VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY BALLARI

Department of Studies in Social Work
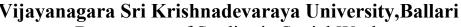
Choice Based Credit System

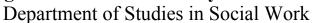# Department of Studies in Social Work

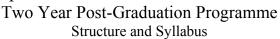SYLLABUS

Master of Arts
(I-IV Semester)

With effect from
2021-22

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 values 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 also address contemporary issues and concerns such as of marginalized and exclusive population;
5. 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;
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 thrust on national policies directed towards achieving sustainable development;
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;

Programme Outcomes:

After the successful completion of the Social Work (MSW) programme, the student will be able to:

PO1: Demonstrate Ethical and Professional Behavior in Social Work Practice.
PO2: Apply critical thinking to inform and communicate professional judgement in Social Work Practice

PO3: Demonstrate diversity and difference in Practice

PO4: Construct research informed practice and practice informed research in Social Work.
PO5: Formulate policy practice to advance social and economic wellbeing in Social Work services

PO6: Engage, assess, intervene and evaluate individuals, families, groups, organizations, and communities

Programme Specific Outcomes:

At the end of the programme, the student will be able to:

PSO1	Obtain knowledge on the utilization of Social Work practice theories and methods with individuals,families and groups	
PSO2	Acquire knowledge on the utilization of social work Practice theories and methods with community organization and Social Welfare Administration	
PSO3	Develop skills to Practice values and ethics of Social Work Practice with diverse and vulnerablepopulations	
PSO4	Conduct evidence-based research and evaluation	
PSO5	Get diverse technical knowledge on various Acts and legislations related to Social Work practice	
PSO6	Apply various techniques, skills, approaches and model of social work practice which leads to theemployment opportunities.	

Post-Graduate Attributes:

As a post-graduate from MSW course students will be:

The post-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 post-graduate through studies at the higher education institution (HEI) such as a college or university. The post-graduate attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society. The post-graduate attributes define the characteristics of a student's university PG programme(s), and describe a set of characteristics/competencies that are transferable beyond study of a particular subject area and programme contexts in which they have been developed. Post-Graduate attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking. The learning outcomes-based curriculum framework is based on the premise that every student and graduate is unique. Each student or post-graduate has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the higher education institutions help develop their characteristic attributes.

The post-graduate attributes reflect both disciplinary knowledge and understanding, generic skills, including global competencies that all students in different academic fields of study should acquire/attain and demonstrate. Some of the characteristic attributes that a Social Work post-graduate should demonstrate are as follows: Disciplinary Knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study. Awareness of the social context, 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; analyse 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. 13 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 reskilling in diverse areas

- Universal - globally relevant with comprehensively applicable abilities, skills and behaviors
- Work ready - dynamic and prepared for employment in complex, ever-changing environments which require life-long learning and resilience
- Successful - MSW graduate with a solid foundation on which to continue succeeding and realizing potential, across various contexts through graduating, student will develop attributes across three dimensions:
  - Academic – knowledge, skills and abilities related to high-level academic study
  - Personal – qualities and characteristics of well-rounded, developed, responsible individuals
  - Professional – skills, aptitudes and attitudes required for professional working life in the 21st Century

The underpinning attributes are developed through the key skills and competencies student will learn as part of master degree programme:

MSW	Academic	Personal	Professional
Universal	Critical thinker Analytical Inquiring	Emotionally intelligent Ethically-minded Culturally aware	Collaborative Research-minded Socially-responsive
Work-ready	Knowledgeable Digitally literate	Effective communicator Influential	Potential leader Enterprising

	Problem solver	Motivated	Ambitious
Successful	Autonomous Incisive Innovative	Creative Imaginative Resilient	Driven Daring Transformational

Assessment:

Weightage for assessments (in percentage)

Type of Course	Formative Assessment / IA	Summative Assessment
Theory	30	70
Practical	20	30
Projects	40	60
Experiential Learning (Internships etc.)	NA	NA

VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

Department of Studies in Social Work

I Semester

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
FIRST	DSC1	21SOW1C1L	Social Work Education and Profession	30	70	100	4	-	-	4	3
	DSC2	21SOW1C2L	Social Science Foundation for Social Work	30	70	100	4	-	-	4	3
	DSC3	21SOW1C3L	Human Behaviour and Dynamics	30	70	100	4	-	-	4	3
	DSC4	21SOW1C4L	Social Work with Individuals and Families	30	70	100	4	-	-	4	3
	SEC1	21SOWS1L	Skills for Social Work Practitioner	20	30	50	1		2	2	2
	DSCP1	21SOW1C1P	Social Work Practicum - Orientation Visits and Skill Lab	20	30	50	-	-	4	2	4
	DSCP2	21SOW1C2P	Social Work Practicum - Concurrent Field Work	20	30	50	-	-	4	2	4
	DSCL/T1	21SOW1C1T	Social Work Case Studies	20	30	50	1	2		2	4
Total Marks for I Semester						**600**				**24**	

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Course: Social Work Education and Profession	Course Code: 21SOW1C1L:
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives
- To understand social work philosophy and inculcate values to work as human service professionals
- To appreciate the imperatives of becoming professional social worker
- To understand the context of emergence of social work as a profession
- To understand the nature of social work practice in different settings

COs No.	Course Outcomes
CO-1	To know the nature and development of professional social work in India and abroad.
CO-2	To learn different social service traditions, reform movements and transition from welfare to empowerment
CO-3	To appreciate values, ethics, knowledge, attitudes, skills and techniques required by a professional social worker working in different settings.
CO-4	To explore and develop the professional self and persona of a professional social work practitioner

