

KUVEMPU UNIVERSITY
UG BOARD OF STUDIES

PROGRAM STRUCTURE AND SYLLABUS
as per the Choice-Based Credit System (CBCS)
designed in accordance with
Learning Outcomes-based Curriculum Framework (LOCF)
for
Bachelor of social work (B.S.W) 3rd & 4th semester

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Academic Year 2024-25 and onwards

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

PROGRAM STRUCTURE FOR BACHELOR OF SOCIAL WORK (BSW)

SEMESTER - III

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	-	AECC (T)	Language 1 (As per the common syllabus for BA Programme of Kuvempu University)	4	3	20	80	100	3
2.	-	AECC (T)	Language 2 (As per the common syllabus for BA Programme of Kuvempu University)	4	3	20	80	100	3
3.	SW3.1	DSC (T)	Social Case Work	4	3	20	80	100	4
4.	SW3.2	DSC (T)	Social Group Work	4	3	20	80	100	4
5.	SW3.3	DSC (T)	Social Work with Children and School Setting	4	3	20	80	100	4
6.	SW3.4	DSC (P)	Social Work Practicum – III (Concurrent Fieldwork)	16*	Viva-voce	20	80 (Viva)	100	3
7.	SW3.5A OR SW3.5B	DSE (T)	Development Communication OR Participatory Learning Approaches and Tools	3	2	10	40	50	2
8.	-	-	Compulsory paper as per the common syllabus for BA Programme Kuvempu University)	2	2	10	40	50	2
Total								700	25

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

* The *UGC Model Curriculum for Social Work Education* (2001, p. 14) states that“... each learner should get about forty-five to sixty minutes of individual instruction...”and that “hence teacher-learner ratio suggested is 1:8...” (enclosed as “Annexure 1”). Thus, it may be noted that the instructional hours for “Social Work Practicum” vary depending on the number of students allocated to each faculty. In keeping with the guidelines given in the *UGC Model Curriculum for Social Work Education*, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. Since the Paper is of Practical nature,the total workload for the faculty for a batch of eight students is 8 hours per week (i.e. 16 hrs./2 = 8). Hence, **the workload for Social Work Practicum per week will be eight hours for a batch of eight students.**Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

SEMESTER - IV

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	-	AECC (T)	Language 1 (As per the common syllabus for BA Programme of Kuvempu University)	4	3	20	80	100	3
2.	-	AECC (T)	Language 2 (As per the common syllabus for BA Programme of Kuvempu University)	4	3	20	80	100	3
3.	SW4.1	DSC (T)	Community Organization	4	3	20	80	100	4
4.	SW4.2	DSC (T)	Social Work Administration	4	3	20	80	100	4
5.	SW4.3	DSC (T)	Social Work in Health Setting	4	3	20	80	100	4
6.	SW4.4	DSC (P)	Social Work Practicum – IV or Social Work Camp	16*	Viva-voce	20	80 (Viva)	100	3
7.	SW4.5 A OR SW4.5B	DSE (T)	Life Skills Education OR Counselling and Crisis Intervention Skills	3	2	10	40	50	2
8.	SW4.6	SEC (P)	Digital Skills for Social Work Practice	4	Practical	10	40 (Lab)	50	2
Total								700	25

Note: T: Theory, P: Practical, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, AECC:

Ability-Enhancement Compulsory Course, VECC: Value- Enhancement Compulsory Course,

SEC: Skill Enhancement Course.

