learning/ case studies/self study like seminar, term paper or MOOC

\$ Every course needs to include assessment for higher order thinking skills (Applying/ Analyzing/ Evaluating/ Creating). However, this column may contain alternate assessment methods that help formative assessment (i.e. assessment for learning).

BACHELOR SOCIAL WORK

DSC1: FOUNDATIONS OF SOCIAL WORK

| | |
|------------------------------------------|--------------------------------|
| Course Title: Foundations of Social Work | |
| Total Contact Hours: 56 hours | Course Credits: 04 |
| Formative Assessment Marks: 40 | Duration of ESA/Exam: 03 hours |
| Syllabus Authors: | Summative Assessment Marks: 60 |

Course Pre-requisite(s): *NIL*.

Course Outcomes (COs):

At the end of the course, students will be able to:

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

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

| Course Outcomes (COs) / Program Outcomes (POs) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| 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 | | | | | | | | | | | | |

DSC 1: FOUNDATIONS OF SOCIAL WORK

4 Credits

Course objectives:

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

| Unit | Description | Hours |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1 | An Introduction to Social Work: Social Work: Concept, Meaning, Definitions, Objectives, Goals and Functions - Social Work: Nature and Philosophy: Democratic, Humanitarian, Herbert Bisno's Philosophy- Historical development of Social Work in UK, USA, India and Karnataka - Emergence of Social Work Education in India and Karnataka | 12 |
| 2 | Values and Ethics in Social Work Practice: Assumptions and Values of Social Work - Codes of Ethics: National Association of Social Workers (NASW) - Guiding Principles of Social Work and their applications in diverse socio-cultural settings - Social Work and its Relation to Human Rights and Social Justice | 12 |
| 3 | Social Work Profession in India: Profession: Meaning, Definitions and Attributes - Professionalization of Social Work in India - Social Work Profession: Issues and Challenges- Perspectives of Social Work Profession in Indian context | 10 |
| 4 | Approaches and Ideologies of Social Work: Professional v/s Voluntary Approaches to Social Work- Ideology of Action Groups and Social Movements- Generalist Approach to Social Work Practice - Influence of Political Ideology on Social Welfare Policies and Programmes | 12 |
| 5 | Process, Roles and Fields of Social Work: Process of Social Work: Engagement, Assessment, Planning, Intervention, Evaluation and Termination- Roles of Social Work: Educator, Guide, Advocate, Therapist, Enabler, Resource Mobilizer and Motivator- Community Development and Correctional Settings - Medical and Psychiatric Social Work- Family, Women and Child centered Social Work- Industrial Social Work- Social Work with Marginalized Sections of the Society | 10 |

Text Books

1. Annie Pullen-Sansfaçon (2013), The Ethical Foundations of Social Work, Stephen Cowden Routledge,
2. Banks, S. (1995). Ethics and Values in Social Work: Practical Social Work Series, London: Macmillan Press Ltd.
3. Compton, B. R. (1980). Introduction to Social Welfare and Social Work. Illinois: The Dorsey Press.
4. Desai, Murli, (2006). Ideologies and Social Work: Historical and Contemporary Analyses, Rawat Publication, New Delhi
5. Friedlander, Walter A. (1977) Concepts and Methods of Social Work, New Delhi: Prentice Hall of India Pvt. Ltd

6. Heun, Linda R., Heun, Richard E. (2001) Developing Skills for Human Interaction, London: Charles E. Merrill Co.
7. Jacob, K. K. (Ed.) (1994) Social Work Education in India – Retrospect and Prospect Udaipur, Himansu Publications.

Reference Books

1. Joseph, Sherry (Ed.) (2000) Social Work: In the Third Millennium (Some Concerns and Challenges), Sriniketan, Department of Social Work, Visva-Bharati.
2. National Association of Social Workers. (2008). Code of Ethics of the National Association of Social Workers. Washington, D.C.: NASW Press.
3. O’ Hagan, Kieran, Kingsley, Jessica (2003) Competence in Social Work Practice- A Practical Guide for Professionals, London
4. Reamer & Fredric (2005) Social Work Values and Ethics, New Delhi: Rawat Publication
5. Singh, D. K. and Bhartiya, A.K. (2010). Social Work: Concept and Methods. Lucknow: New Royal Book Company.
6. Skidmore, Rex A.(1982), Introduction to Social Work, New Jersey, Thackeray, Milton G. Prentice-Hall, Englewood Cliffs.
7. Surendra Singh (Chief Editor). (2012): Encyclopedia of Social Work in India. Lucknow: New Royal Book Company.