Unit I:	Introduction to Social Work Profession	12 Hours
	Professional Social Work: concept, goals and functions; its relationship with Voluntary action, Social services, Social reform, Social movement, Social welfare, Social development, and Human rights, Value base of social work profession; Principles of social work and their application in diverse socio-cultural settings, Methods of social work intervention	
Unit II:	Historical Development of Social Work	12 Hours
	Development of social work education and profession in U.K., U.S.A and Asia. Social reform and social reconstruction, Social service traditions, Socio-Religious Reform Movements in India. Contribution of Social and political leaders of 20th and 21st century to social change namely Gandhi, Ambedkar, Phule, Vinoba and Jay Prakash Narayan and others • Social Work Education in India: Current issues, challenges and alternatives • Development of Social Work Profession in India	
Unit III:	Social Work as a Profession	10 Hours
	Basic requirements of a profession: Present state of social work as a profession in India, Social work functions and roles of social workers, Competencies for social work practice, Code of ethics for social workers, Changing context for practice and emerging areas	
Unit IV:	Theoretical Perspectives for Social Work Practice	12 Hours
	Therapeutic approach, Systems and Ecological perspectives, Radical, Marxist approaches	

	and Emancipatory social work, Integrated approach to social work practice and Rights based social work practice, Emerging perspectives and trends of social work practice	
Unit V:	**Fields of Social Work:**	**10 Hours**
	Social work in Community Development and correctional setting, Medical and Psychiatric social work, Family, Women and child centered Social work, Industrial social work, Emerging Areas of Social Work: Environmental Protection, Disaster management, HIV/AIDS, Gerontological Social Work and Human Rights, etc,	

References:
1) Skidmore, A. A., Thackeray, M. G. & Farley O. W. (1997). Introduction to social work. Boston: Allyn & Bacon.
2) Siporin, M. (1975). Introduction to social work practice. New York: Macmillan Publishing Inc.
3) Zastrow, C. (1995). The practice of social work (5th e d.). California: B rooks/Cole Publishing Company.
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5) Miley, K. K., O'Melia, M., & DuBois, B. L. (1998). Generalist social work practice: An empowering approach. Boston: Allyn & Bacon.
6) Clark, C. & Asquith, S. (1985). Social work and social philosophy. London: Routledge and Kegan Paul.
7) Payne, M. (2005). Modern social work theory. New York: Palgrave/ MacMillan.
8) Dominelli, L. (2004). Social work: theory and practice for a changing profession. Cambridge: Polity Press.
9) Woodrofe, K. (1962). From charity to social work. London: Routledge and Kegan Paul.
10) Parsons, R. J., Jorgensen, J. D. & Hernandez, S. H. (1994). The integration of social work practice. California: Brooke/Cole.
11) Desai, M. (2002). Ideologies and social work: Historical and contemporary analyze. Jaipur: Rawat Publications
12) Sajid S. M., & Jain, R. (2018). Reflections on social work profession. New Delhi: Bloomsburry
13) Bhatt, S, & Singh, A. P. (2015). Social work practice: The changing context. The Readers Paradise, New Delhi, ISBN: 978-93-82110-43-9
14) Bhatt, S., & Pathare, S. (2014). Social work education and practice engagement. ISBN: 9788175417571(HB), 9788175417953(PB), Shipra Publications, New Delhi,
15) Nair, T. K (2015). Social Work Profession in India: An Uncertain Future. Niruta Publication

I SEMESTER

Course: Social Science Foundation for Social Work	Course Code: 21SOW1C2L:
Teaching Hours/Week (L-T-P): 4 - 0 – 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives
- To enable students, develop deeper insight into the concepts of State, structures, processes and institutions, and state's interactions with other institutions like economy and society
- To help students develop understanding of the normative and institutional logic of democratic structures and institutions and role of citizens in expanding the democratic domains
- Develop understanding of the Governance systems, processes and structures to enable themselves in strengthening governance systems and procedures
- Understand the meaning and relevance of political economy and its applications

COs No.	Course Outcomes
CO-1	Acquire understanding about the concepts of State, Nations, Nation State, State structures and Institutions and its relevance in the everyday lives of citizens
CO-2	Develop insights about basic political and economic concepts and political environments and how do national and international, economic and political forces shape the lives and future of citizens, business and civil society
CO-3	Gain understanding of the rich terrain of contemporary issues in the context of politics and evolve as informed citizens
CO-4	Understand the relationship between 'politics' and 'the economy'

Unit I:	Sociological Perspectives and Concepts:	12 Hours
	Concepts in Sociology: Society, Culture, Socialisation, Social Control, Social Change, Social Groups and Social Construction, Cultural Lag. Foundation of Society: Social Structure and	