* The *UGC Model Curriculum for Social Work Education* (2001, p. 14) states that“... each learner should get about forty-five to sixty minutes of individual instruction...”and that “hence teacher-learner ratio suggested is 1:8...” (enclosed as “Annexure 1”). Thus, it may be noted that the instructional hours for “Social Work Practicum” vary depending on the number of students allocated to each faculty. In keeping with the guidelines given in the *UGC Model Curriculum for Social Work Education*, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. Since the Paper is of Practical nature,the total workload for the faculty for a batch of eight students is 8 hours per week (i.e. 16 hrs./2 = 8). Hence, **the workload for Social Work Practicum per week will be eight hours for a batch of eight students.**Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

COURSE-WISE SYLLABUS

SEMESTER III

Year	II	Course Code: SW3.1			Credits	4
Sem.	III	Course Title: Social Case Work			Hours	48
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.		
Course Outcomes		At the end of the course the student should be able to: a) To understand human behavior and coping capacities of individuals. b) To understand the Case work Principles & Techniques of working with Individuals c) To learn the applicability of Social Case Work in various setting.				
Module No.		Course Content		Suggested Pedagogy	Hours	
Module - I		Introduction to Social Case Work: Meaning, Definition, Features of Social Case Work; Historical Development of Social Case Work Components of Social Case Work: The Person, The Problem, The Place &The Process.		Lecture, Tutorials Group Discussion Assignment	12	
Module - II		Principles of Social Case Work: Individualization, Acceptance, Client Self-Determination, Controlled Emotional Involvement, Confidentiality, Non-Judgmental Attitude, and Purposeful Expression of Feelings. Introduction to Approaches of Case Work: Psycho-Analytical, Psycho-social Approach, Problem-solving Approach. Crisis intervention		Lecture, Tutorials Group Discussion	12	
Module - III		Social Case Work Process: Intake, Study, Assessment, Intervention, Evaluation, Termination, and Follow-up Skills& Techniques: Listening, Observation, Communication and Rapport Building. Tools of Social Case Work Interview, Home Visit, Observation,		Lecture, Tutorials Group Discussion Activity Seminars	12	
Module - IV		Records: Meaning, Purpose & Principles of Recording. Types of Recording Overview of Application of Social Case Work and Roles of Social Case worker in Various Settings: Family Welfare settings, Health settings, Correctional settings, Industrial settings. School Settings.		Lecture, Tutorials Seminars Visits to the settings	12	

RECOMMENDED LEARNING RESOURCES	
PRINT RESOURCES	<ol style="list-style-type: none"> 1. Friedlander, W.A. 1978. <i>Concepts and Methods of Social Case Work</i>. Englewood Cliffs: Prentice Hall. 2. Hamilton, G. 1959. <i>Theory and Practice of Social Case Work</i>. NY: Columbia Univ. Press. 3. Jirilmutt, S. 2014. <i>Vyaktigatha Samajakarya Parichaya</i> (Kannada). Belagavi: BIRDS. 4. Mathew, Grace. 1992. <i>An Introduction to Social Case Work</i>. Bombay: Tata Institute of Social Sciences. 5. Pearlman, H. H. 1957. <i>Social Case Work: A Problem-Solving Process</i>. Chicago: The University of Chicago Press. 6. Roberts, Robert and Robert Nee (eds). 1970. <i>Theories of Social Case Work</i>. Chicago: University of Chicago Press. 7. Timms, N. 1964. <i>Social Case Work: Principles and Practice</i>. London: Routledge and Kegan Paul. 8. Thomas, Gracious (ed.). 2010. <i>Social Work Intervention with Individuals and Groups (Vol.I)</i>. New Delhi: School of Social Work, IGNOU. 9. Upadhyay, R.K. 2010. <i>Social Case Work: A Therapeutic Approach</i>. Jaipur: Rawat Publications
DIGITAL RESOURCES	<p>LECTURE VIDEOS AVAILABLE ON YOUTUBE:</p> <p>METHODS OF WORKING WITH INDIVIDUALS AND FAMILIES: E-PATHASHALA, URL: https://www.youtube.com/watch?v=uHAWl1E5QPM</p> <p>STAGES OF CASE WORK: MOOCS EMRC OSMANIA UNIVERSITY. URL: https://www.youtube.com/watch?v=5dXLshcX4gU</p> <p>SOCIAL CASE WORK AS A METHOD OF SOCIAL WORK: MOOCS EMRC OSMANIA UNIVERSITY. URL: https://www.youtube.com/watch?v=ausahOeYOMQ</p> <p>TREATMENT IN SOCIAL CASE WORK: MOOCS EMRC OSMANIA UNIVERSITY. URL: https://www.youtube.com/watch?v=oKnDldvSJXo</p> <p>RECORDING IN SOCIAL CASE WORK: MOOCS EMRC OSMANIA UNIVERSITY. URL : https://www.youtube.com/watch?v=8B0oagqBD6s</p> <p>MAJOR COMPONENTS OF SOCIAL CASE WORK: MOOCS EMRC OSMANIA UNIVERSITY. URL : https://www.youtube.com/watch?v=_AqQgCVaZOO</p> <p>SKILLS AND TECHNIQUES OF SOCIAL WORK PRACTICE: MOOCS EMRC OSMANIA UNIVERSITY. URL : https://www.youtube.com/watch?v=Nqo9owG8WkA</p> <p>PROCESS OF CASE WORK: CH-03: PRABODH (SOCIAL SCIENCE-I). URL: https://www.youtube.com/watch?v=6-4vFAPTAGw</p> <p>IGNOU Study material available on infibnet and IGNOU official website.</p>