JOURNALS

1. The Indian Journal of Social Work, Bi-annual, TISS, Mumbai (Maharashtra)
2. Perspectives in Social Work, College of Social Work, Nirmala Niketan, Mumbai (Maharashtra)
3. Social Work Journal, Bi-annual, Department of Social Work, Assam University, Silchar

DIGITAL REFERENCES

1. USC Suzanne Dworak-Peck School of Social Work (2014), Introduction to Social Work: Available at <https://www.youtube.com/watch?=jJXRB1V5eVw&t=5s>
2. UH Class OET (2016) Introduction to Social Work, University of Houtson: Available at <https://www.youtube.com/watch?=LtaCmORiP9A>
3. The Audiopedia (2017), What is SOCIAL WORK? What does SOCIAL WORK mean?
4. SOCIAL WORK meaning, definition and explanation: Available at <https://www.youtube.com/watch?v=xj5-Vdh1B3E>
5. USC Suzanne Dworak-Peck School of Social Work (2017), Legacies of Social Change.
6. 100 years of Professional Social Work in the United States: Available at <https://www.youtube.com/watch?v=a4VzRSnksmA>

Pedagogy: Lecture method, Assignments, Individual, Group Presentations, Virtual Mode, Power Point Presentation

| Formative Assessment | |
|----------------------------------|---------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Semester end exam | 60 |
| Internals (C1+C2) | 40 |
| Total | 100 |

Date

Course Co-ordinator

Subject Committee Chairperson

DSC2: SOCIAL SCIENCES PERSPECTIVE FOR SOCIAL WORK

| | |
|-----------------------------------------------------------|--------------------------------|
| Course Title: Social Sciences Perspective for Social Work | |
| Total Contact Hours: 56 hours | Course Credits: 04 |
| Formative Assessment Marks: 40 | Duration of ESA/Exam: 03 hours |
| Syllabus Authors: | Summative Assessment Marks: 60 |

Course Pre-requisite(s): *NIL*.

Course Outcomes (COs):

At the end of the course, students will be able to:

1. Able to understand the basic sociological concepts and notions of society
2. Able to know the basic concept of economics and structure of economy
3. Able to explore the knowledge about political framework in the context of social welfare

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

| Course Outcomes (COs) / Program Outcomes (POs) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| 1. Able to understand the basic sociological concepts and notions of society | | | | | | | | | | | | |
| 2. Able to know the basic concept of economics and structure of economy | | | | | | | | | | | | |
| 3. Able to explore the knowledge about political framework in the context of social welfare | | | | | | | | | | | | |

DSC2: SOCIAL SCIENCES PERSPECTIVE FOR SOCIAL WORK

4 Credit

Course objectives:

1. To understand basic sociological concepts and notions of society
2. To know the basic concepts of economics and structure of economy
3. To understand the political framework for social welfare

| Unit | Description | Hours |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1 | Introduction to Sociological Concepts: Society, Man and Society and its Relationships - Caste, Class, Power and Authority - Social Values, Norms, Customs, Mores and Culture - Social Institutions: Family, Marriage and Religion. | 12 |
| 2 | Notions of Society: Social Process: Concept, Importance and Types - Social Change: Concept, Characteristics and Factors - Social Control: Concept, Importance and Agencies - Socialization: Concept, Importance and Agencies | 12 |
| 3 | Psychology and Social Work: Psychology: Meaning, Definitions, Nature, Scope and methods - Basic Psychological Concepts: Perception, Learning, Motivation - Personality Development: Concept, types, factors affecting personality, skills in understanding one's personality - Importance of Psychology for social workers | 12 |
| 4 | Basics of Economics: Micro: Demand and Supply, Cost, Production, Revenue and Market - Macro: National Income, Inflation, Money and Banking - Public Finance: Public Revenue, Expenditure, Debt, and Budget Economic System: Capitalist, Socialist and Mixed | 10 |
| 5 | Introduction to Political Concepts: State: Origin, Concept and its Organs Concepts of Welfare State - Constitution of India and its Salient Features Fundamental Rights, Directive Principles of State Policy | 10 |