	Sub Structure. Institutions for Socialisation: Family, Marriage, Religion, Education, Mass Media, and Norms. The application of sociological concepts in Social Work practice. The application of social anthropological concepts in Social Work practice	
Unit II:	**Social Institutions and Social Groups:**	**12 Hours**
	Approaches to society: Functionalist approach, Conflict/ Dialectical approach, Structuralism and Post-modernism. Social Stratification: Marxist, Emile Durkheim, Weberian approaches (Brief Summary). Power Structure: Formal and Informal. Dalits, Adivasis, Gender and minority groups: Situation analysis and dynamics of change	
Unit III:	**Social Problems:**	**10 Hours**
	Social Problems: Evolution and Dimensions. Analyzing of social problems using sociological, economic and political concepts. Concept of social deviance. Social structure. Corruption. Illiteracy. Casteism, Communalism, Racism, Terrorism and Ethnic Violence, Problems of Youth: Addiction and Alienation, Abuse of Children; Discrimination against Women and Elderly. Unemployment and Poverty	
Unit IV:	**Indian Economy:**	**10 Hours**
	Application of economic concepts to analyze local contexts (capital, production, distribution and consumption). Overview of Indian Economy: Pre-Globalization and Globalization. Basic Economic Concepts: Inflation, Deficit Financing, Stagnation, Balance of Payment. Economic Growth and Equity in Development. Human Development and Millennium Development Goals	
Unit V:	**Polity and Governance:**	**10 Hours**
	State and Nation: Concept and Historical overview. Indian Constitution and Rule of Law: Rights and Duties. Good Governance, Transparency, Right to Information, Accountability, Citizens" Charters, Citizen Report Cards. Decentralization: Urban Bodies and Panchayath Raj Institutions	

References:
1. Ahuja, R. 2014 Social problems in India. Rawat publication
2. Bakshi, P.M. 2013 The Constitution of India Universal Law Publishing
3. Basu, D.D. 2013 Introduction to the Constitution of India
4. Lexisnexis Haralambos, M. & Holborn, M. 2013 Sociology: Themes and Perspectives Collins Educational
5. Kapila, U. 2004 Indian Economy Since Independence Academic Foundation
6. Kothari, R. 1970 Caste in Indian Politics Orient Longmen
7. Leslie, B. and Lisa, H. 2009 E Governance Managing or Governing Routledge
8. Mette, A. 2005 Governance Atlantic Publishers
9. Reddy, S. 2006 Good Governance IIPA 10.
10. Shah, A.M. 1998: The Family in India: Critical Essays Orient Longman.

11. Madan, G.R. 2012 Social Problems in India Allied Publishers Pvt. Ltd.

12. Giddens, A. 2009 Sociology Polity Press.

13. Ritzer, G.2003 Sociological Theory McGraw Hill

MASTER OF SOCIAL WORK
I SEMESTER

Course: Human Behaviour and Dynamics	Course Code: 21SOW1C3L:
Teaching Hours/Week (L-T-P): 4 - 0 – 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Objectives:

1. To understand the fundamental components of human behaviour
2. To Gain insight into factors contributing to development of personality
3. To understand growth and development of individual at various stages in the life span.
4. To acquire knowledge on Personality Patterns of the individuals

COs No.	Course Outcomes
CO-1	Develop knowledge base and understanding of the role of social environment in shaping the individual –growth, development and personality
CO-2	Understand how social groups develop and maintain identity
CO-3	Develop an understanding of the basic mental processes and their role in influencing behaviour
CO-4	Develop sensitivity towards one's own biases, stereotypes, motivations in carrying out social work practice and appreciate the measurement concerns of behaviour

Unit I:	Introduction to Social Psychology:	12 Hours
	Brief introduction to growth and development, developmental stages, developmental tasks; personality: definition, theories of personality, types of personality, factors influencing personality; emotion: nature and characteristics, psychological and situational factors in emotion, learning and emotion.	
Unit II:	Human Behaviour:	10 Hours
	Human Behaviour: Concept, Determinants and Reflectors, Behavioural Problems in Different Stages of Personality Development; Adjustment: Concept, Characteristics, Factors; Leadership: Concept, Types and functions.	
Unit III:	Perception: Concept and principles	12 Hours
	Factors influencing perception, social perception; intelligence: concepts, levels of intelligence, influence of heredity and environment; measurement of intelligence; learning: principles and theories of heredity and environment; measurement of intelligence; learning: principles and theories of learning, learning and behavior modification	
Unit IV:	Attitude and motivation	12 Hours
	Attitude: definition, formation of attitude, measurement of attitude; motivation: definition and concepts, theories of motivation, types of motivation	
Unit V:	Adjustment and conflict:	10 Hours
	Adjustment: concept of adjustment and maladjustment, Défense mechanisms stress, frustration and conflict sources of frustration and conflict, types of conflicts. Concepts of normality and abnormality, causation of mental illness, neuroses, psychoses, psychosomatic disorders, measures to promote mental health	

REFERENCES:

1. Coleman, James (1980); Abnormal Psychology and modern life. Tata McGraw Hill Ltd., New Delhi.
2. Hill, Winfred (1970); Psychology: Principles and Problems, Lippincolt Company, New York.
3. Hielle, Larry. A and Ziegler Daniel (1981); Personality Theories, McGraw Hill Ltd, New Delhi.
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5. Lindzey Gardner and Aronjon Ellio. Ed. (1975); The Handbook of Social Psychology, Vols. I, II and III. Amarchand Publishing Co. Pvt. Ltd., New Delhi.
6. Sheridan, Charles (1978); Methods in Experimental Psychology, Holt Rinechart and Wisdom Ltd., New Delhi.
7. Snodgrass, Joan Gay. et. al. (1985); Human Experimental Psychology, Oxford University Press, New York.
8. Strange, Jack Roy (1996); Abnormal Psychology, Tata McGraw Hill Ltd, New Delhi.
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10. Verma, Ratna (1991); Psychiatric Social Work in India, Sage Publications, New Delhi.