Year	II	Course Code: SW3.2			Credits	4
Sem.	III	Course Title: Social Group Work			Hours	48
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.		
Course Outcomes		At the end of the course the student should be able to: 1. Develop an understanding of basic concepts of Social Group Work Method. 2. Develop skills to apply Social Group Work Method 3. Understand application of Social Group Work Method in various settings.				
Module No.		Course Content		Suggested Pedagogy	Hours	
Module I		Introduction to Social Group Work: Social Groups: Meaning, Characteristics & Importance Types of Social Groups: Primary , Secondary, Short Long term, Open – closed groups, Formal- Informal Groups Social Group Work: Meaning, Definitions, Objectives. Values of Group work H. B. Trecker’s Principles of Social Group Work Types of Groups in Social Group Work Practice: Support Groups, Education Groups. Growth Groups, Therapy Groups, Socialization Groups & Self-help Groups.		Lectures Tutorials Assignments Group Discussion	12	
Module II		Group Dynamics: Role, Leadership, Decision Making, Sub-group, Isolation, Bond, Contagion, Scapegoat, Conflict & Group Control. Tuckman’s Stages of Group Development: Forming, Storming, Norming, Performing and Adjourning.		Lectures Tutorials Assignments Group Discussion	12	
Module III		Process of Social Group Work: Pre-group Formation Phase: <ul style="list-style-type: none">Formulating group’s purpose.Deciding the composition of the group.Determining the size of the group.Enrolling & contracting. Initial Phase: <ul style="list-style-type: none">Self-Presentations.Orientation about the Group Work.Goal Formation.Structuring the Group Session.Reviewing the Contract. Middle Phase: <ul style="list-style-type: none">Conduct of Group sessions.Structuring the time.Facilitating Group meetings.Assessment of the Group’s progress. Evaluation & Termination		Lectures Tutorials Assignments Group Discussion	12	
Module IV		Techniques of Social Group Work Practice: Facilitation, Analytical Thinking, Leadership Building, Counseling, Recording, Using Program Media. Skills of Social Group Work : Application of Social Group Work in various groups: <ul style="list-style-type: none">Social Group Work with WomenSocial Group work in De-addiction setting		Lectures Tutorials Assignments Group Discussion Field visits	12	