Text Books

1. Ahuja, R. (1993). Indian social system. Jaipur: Rawat Publications.
2. Ahuja, R. (1999). Society in India: concepts, theories, and changing trends. Jaipur: Rawat Publications
3. Abraham, M. F. (2006). Contemporary sociology: an introduction to concepts and theories. Oxford, UK: Oxford University
4. Dube, S. C. (1994). Indian society. New Delhi: National Book Trust.
5. Elkind, D. (1970). Children and adolescents; interpretive essays on Jean Piaget. New York: Oxford University Press.
6. Ghurye, G. S. (1969). Caste and race in India ([5th ed.]). Bombay: Popular Prakashana.
7. Hoffman, L. N., Paris, S. G., Hall, E., & Schell, R. E. (1994). Developmental psychology
8. today (6th ed.). New York: McGraw-Hill.
9. Hurlock, E. B. (1996). Developmental psychology. New York: McGraw-Hill.
10. Jain, P. C. (1991). Social movements among tribal's: a sociological analysis of Bhils of Rajasthan. Jaipur: Rawat Publications
11. Kapadia, K. M. (1966). Marriage and family in India (3d ed.). Bombay: Indian Branch, Oxford University Press.

Reference Books

1. Krech, D., Crutchfield, R. S., & Livson, N. (1970). Elements of psychology; a briefer course. New York: Knopf.
2. Morgan, C. T., & King, R. A. (1966). Introduction to psychology [by] Clifford T. Morgan [and] Richard A. King. (3d ed.). New York: McGraw-Hill.
3. Mangal, S. K. (1984). Abnormal psychology (3rd rev. ed.). New Delhi, India: Sterling Publishers
4. Publishers
5. Munn, N. L., Fernald, L. D., & Fernald, P. S. (1972). Introduction to psychology (3d ed.). Boston: Houghton Mifflin.
6. Pandey, A. K. (1997). Tribal society in India. New Delhi: Manak Publications.
7. Srinivas, M. N. (1980). India social structure. Delhi: Hindustan Pub. Corp. (India).
8. Srinivas, M. N. (1996). Village, caste, gender, and method: essays in Indian social anthropology. Delhi: Oxford University Press.
9. Sarason, I. G., & Sarason, B. R. (1984). Abnormal psychology: the problem of maladaptive behavior (4th ed.). Englewood Cliffs, N.J.: Prentice-Hall.

Pedagogy: Pedagogy: Lecture method, Assignments, Individual, Group Presentations, Virtual Mode, Power Point Presentation

| Formative Assessment | |
|--------------------------------------|-------------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Semester end exam | 60 |
| Internals (C1+C2) | 40 |
| Total | 100 |

Date

Course Co-ordinator

Subject Committee Chairperson

DSC3: CONTEMPORARY SOCIAL CONCERNS FOR SOCIAL WORK

| | |
|------------------------------------------------------------|--------------------------------|
| Course Title: Contemporary Social Concerns for Social Work | |
| Total Contact Hours: 56 hours | Course Credits: 04 |
| Formative Assessment Marks: 40 | Duration of ESA/Exam: 03 hours |
| Syllabus Authors: | Summative Assessment Marks: 60 |

Course Pre-requisite(s): *NIL*.

Course Outcomes (COs):

At the end of the course, students will be able to:

1. Able to understand and analyze social problems.
2. Able to understand preventive and remedial measures for Contemporary social problems
3. Able to understand role of social work in addressing social problems

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

| Course Outcomes (COs) / Program Outcomes (POs) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| Able to understand and analyze social problems. | | | | | | | | | | | | |
| Able to understand preventive and remedial measures for Contemporary social problems | | | | | | | | | | | | |
| Able to understand role of social work in addressing social problems | | | | | | | | | | | | |

DSC3: CONTEMPORARY SOCIAL CONCERNS FOR SOCIAL WORK

4 Credits

Course objectives:

1. To understand the genesis and manifestation of social problems
2. To understand nature and causative factors of contemporary social problems
3. To understand preventive and remedial measures for contemporary social problems
4. To understand the major theories of social problems
5. To understand the role of social work in addressing social problems

| Unit | Description | Hours |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1 | Understanding Social Problems: Social Problems: Introduction, Concept, Definitions and Characteristics-Contemporary Social Problems: Nature, Factors, Causes and Consequences - Theories of Social Problems: Social, Psychological and Economic Social Problems and Social Disorganization: Impact on Individual, Family and Society | 12 |
| 2 | Contemporary Social Problems I: Malnutrition: Definition, Types, Causes, Consequences, Preventive and Curative measures: Alcoholism and Drug Addiction: Definition, Causes, Types and Impact, Prevention, Remedy Role of Social Workers in the areas of Malnutrition, Alcoholism and Drug Addiction | 10 |
| 3 | Contemporary Social Problems II: Displacement and Migration: Definition, Causes, Types and Impact, Prevention and Remedy - Trafficking of Women and Children: Definition, Causes, Types and Impact, Prevention and Remedy- Role of Social Workers in the areas of Displacement, Migration and Trafficking | 12 |
| 4 | Contemporary Social problems III: Suicide: Definition, Causes, Types and Impact, Prevention, Remedy and Role of Social Workers-Poverty and Unemployment: Definition, Causes, Types and Impact, Prevention, Remedy and Role of Social Workers | 10 |
| 5 | Contemporary Social Problems IV: Sexual Minorities: Meaning, Types, Causes, Impact-Sexual Minorities: Policies, Programme, Remedy and Role of Social Workers-Commercial Sex Workers: Meaning, Types, Causes, Issues and Challenges Commercial Sex Workers: Policies, Programme, Prevention and Role of Social Workers | 12 |