MASER OF SOCIAL WORK
I SEMESTER

Course: Social Work With Individuals and Families	**Course Code: 21SOW1C4L:**
Teaching Hours/Week (L-T-P): 4 - 0 – 0	**No. of Credits:** 04
Internal Assessment: 30 Marks	**Semester End Examination:** 70 Marks

Objectives:

1. To understand the individual, family and their problems and the social contextual factors affecting them
2. To understand Social Casework as a method of Social Work practice
3. To gain knowledge about the basic concepts, tools, techniques, processes and Skills of working with individuals
4. To develop an understanding of application of case work in diverse settings

COs No.	Course Outcomes
CO-1	Able to demonstrate familiarity with Casework processes, tools and techniques and their application in Professional Social Work Practice.
CO-2	Learn different approaches, processes and interventions of case work practice
CO-3	Able to develop skills of Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization and Recording.
CO-4	Explore and develop the professional self and skills of a practitioner

Unit I:	**Social Casework: Components and Process**	**10 Hours**
	Social Casework: Definition and Historical Development and Scope. Principles of Social Casework: Individualization, acceptance, non-judgmental attitude, participation, relationship, effective communication of feeling, client self-determination, and confidentiality. Components of social casework: The person, the problem, the place and the process. Social Case Work Process: Intake, Study, Assessment (Diagnosis), Intervention (Treatment), Evaluation and Termination and follow up. Use of Casework in Group work and Community Organization	
Unit II:	**Social Casework Relationship**	**12 Hours**
	Social Casework Techniques. Use of Relationship, Transference and Counter Transference and their significance, Use of Authority. Culture aligned Social Casework Practice: Spirituality, Fine Arts and Performing Arts. Client System: Direct and Indirect Clients, Voluntary and Involuntary Clients, Hard-to-reach Clients, Target and Tangential Clients, Agreement or Contract, Enabling and Empowering, Crisis Intervention	
Unit III:	**Models of Social Casework: Summary**	**12 Hours**
	Models of Case Work Practice: Problem Solving Model, Psycho-social Model, Functional Model, Socialization Model, Developmental Model, Crisis Intervention Model, Social Behavioral Model, Communication Model, Gestalt Therapy Model, Cognitive Model, Ecological Model, Feminist Model, Existential Model, Task-Centered Model and Empowerment Model	
Unit IV:	**Social Casework Process Structure**	**12 Hours**

	Supportive Techniques: Observation, Interview, Home-Visit, Resource Mobilization, Referral and Collateral Contacts. Problem Solving Techniques: Verbal and Non-verbal, Reflective and Logical Discussion. Types and Formats of Recording: Process, Narrative and Summary. Use of Recording in Social Casework. Supervision in Social Casework. Understanding Self and Professional Self	
Unit V:	**Social Casework in Different Settings**	**10 Hours**
	Casework practice in different settings: Educational, Health, Career Guidance, Community, Correctional and Disability. Casework and Information Technology: Tele-Help lines, Tele-care, Internet Chat room Assistance and Online Therapy	

References:
1.   Banerjee, G. R. 1967 "Concept of Being and Becoming in the Practice of Social Work", Indian Journal of Social Work, Mumbai: Tata Institute of Social Sciences.
2.   Banerjee, G. R. 1971"Some Thoughts on Professional Self in Social Work", Indian Journal of So.cial Work, Mumbai:Tata Institute of Social Sciences.
3.   Banerjee, G. R.Papers on Social Work - An Indian Perspective, Bombay, Tata Institute of Social Sciences.
4.   Barba, J. G. 1991, Beyond Casework; London: Macmillan.
5.   Bergh, M. V. 1995: Feminist Practice in the 21st Century, Washington: National Association ofSocial Workers.
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12.   Hamilton, G. 1950: Theory and Practice in Social Case Work,New York, Columbia University Press
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16.   Kadushin, A. (1972). Interviewing in Social Work, New York: Columbia University Press.
17.   Mathew, Grace 1992: An Introduction to Social Case Work, Bombay, Tata Institute of Social Sciences.
18.   Nursten, Jean. 1974: Process of Case Work, G.B: Pitman Publications.
19.   Perlman, H. H. 1957: Social Case Work: A Problem Solving Process, Chicago. The University of Chicago Press.
20.   Pippins, J. A. 1980: Developing Case Work Skills, California: Sage Publications.
21.   Poorman Paul (2003). Microskills and Theoretical Foundations for Professional Helpers, New York: Allyn & Bacon.
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Journals:
1.   Indian Journal of Social Work, By-Annual, TISS, Deonar, Mumbai (Maharshtra)

2.   Perspectives in Social Work, College of Social work, Nirmal Niketan, Mumbai (Maharashtra)
3.   Social Work Journal, Bi-Annual, Department of Social Work, Assam University, Silchar-788 011 (Assam)

MASER OF SOCIAL WORK
I SEMESTER

Course: Skills For Social Work Practitioner	Course Code: 21SOWS1L:
Teaching Hours/Week (L-T-P): 1 - 0 – 2	No. of Credits: 02
Internal Assessment: 20 Marks	Semester End Examination: 30 Marks

Objectives:

- To learn to communicate effectively vocally, in writing and in presentation format.
- To develop skills in working with different groups.
- To gain knowledge of life skills.
- To develop a comprehensive understanding of inter personal influences on relationships in terms of power, persuasion and assertiveness.