	<ul style="list-style-type: none"> • Social Group Work with Youth at Risk • Social Group Work with Children and Elderly 		
Recommended Learning Resources			
Print Resources	<ol style="list-style-type: none"> 1. Brown, Allan (1994). Group Work. Hampshire: Ashgate. 2. Charles D. Gravin, Lorraine M. Gutierrez, Maeda J Galinsky (2004) Handbook of Social 3. Work with Groups, Rawat Publications. 4. David Cappuzzi, Douglas R. Gross (2010) Introduction to Group Work, Fourth Edition Mark D. Stauffer, Rawat Publications. 5. Douglas, T. (1972) Group Processes in Social Work: A Theoretical Synthesis. Chicester Johan Wiley and Sons. 6. H.Y.Siddiqui (2008) Group Work: Theories and Practices: Rawat, Publications 7. Konopka, Gisela, 1954. Group Work in the Institution. New York: Association Press. 8. Konopka, Gisela. 1963. Social Group Work: A Helping Process, Englewood Cliffs, N.J Prentice Hall. 9. Phillips (1957) Essentials of Social Group Work Skills: New York: Association Press. 10. Toseland, Ronald and Rivas, F. Robert. 1999. Introduction to Group Work Practice Allyn and Bacon, 3rd edition. 11. Trecker, Herleigh B. 1970. Social Group Work - Principles and Practices, New York 12. Association Press, 13. Trevithick, Pamela.2000.Social Work Skills - A Practice Handbook. Philadelphia: Oper University Press. 14. Wilson, G. and Ryland, G.(1949) Social Group Work Practice. Cambridge: Houghton Mifflin Company. 15. Alissi A.S. (1980): Perspective in Social Group Work Practice: A book of readings. NY. The Free Press. 16. Gunjal, B.S (2017) Social Group Work (A Method Of Social Work), IBH, Prakashana, Bangalore. 17. Shaw, Marllin E. (2nd Ed.)Group Dynamics, New Delhi: Tata – McGraw Hill 18. Publishing. 		
Digital Resources	<p>Methods of Working with Group : Social Group Work, Available at https://www.youtube.com/watch?v=kialAnAFKJY &t=229s</p> <p>Understanding Group Dynamics, Available at https://www.youlube.com/watch?v=uL6x99-VSBA</p> <p>Social group work with young people in Tamil Nadu, India: A case study of civic engagement https://www.youthandpolicy.org/articles/social-group-work/</p>		

Year	II	Course Code: SW3.3			Credits : 4
Sem.	III	Course Title: Social Work with Children and School Setting			Hours : 48
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.	
Course Outcomes		At the end of the course the student should be able to: 1. Develop knowledge of children's developmental needs; 2. Obtain insight to the living conditions of children, and the impacting structural conditions; 3. Understand the School as a social system & its relationship to the home & community; and 4. Appreciate the roles & responsibilities of school social workers.			
Module No.	Course Content			Suggested Pedagogy	Hours
Module I	UNDERSTANDING CHILD & CHILDHOOD: 1. Child: Meaning &Definitions: <i>Biological & Legal Definitions of Child</i> 2. Overview of Behavioural Problems in Children: ODD, CD, PTSD, ADHD, AUTISM, ANXIETY, DEPRESSION.			Lecture, Tutorials Group Discussion	14
Module II	CHILDREN IN DIFFICULT CIRCUMSTANCES: 1. Problems of Children a) Orphan Children b) Street Children c) Child Labour d) Child Beggars e) Children with Disabilities f) Child Marriage 2. Children and Abuse: <i>Sexual, Emotional, Physical</i> 3. Children in Conflict with Law 4. Discrimination & Child: Gender, Caste Child Trafficking CHILDREN & RIGHTS: • Child Rights: Meaning, Importance & Convention of the Rights of the Children - UNICEF • National Commission for Protection of Child Rights 5. Importance of Early Interventions – Role of ICDS & NGOs			Lecture, Tutorials Group Discussion Documentaries ICT	12
Module III	UNDERSTANDING SCHOOL SETTING: 1. School: Meaning, Definitions & School as a Social Institution 2. Classifications of Schools in India: <i>Public, Aided, & Private.</i> 3. Public Schools in India: Administrative structure, Role & Need of Public Schools. 4. Overview of: RTE, Sarva Shiksha Abhiyan. SDMC & Current Government schemes in school.			Lecture, Tutorials Group Discussion School visits	10