Text Books

1. Anna Leon- Guerrero (2009) Contemporary reading in Social Problems: Pine Forge Press
2. Deb, S (2006) Contemporary Social Problems in India. New Delhi: Anmol Publication Pvt. Ltd.
3. Donileen R. Loseke (2011) Thinking about Social Problems: Transaction Publishers
4. H.S, Becker (1966) Social Problems-A Modern Approach. New York: John Wiley and Sons.

5. Joel Best (2001) How Claims Spread: Cross-national Diffusion of Social Problems: Aldine Transaction
6. Joel Best (2016) Social Problems: W.W.Norton, Incorporated.

Reference Books

1. Joel Best (2017) Images of Issues-Typifying Contemporary Social Problems, Routledge
2. Joel Best, Scott R. Harris (2012) Making Sense of Social Problems: Lynne Rienner Publishers
3. Madan, G.R (1981) Indian social problem, New Delhi: Allied publication
4. Malcolm Spector (2017) Constructing Social Problems: Routledge
5. Ram Ahuja (2014) Social problems in India, Jaipur: Rawat publication
6. Zastrow, C (1999) Social Problems, Issues and Solution. Canada: Wadsworth Thomson Learning Publication.

| Formative Assessment | |
|--------------------------------------|-------------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Semester end exam | 60 |
| Internals (C1+C2) | 30 |
| Total | 100 |

Pedagogy: Lecture method, Assignments, Individual, Group Presentations, Virtual Mode, Power Point Presentation

OEC1: FIELDS OF SOCIAL WORK PRACTICE

| | |
|----------------------------------------------|--------------------------------|
| Course Title: Fields of Social Work Practice | |
| Total Contact Hours: 42hours | Course Credits: 03 |
| Formative Assessment Marks: 40 | Duration of ESA/Exam: 03 hours |
| Syllabus Authors: | Summative Assessment Marks: 60 |

Course Pre-requisite(s): *NIL*.

Course Outcomes (COs):

At the end of the course, students will be able to:

1. Able to understand different fields of Social Work practice.
2. Able to apply different methods while working with different fields.
3. Develop the attributes and competencies required to work in different fields.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

| Course Outcomes (COs) / Program Outcomes (POs) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| 1. Able to understand different fields of Social Work practice. | | | | | | | | | | | | |
| 2. Able to apply different methods while working with different fields. | | | | | | | | | | | | |
| 3. Develop the attributes and competencies required to work in different fields. | | | | | | | | | | | | |

OEC 1: FIELDS OF SOCIAL WORK PRACTICE

3 Credits

Course objectives:

1. To provide an exposure to the fields of Social Work in various settings
2. To develop an understanding and skills of the different areas of Social Work practice
3. To acquaint with the methods and techniques in field of Social Work

| Unit | Description | Hours |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1 | Concept of Social Work: Meaning, Concept, Definitions, Nature and Scope of Social Work - Methods of Social work - Values and Code of Ethics of Social Work - Principles, Skills and Techniques of Social Worker-Professional attributes for professional Social Workers | 10 |
| 2 | Social Work with Communities: Concept of Community and Community Development-Types of Community; Rural, Urban and Tribal community - Areas of Intervention of Social Work in Community; Services for marginalized, youth, and elderly-Competencies required for community worker | 10 |
| 3 | Social Work in School Setting: Concept of Schools, Problems of children in schools-Areas of Social work intervention; children with physical, learning, and emotional problems. School dropout, working with teachers, administrators, and other professionals-Competencies required for School Worker | 8 |
| 4 | Social Work in Hospital and Industrial Setting: Concept of medical and psychiatric social work-Hospitals: Types, structure, and functions-Areas of Social Work intervention; working with health care teams, patients, care takers, para-medical staff, and hospital administration-Competencies required for Social Worker in Health Settings | 8 |
| 5 | Social Work in Industrial Setting: Concept of Industrial Social Work-Problems of employees; adjustment, emotional and mental health issues-Areas of Social Work intervention; employees, management, and unions-Competencies required for Industrial Social Worker | 6 |