COs No.	Course Outcomes
CO-1	Develop understanding of Presentation skills
CO-2	Learn different life skills in working with individuals and different groups
CO-3	Develop skills to building effective relationship with different settings.
CO-4	Explore and develop the professional self and skills of a practitioner

Unit I:	Presentation skills:	06 Hours
	Listening cantered message, knowing about the listeners' messages, overcoming anxiety, Persuasive strategies, Structuring the presentation, Effective use of visual aids and non-verbal communication. Basic forms of writing styles and contents, Formal correspondence.	
Unit II:	Life Skills	06 Hours
	Self-awareness, Self-esteem, Assertiveness, coping with anger, Fear, anxiety, stress, hurt and depression sensitivity, empathy and support, creative thinking, time management, decision making, understanding defense mechanisms, positive thinking, enhancing capacity to love, be happy enjoy.	
Unit III:	Soft Skills	06 Hours
	Communication, Commitment, Conflict resolution, Civic and traffic sense, Emotional competence, listening skills, Non-verbal communication, Skills in dealing with selected groups such as developmental, educational and recreational.	
Unit IV:	Building effective relationships	08 Hours
	Building rapport, Nurturing friendship. Personal communications skills: Self – disclosure, feedback. Conflict management skills: Negotiating; resolving disagreement, Team work and synergy skills: Creating groups energy in pursuing collective goals. Open-minded ideas, team work contribution, influencing skills, making a positive difference, leadership skills, initiating and managing needed change and innovation. Public speaking on any topic, oral presentation with visual, technology, group discussion, listening comprehension. Group research projects. Using computer, Role –play evaluation	

References:

1. Pasty McCarthy a Carolin Hatcher, (2002). Presentation Skills The essential guide for

student, New Delhi SAGE publication

2. Dalai Lama and cutler, H.C(1998) the Art of Happiness; A Handbook for Living, London; Coronet Books

3. Hargie, Saunders, C Dickson, D. (1994) Social Skills in Interpersonal Communication; London; Routledge.

MASTER OF SOCIAL WORK
I SEMESTER

Course: Social Work Practicum - Orientation Lectures & Visits, Skill Lab	Course Code: 21SOW1C1P
Teaching Hours/Week (L-T-P): 1 - 0 – 2	No. of Credits: 02
Internal Assessment: 20 Marks	Semester End Examination: 30 Marks

COs No.	Course Outcomes
CO-1	Able to understand Programmes and projects of governmental and nongovernmental organizations and critically appraise them
CO-2	Able to understand role of professional Social Workers in different settings
CO-3	Able to understand programme media Skills in planning Social Work interventions
CO-4	Able to develop skills of writing record of the observation visits and engage in meaningful discussions during group interactions

REQUISITS FOR Orientation Visits and Skill Lab:

Objectives:
1. Begin to use orientation visit instruction from the faculty and the agency supervisors-for professional growth and defective intervention and developing as a professional person.
2. To provide an exposure to and understanding about the various agency settings to the students
3. To critically understand and appreciate Programmes and projects of governmental and non-governmental organizations.
4. To understand the skillful application of programme media and develop Skills in record writing and use of supervision

Orientation visit
1. **Orientation visit for field work:** Ten days orientation shall be organized i.e., weekly two days Wednesday and Thursday for the first semester of MSW students. In this faculty members and external expert shall orient about fields of social work, norms, structure of the course and practical of the course.
2. **Orientation visits**: coordinator shall organize orientation visits to the service providers in the field. There shall be minimum Ten orientation visits to be made in the first five weeks to provide an exposure to and understanding of the services provided in responses to people's needs Agencies are as follows
   a. Health Setting- Hospitals, Community health extension projects, Primary

health centres, Psychiatric Departments, Clinics, and HIV Guidance Centres etc.

b. Educational Setting - Formal schools, non-formal/adult education centres, income generating skill development centres, vocational training facilities, etc.

c. Community Services - Skill development programme centres, vocational training centres, environment improvement centres, family service centres, Community development projects in urban and rural settings, etc.

d. Institutional and Non-institutional Services for Special Groups - the Differently abled, Mentally Challenged, Destitute, Migrants, Women, Street Children, Elderly, and Other Vulnerable Groups; Adoption Agencies, Child Rights Protection Facilities, Rehabilitation centres, Labour Welfare Centres/workers education centres etc.

e. Criminal Justice System- Prisons/Jails, Courts, Police stations, and agencies under the Juvenile Justice Act.

f. Civic Administration Centres- Municipal Corporation, Ward offices, Zila Parishad, Panchayat Samiti, Block Development Office, etc.

3. **Presentation of orientation visits:** Soon after the completion of orientation visits, "Orientation to fields of social work", a student workshop shall be conducted to share the orientation visit experiences and learning.

4. **Structured Experience Laboratory:** - in a classroom activity, which provides opportunities through the games/activities, to form the involvement of self in various practice skills. These laboratory experiences are designed in small groups to encourage participation, sharing of the experience and aid in examining learning and applications of skil1s. These sessions have a specific objective of experiencing self, and applying /using self in practice. (Relationship skills, Communication skills etc., will be focused).