	<p>5. Understanding issues faced by students in Schools:</p> <p><i>Poverty, Malnutrition,</i> <i>Gender issues</i> <i>Chronic Absenteeism</i> <i>School Dropouts</i> <i>Scholastic Backwardness</i> <i>Anxiety, Depression & Phobia</i></p>		
Module IV	<p>SCHOOL SOCIAL WORK:</p> <p>1. Meaning, Definitions</p> <p>2. Roles of School Social Work:</p> <p> i. <i>Promotive Role</i></p> <p> ii. <i>Preventive Role</i></p> <p> iii. <i>Curative & Rehabilitative Role</i></p> <p>3 Skills of School Social Worker</p> <p>4 Areas of Intervention by Social Work Professionals in School Settings:</p> <p> i. <i>Interventions with Students, Parents, Teachers, Administrators & Community</i></p>	Lecture, Tutorials and Seminars	12
RECOMMENDED LEARNING RESOURCES			
PRINT RESOURCES	<ol style="list-style-type: none"> De Clercq, Barbara et al. "Childhood personality types: vulnerability and adaptation over time." <i>Journal of child psychology and psychiatry, and allied disciplines</i> vol. 53,6 (2012): 716-22. doi:10.1111/j.1469-7610.2011. 02512.x Lenzer, G. (2017). THE SOCIOLOGY OF CHILDREN. In K. O. Korgen (Ed.), <i>The Cambridge Handbook of Sociology: Specialty and Interdisciplinary Studies</i> (pp. 239–245). chapter, Cambridge: Cambridge University Press. Boocock, Sarane Spence & Scoot, Kimberly Ann (2005). KIDS IN CONTEXT - <i>THE SOCIOLOGICAL STUDY OF CHILDREN AND CHILDHOODS</i>, Rowman & Littlefield Publishers, Nov 2005. Gran, Brian. (2020). THE SOCIOLOGY OF CHILDREN'S RIGHTS, Wiley.Com Arati Mann (2015) "School Social Workers in India: Ignored but Crucial Professionals", <i>International Journal of Innovative Research & Development</i>, Oct, 2015. Vol - 4, Issue – 11., ww. Ijird.com. Robinson, M (1978), <i>School and Social Work</i>, Routledge and Kegan Paul, London, P. 16 – 20 Bowen, N. (1996, Jan). A Role For School Social Workers In Promoting Student Success Through School Family Partnership. <i>Social Work in Education</i> Vol. 21, No.1, 34-47 Gandhi, A. (1990), <i>School Social Work</i>, New Delhi: Commonwealth Publishers Shaffer, G. L. (2006). History of school social work. in L. Bye & M. E. Alvarez, <i>School Social Work: Theory to Practice</i>, pp. 2 -20. Pacific Grove, CA: Thompson/Brooks/Cole. C.R. Massat, M.S. Kelly & R. Constable (8th Ed.), <i>School social work practice, policy, and research</i> (pp. 45-57). Chicago, IL: Lyceum Books, Inc Meenu Anand. (2021) <i>STRENGTHENING SOCIAL WORK PRACTICE IN SCHOOLS IN INDIA: REFLECTIONS FROM THEORY</i>, Educere BCM Journal of Social Work Vol 17, Issue 2 December 2021. Anand, M. (2017). Social Work in schools: Integrating gender concerns. In Adusumalli, 		