Text Books

1. Encyclopedia of Social Work in India (1968 & 1978). Vol. 1, 2,3. Director, Publications Division, Ministry of Information and Broadcasting. New Delhi.
2. Bhattacharya, S. (2012). Social Work an Integrated Approach. New Delhi: Deep and Deep Publication
3. Manshardt, Clifford (1967), Pioneering on Social Frontiers in India, Lalvani Pub House, Bombay
4. Madan, G.R (2003), Indian Social Problems, Allied Publishers Private Limited
5. Desai, M. 2000, Curriculum Development on History and Ideologies for Social Change and Social Work, TISS, Mumbai.
6. Stroup H.H (1965), Social Work: An Introduction to the Field, Second Edition, American Book Company

7. Fink.A.E. (1945) *The Field of Social Work*. New York: Henry Holt & Co.
8. Fried Lander. W.A. (1958) *Concepts and Methods of Social Work*, Engle Wood Cliffs: Prentice – Hall
9. Gore. M.S. (1965) *Social Work and Social Work Education*, Bombay: Asia Publishing House
10. Gunjal, B., and Ganga Bhushan, M. M. (2010). *Fields of Social Work Practice*. Bangalore: Baraha Publisher.

Reference Books

1. Kinduka, S.K. (1965) *Social work in India*, Sarvodaya Sahitya Samaj, Rajasthan
2. Ramaswamy, B. (2013). *Modern International Encyclopedia of Social Work*. New Delhi: Anmol Publication.
3. Ramesh, B., Parashurama, K., Ashok, A. D., and Loksha, M. (2012). *Social Work Education in India: Issue and Concerns*, Tumkur University, Tumkur.
4. Reamer F.G. (1995) *Social work Values and Ethics* New York: Columbus University Press
5. Siddiqui, H. (2015). *Social Work and Human Relations*. Jaipur: Rawat Publication.
6. Suresh, S. (2013). *Modernization of Social Work Practices*. New Delhi: Centrum Press.
7. Suresh, S. (2013). *Realities and Prospectus of Social Work*. New Delhi: Centrum Press
8. UGC Review of Social Work Education in India—Retrospect and Prospect, Report of the Second Review Committee, New Delhi 1980, University Grants Commission.
9. S D Gokhale (ed) *Social Welfare-Legend and Legacy*, Popular Prakashan, Bombay.
10. UGC, *Social Work Education in Indian Universities*, New Delhi 1965, University Grants Commission.

JOURNALS:

1. *The Indian Journal of Social Work*, Bi-annual, TISS, Mumbai.
2. *Perspectives in Social Work*, College of Social Work, Nirmal Niketan, Mumbai.
3. *Social Work Journal*, Bi-Annual, Department of Social Work, Assam University, Silchar, Assam

DIGITAL REFERENCES:

- USC Suzanne Dworak-Peck School of Social Work (2014), *Introduction to Social Work*
- (Extended Version): Available at
- [:https://www.youtube.com/watch?v=jJXRB1V5eVw&t=5s](https://www.youtube.com/watch?v=jJXRB1V5eVw&t=5s)
- UH Class OET (2016) *Introduction To Social Work*, University of Houtson: Available at
- <https://www.youtube.com/watch?v=LtaCmORiP9A>
- The Audiopedia (2017), *What is SOCIAL WORK? What does SOCIAL WORK mean? SOCIAL WORK meaning, definition & explanation*, Available at
- <https://www.youtube.com/watch?v=xj5-Vdh1B3E>
- 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>

Pedagogy: Lecture method, Assignments, Individual, Group Presentations, Virtual Mode, Power Point Presentation

| Formative Assessment | |
|----------------------------------|---------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Semester end exam | 60 |
| Internals (C1+C2) | 40 |
| Total | 100 |

Date

Course Co-ordinator

Subject Committee Chairperson

Question Paper Pattern for (CBCS) PG Examination BSW

Paper Code:

Paper Title:

Time: 3 Hours

Max. Marks: 60

Instruction: Answer all Sections

SECTION-A

Answer any **Three** questions

(2X5=10)

Q1.

Q2.

Q3.

Q4.

Q5.

Q6.

SECTION-B

Answer any **Four** of the following questions

(5X7=35)

Q7.

Q8.

Q9.

Q10.

Q11.

Q12.

SECTION-C

Answer any **One** of the following questions

(1X15=15)

Q13.

Q14.

Note for Paper setters: Question paper shall be set in English version only.