5. **Orientation visits learning of Ten-days:** on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two days or its equivalent (8 hours), each week of the semester.

a. Field work Allotment: After completion of the orientation visits each**.** The students can be placed in nearby open community setting/ non-government organizations working in local communities, urban/rural /tribal/Govt. agency, Industrial sector, Medical sector etc". to practice the social work and each student will be monitored by faculty member.   The Field work days are Wednesday and Thursday. This is mentoring the student to become professional.

b. Every student has to attend Maximum 10 orientation visits in fieldwork days and 75 percent attendance is compulsory in orientation visits.

c. Students will have to submit his/her orientation visits report i.e., weekly two Log Reports on every Saturday and one Detail Reports (on every Monday).

d. It will be the responsibility of the student to keep his/her movement & attendance record specific and at a proper and easily approachable place, so that the supervisor under visit can locate them easily. Otherwise, it will be adverse observation against the student.

e. The students who will be found late in the orientation visits will be treated as absent on that every day.

f. Individual and Group conferences: To facilitate learning, Individual as well as group conference will be organized every week.

g. Presentation of orientation visits / internal viva: After completion of 10 visits and the end of the field work, students should present their learning in a special class which will be organized for this purpose.

Role of Field Work Supervisor:

Staff member is required to visit periodically, supervise and monitor the field work orientation visits training. All reports be regularly corrected and weekly individual and group conference be scheduled and held

1. Three-way matching of students-agency-fieldwork coordination in the department.
2. Providing adequate supervision inputs to the orientation visit supervisor.
3. Providing counseling support, assistance to the students for effective learning in the field.
4. Another educational responsibility is the assessment of the student's performance, in terms of his/her progress in the field of learning social work perspectives and skills. With the emphasis on participatory learning and consistent interaction between the Field Supervisor and the student.
5. The orientation visit Supervisor is responsible for workload allocation to ensure that the student has sufficient number and variety of tasks to accomplish the objectives of the education plan.

Viva Voce examination

After completion of the orientation visits in the end of the semester (after completion of theory exams), BoE Chairman has to schedule viva-voce examination for concurrent orientation visits as follows.

1. Every student has to submit duly signed by internal and external supervisor live visit dairy or records to the department for the purpose of assessment.
2. The students learning and applicability of theory into practice will be assessed.
3. Viva-voce examination will be conducted for seventy marks (35) marks at the PG-Department of Social work, VSKU, Bellary/P.G Centre, Nandihalli, PG centre Koppal and each student is expected to give a presentation on orientation visits.
4. Maximum 20 students Viva-voce examination may be schedule during morning and afternoon each session.

ASSESSMENT/ EVALUATION GUIDELINES
Internal assessment Criteria- Orientation Visit

Orientation Visit   **Max marks= 20**
Note: Internal evaluation/ Assessment shall be done in two or three stages

Sl. No	Criteria	Marks
1	Orientation Visit Diary and Report	04
2	Action Plan Preparation and Performance	04
3	No. of Visits (attended)	04
4	Professional Learning	04
5	Field Work Presentation	04
	Total	**20**

1. Orientation Visit Diary and report= Max Marks= 04

Sl. No.	Area	Max marks=03	Dimensions to be considered while awarding marks	Criteria
1	Maintenance of Orientation Visit dairy	2	Language, content, logical connection, etc.	Rating scale 1 ___ Satisfactory
2	Orientation Visit report	2	Language, content, logical connection, submitted the reports in time, etc	Rating scale 1 2 ___ Satisfactory Very Good
	Total	**04**		

2. Action plan and performance- Max Marks=04

Sl No	Area	Max marks =04	Dimensions to be considered while awarding marks	Criteria
1	Takes initiative in preparing future visits plan	1	discuss with the faculty supervisor, agency supervisor, review the related literature	Rating scale 1 ___ Satisfactory
2	Participation in individual conference	1	Participation in individual conference	Rating scale 1 ___ Satisfactory
3	Orientation Visit supervision/consultation with agency officials	2	Periodically meets the agency supervisor, regular in field work, etc	Rating scale 1 ___ Satisfactory
	Total	**04**		

a. No. of Live Visits- Max Marks= 04

Sl. No.	Area	Max marks=03	Dimensions to be considered while awarding marks	Criteria
1	Number of Live Visits	4	75% - 85% 86% - 95% 96% -100%	1 Mark 2 Marks 4 Marks
	Total	**04**		

b. Professional learning- Max Marks=04

Sl N o	Area	Max marks= 03	Dimensions to be considered while awarding marks	Criteria
1	Application of theory in to practical context	2	Integration of theory into practice, able to understand the theory and relates to practice	Rating scale <1 2 ___ Satisfactory Very Good
2	Practice of case work/ group work etc.) in the second semester.	2	Practices case work and group work process, skills, etc in the second semester.	Rating scale <1 ___ Satisfactory
	Total	**04**		

c. **Presentation of reports and discussion with faculty supervisor- Max Marks=04**

Sl no	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Presentation of reports and discussion with faculty supervisor	04	Part A: Profile of the community/ organization/Industry • Address • Genesis (History of the agency) • Vision and mission (Aim and objectives) • Interventions/ Programmes • Target group/s • Organizational structure • Funding sources • Monitoring and evaluation framework Part B: Observational & Experiential learning • Personal learning • Professional learning • Social problems and the role of social work	Rating scale <1 2-4 Satisfactory Very Good
	Total	**04**		

Orientation visit Viva-Voce Examination

The following criterion is designed to assess the MSW student's performance in the Orientation Visit Viva-Voce examination. **Maximum marks: 30**