	<p>Malathi and Meenu Anand (Eds.), Gender and social work: Positions and practices(pp 117-137). New Delhi: Regal Publications.</p> <p>13. Clark, J.P. and Alvarez, M. (2010). Response to intervention: A guide for school social workers. OUP</p>
DIGITAL RESOURCES	<ol style="list-style-type: none"> Freire, Paulo, 1921-1997. (2000). PEDAGOGY OF THE OPPRESSED. New York :Continuum, <i>EBOOK available for free download at</i>https://envs.ucsc.edu/internships/internship-readings/freire-pedagogy-of-the-oppressed.pdf SCHOOL AND PEER Unit 2 @ egyan Kosh. <i>Ebook available for download at</i>https://www.egyankosh.ac.in/bitstream/123456789/104729/1/Unit%202.pdf Kelly, Michael & Raines, James & Stone, Susan & Frey, Andy. (2010). School Social Work: An Evidence-Informed Framework for Practice. <i>Article available for free download at:</i> https://www.researchgate.net/publication/234026974_School_Social_Work_An_Evidence-Informed_Framework_for_Practice Kuppens, S., Moore, S. C., Gross, V., Lowthian, E., & Siddaway, A. P. (2020). The Enduring Effects Of Parental Alcohol, Tobacco, And Drug Use On Child Well-Being: A Multilevel Meta-ANALYSIS. <i>Development and psychopathology</i>, 32(2), 765–778. https://doi.org/10.1017/S0954579419000749 Hannah Todman, Hugh McLaughlin, Understanding the Needs of Children Living with Parental Substance Misuse: Perspectives from Children and Practitioners, <i>The British Journal of Social Work</i>, Volume 54, Issue 7, October 2024, Pages 3073–3095, https://doi.org/10.1093/bjsw/bcae079 Rosenberg, J. (2009). WORKING IN SOCIAL WORK: THE REAL-WORLD GUIDE TO PRACTICE SETTINGS. New York, NY: Routledge. <i>Note: The Rosenberg text is available for free as an e-book via the link below. To get the fulltext, click on the EBSCOhost e-book link.</i> http://bit.ly/workinginsw National Association of Social Workers (2012). NASW STANDARDS FOR SOCIAL WORK SERVICES IN THE SCHOOLS. WASHINGTON, DC: Available at http://www.naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf Class handouts and required readings listed in the syllabus and/or found on Sakai course web site: https://www.unc.edu/sakai/

Year	II	Course Code: SW3.4 (Practical)			Credits	4
Sem.	III	Course Title: SOCIAL WORK PRACTICUM– III (Concurrent Fieldwork)			Hours	8hrs per week
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: NA (viva)		
Course Outcomes		At the end of the course, the student should be able to: a) Develop capacity for observation and analyzing social realities. b) Develop an understanding of needs, problems and programs for different target groups. c) Develop an understanding of the role of a social worker in different settings. d) Develop skills in observation, interview, recording, group discussions and leadership. e) Develop skills in report writing and use of supervision.				
COURSE CONTENT						
This Course comprises: <ul style="list-style-type: none">• Orientation to intensive field work.• Concurrent Fieldwork Placement in Agency (Government Depts. / NGO"s) where they are required to undertake:<ul style="list-style-type: none">i. <i>One Case work.</i>ii. <i>One Need based activity with the beneficiaries of the Agency</i>• The stipulated hours for a Social Work Practicum are eight hours per week.						
Note on the Calculation of Workload for Social Work Practicum						
<ul style="list-style-type: none">• The workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14).• The <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14) states that "... each learner should get about forty-five to sixty minutes of individual instruction..." and that "hence teacher-learner ratio suggested is 1:8..." (enclosed as Annexure 1). Thus, it may be noted that the instructional hours for "Social Work Practicum" vary depending on the number of students allocated for supervision to each of the faculty.• In keeping with the guidelines given in the <i>UGC Model Curriculum for Social Work Education</i>, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus.• Since the Paper is of Practical nature, the total workload for the faculty for a batch of eight students is 08 hours per week (i.e. 16 hrs./2 = 8). Hence, the workload for Social Work Practicum per week will be eight hours for a batch of eight students. Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.						
Note on the Assessment of Social Work Practicum						
The assessment of Social Work Practicum shall strictly be as per the guidelines given at the beginning of this curriculum.						