Sl. No.	Assessment Domains	Marks	Assessment tool		
1.	Orientation visit Diary and Report	06	Rating scale <2	3-4	5-6
			Satisfactory	Good	Very Good
2.	Understanding about the community/ Organization/ industry: structure, target group and Programmes	06	Rating scale <2	3-4	5-6
			Satisfactory	Good	Very Good
3.	Action plan (Preparation of action plan and implementation)	06	Rating scale <2	3-4	5-6
			Satisfactory	Good	Very Good
4.	Learning outcome (Professional and personal)	06	Rating scale <2	3-4	5-6
			Satisfactory	Good	Very Good
5.	Theoretical and conceptual knowledge (Social Work Practice linkage)	06	Rating scale <2	3-4	5-6
			Satisfactory	Good	Very Good
	Total= 30				

MASTER OF SOCIAL WORK
I SEMESTER

Course: Social Work Practicum - Concurrent Field Work	Course Code: 21SOW1C2P
Teaching Hours/Week (L-T-P): 4 - 0 – 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

COs No.	Course Outcomes
CO-1	Able to understand Programmes and projects of governmental and nongovernmental organizations and critically appraise them
CO-2	Able to prepare work plan and its execution
CO-3	Able to develop professional attitude conducive to deal with human problems
CO-4	Able to develop sensitivity towards the needs and problems of different target groups and able to develop understanding of the role of Social Workers in different settings.

RATIONALE FOR FIELD WORK

Theory provides the perspective and information base to understand the socio-economic, political and cultural contexts, within which human societies interact, engage and strive to create better living conditions. The classroom provides this theoretical knowledge and understanding which forms the foundation and core areas of social work. Field work ensures the development of competence in social work practice because 'knowing' does not automatically result in the ability to 'do' or to 'feel' which is essential for professional development. Fieldwork is the 'learning by doing' aspect of social work education and an integral part of the total curriculum. Fieldwork plays a pivotal role and provides the experimental basis for the student's academic programme. It offers an environment within which students are given an opportunity to develop a coherent framework for social work practice by integrating and reinforcing the knowledge acquired in the classroom with actual practice. It also enables students to acquire and test relevant practice skills.

First year field work instruction in particular aims at developing capacities among the students which can be broadly explained as mentioned below:

Objectives for Concurrent Field Work:
1. To work in agencies working in different types of areas of Social Work practice
2. To develop work plan in consultation with agency supervisor
3. To develop capacity for observation and analysis of social realities
4. To practice the methods of working with individuals and groups
5. To develop understanding of the needs, problems and Programmes for different target groups
6. To develop understanding of the role of Social Workers in different settings

REQUISITS FOR COCURRENT FIELD WORK:
1. **Structured Experience Laboratory:** - is a classroom activity, which provides opportunities through the games/activities, to form the involvement of self in various practice skills. These laboratory experiences are designed in small groups to encourage

participation, sharing of the experience and aid in examining learning and applications of skil1s. These sessions have a specific objective of experiencing self, and applying /using self in practice. (Relationship skills, Communication skills etc., will be focused).

2. **Concurrent practice learning of two-days a week:** on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two days or its equivalent (8 hours), each week of the semester.

   a. Field work Allotment: After completion of the orientation visits each. The students can be placed in nearby open community setting/ non-government organizations working in local communities, urban/rural /tribal/Govt. agency, Industrial sector, Medical sector etc". to practice the social work and each student will be monitored by faculty member. The Field work days are Wednesday and Thursday. This is mentoring the student to become professional.

   b. Every student has to attend Maximum 15 concurrent fieldwork days including special field work in each semester and 75 percent attendance is compulsory in fieldwork.

   c. Students will have to submit his/her weekly fieldwork report i.e., Two Log Reports on every Saturday and Two Detail Reports on every Monday.

   d. It will be the responsibility of the student to keep his/her movement & attendance record specific and at a proper and easily approachable place, so that the supervisor under visit can locate them easily. Otherwise, it will be adverse observation against the student.

   e. The students who will be found late in the fieldwork will be treated as absent on that every day.

   f. Individual and Group conferences: To facilitate learning, Individual as well as group conference will be organized every week.

   g. Presentation of field-work visits/ internal viva: After completion of 10 visits and the end of the field work, students should present their learning in a special class which will be organized for this purpose.

Role of Field Work Supervisor:

Every staff member is required to visit periodically, supervise and monitor the field work training. All reports be regularly corrected and weekly individual and group conference be scheduled and held

1. Three-way matching of students-agency-fieldwork coordination in the department.

2. Providing adequate supervision inputs to the agency supervisor.

3. Providing counseling support, assistance to the students for effective learning in the field.

4. Another educational responsibility is the assessment of the student's performance, in terms of his/her progress in the field of learning social work perspectives and skills. With the emphasis on participatory learning and consistent interaction between the Field Supervisor and the student.

5. The Field work Supervisor is responsible for workload allocation to ensure that the student has sufficient number and variety of tasks to accomplish the objectives of the education plan.

Viva Voce examination

After completion of the field work, BoE Chairman has to schedule viva-voce examination for concurrent field work as follows

1. Every student has to submit duly signed by internal and external supervisor live visit dairy or records to the department for the purpose of assessment.
2. The students learning and applicability of theory into practice will be assessed.
3. Viva-voce examination will be conducted for seventy marks (30) marks at the PG-Department of Social work, VSKU, Bellary/P.G Centre, Nandihalli, PG centre Koppal and each student is expected to give a presentation on field work.
4. Maximum 20 students Viva-voce examination may be schedule during morning and afternoon each session.

ASSESSMENT/ EVALUATION GUIDELINES
Internal assessment Criteria- Field work

Concurrent Field Work   **Max marks= 20**
Note: Internal evaluation/ Assessment shall be done in two or three stages

Sl. No	Criteria	Marks
1	Field Work Diary and Report	04
2	Action Plan Preparation and Performance	04
3	No. of Visits (attended)	04
4	Professional Learning	04
5	Field Work Presentation	04
	Total	**20**

2. Field work Diary and report= Max Marks= 04

Sl. No.	Area	Max marks=04	Dimensions to be considered while awarding marks	Criteria
1	Maintenance of field work dairy	2	Language, content, logical connection, etc.	Rating scale 1 ——— Satisfactory
2	Field work report	2	Language, content, logical connection, submitted the reports in time, etc	Rating scale 1 2 ——————— Satisfactory Very Good
	Total	**04**		

3. Action plan and performance- Max Marks=04

Sl No	Area	Max marks =04	Dimensions to be considered while awarding marks	Criteria
1	Takes initiative in preparing future visits plan	2	discuss with the faculty supervisor, agency supervisor, review the related literature	Rating scale 1 ——— Satisfactory

2	Participation in individual conference	1	Participation in individual conference	Rating scale 1 ___ Satisfactory
3	Field work supervision/consultation with agency officials	1	Periodically meets the agency supervisor, regular in field work, etc	Rating scale 1 ___ Satisfactory
	Total	**04**		

4. No. of Live Visits- Max Marks= 04

Sl. No.	Area	Max marks=04	Dimensions to be considered while awarding marks	Criteria
1	Number of Live Visits	4	75% - 85% 86% - 95% 96% -100%	2 Mark 3Marks 4 Marks
	Total	04		

5. Professional learning- Max Marks=04

Sl No	Area	Max marks= 04	Dimensions to be considered while awarding marks	Criteria
1	Application of theory in to practical context	2	Integration of theory into practice, able to understand the theory and relates to practice	Rating scale <1 2 Satisfactory Very Good
2	Practice of case work/ group work etc.) in the second semester.	2	Practices case work and group work process, skills, etc in the second semester.	Rating scale <1 Satisfactory
	Total	04		

6. Presentation of reports and discussion with faculty supervisor- Max Marks=04

Sl no	Area	Max marks 04	Dimensions to be considered while awarding marks	Criteria
1	Presentation of reports and discussion with faculty supervisor	04	Part A: Profile of the community/ organization/Industry • Address • Genesis (History of the agency) • Vision and mission (Aim and objectives) • Interventions/ Programmes • Target group/s • Organizational structure • Funding sources • Monitoring and evaluation framework Part B: Observational & Experiential learning • Personal learning • Professional learning • Social problems and the role of social work	Rating scale <1 2-3 Satisfactory Very Good
	Total	04		

Criterion for Field Work Viva-Voce Examination

The following criterion is designed to assess the MSW student's performance in the Field Work Viva-Voce examination.   **Maximum marks: 30**

Sl. No.	Assessment Domains	Marks	Assessment tool		
1.	Field Work Diary and Report	06	Rating scale <2 Satisfactory	3-4 Good	5-6 Very Good
2.	Understanding about the community/ Organization/ industry: structure, target group and Programmes	06	Rating scale <2 Satisfactory	3-4 Good	5-6 Very Good
3.	Action plan (Preparation of action plan and implementation)	06	Rating scale <2 Satisfactory	3-4 Good	5-6 Very Good
4.	Learning outcome (Professional and personal)	06	Rating scale <2 Satisfactory	3-4 Good	5-6 Very Good
5.	Theoretical and conceptual knowledge (Social Work Practice linkage)	06	Rating scale <2 Satisfactory	3-4 Good	5-6 Very Good
	Total= 30				

MASTER OF SOCIAL WORK
I SEMESTER

Course: Social Work Case Studies	Course Code: 21SOW1C1T
Teaching Hours/Week (L-T-P): 1 - 2 – 0	No. of Credits: 02
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives
- To understand Case study service.
- To understand the context of Case Studies in profession
- To understand the social work Intervention.
- To understand the nature of Case Study practice in different settings

COs No.	Course Outcomes
CO-1	To know the Case study practice in social work in India.
CO-2	To learn different Case study to professional empowerment
CO-3	To appreciate Case study values, ethics, knowledge, attitudes, skills and techniques required by a professional social worker working in different settings.

Unit I:	Introduction to Case Study.	10 Hours
	Case Study: Meaning, Definition, Objectives, Characteristics And Types. Principal, Methods And Scope, Tools, Techniques and skills.	
Unit II:	Process of Case Study.	14 Hours
	Process: Assessment And Diagnosis Of Disorders, Status Examination, Symptoms and Diagnosis. Psycho-social Assessment; Individual Level, Family Level, Community Level. Pharmacological Management And Drug Adherence. Psychosocial Interventions, Psycho-education. Rehabilitation, Role Of Social Work and Worker. Ethical Issues. Case Report writing Skills	
Unit III:	Social Work Case Studies Interventions :	10 Hours
	Individual, Family, Women and child. Youth, Gerontology. Community Development and correctional setting, Medical and Psychiatric, schools, Industrial. Environmental Protection, Disaster management, Human Rights	

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