Recommended Learning Resources

PRINT RESOURCES

1. Kohli, A.S. 2004. Field Instruction and Social Work: Issues, Challenges and Response. Delhi: Kanishka.
2. Lawani, B.T. 2009. Social Work Education and Field Instructions. Agra: Current Publications.
3. Mathew, G. Supervision in Social Work. Mumbai: TISS.
4. Roy, S. 2012. Fieldwork in Social Work. Jaipur: Rawat Publications.
5. Sajid, S.M. 1999. Fieldwork Manual. New Delhi: Department of Social Work, Jamia Milia Islamia.
6. Singh, R.R. (ed.) 1985. Fieldwork in Social Work Education: A Perspective for Human Service Profession. New Delhi: Concept Publishing.
7. Subedhar, I.S. 2001. Fieldwork Training in Social Work. New Delhi: Rawat.
8. University Grants Commission. 1978. Review of Social Work Education in India: Retrospect and Prospect. New Delhi: UGC.

Year	II	Course Code: SW3.5A			Credits: 2
Sem.	III	Course Title: Development Communication			Hours: 36
Formative Assessment Marks: 10		Summative Assessment Marks: 40		Duration of ESA: 2 hrs.	
Course Outcomes		At the end of the course the student should be able to: 1. Understand the meaning and importance of communication in day-to-day life; 2. To understand the concept of Development Communication. 3. To familiarize the students with the linkages between development, media, and communication.			
Module No.		Course Content		Suggested Pedagogy	Hours
Module I		UNDERSTANDING COMMUNICATION AS A TOOL OF DEVELOPMENT: a. Communication: Meaning, Definitions, Process & Types : (Verbal, Non-Verbal, Written, Visual Communication) b. Development Communication: Concept, Definitions, Objectives & Goals. c. Approaches to Development Communication: Participatory, Bottom-Up approaches d. Role of Communication in Development Process & Social change.		Lecture, Group Discussion ICT	12
Module II		UNDERSTANDING MASS MEDIA: a. Mass media: Meaning, Definitions, functions. Features b. Types of Mass Media: - Print Media, Broadcast Media, Digital Media (New Media), Social Media, Folk Media (Traditional Media). c. Types of Media Ownership: Public, Private & Community Media d. Developmental Journalism: Concept & Characteristics e. Participatory Development Communication: • Media Literacy • Civic Journalism • Mobile Journalism • Community Media, Online Activism.		Lecture, Tutorials Student presentations Special talks	12
Module III		MEDIA FOR DEVELOPMENT: i. Role of Media – in addressing Poverty & Unemployment issues. ii. Media for Rural Development & Agriculture iii. Disaster Management & Media iv. Women’s empowerment & Media v. Role of Media in Conflict Communication & Peace Building. vi. Role of media in promoting Right to Health SOME BEST PRACTICES OF DEVELOPMENT COMMUNICATION: • PARI; People's Archive of Rural India • Community Radio, Gyan Darshan • Public Service Campaigns – Anti-Tobacco Campaign • Street Play		Lecture, Tutorials Group Discussion ICT. Documentaries & Movies	12
RECOMMENDED LEARNING RESOURCES					

<p>PRINT RESOURCES</p>	<ol style="list-style-type: none"> 1. Sen, Amartya (1999), Development as Freedom, Oxford University Press 2. Fernandes, Walter: Development with People, Indian Social Institute, New Delhi, 1988 3. Hancock. A., (1980) Communication Planning for Development, UNESCO, Paris 4. Melkote, Srinivas & Steeves , H. Leslie, (2015). Communication for Development: Theory and Practice for Empowerment and Social Justice, Sage Publication. 5. Pannu P, Tomar YA (2012) „Communication Technology for Development“, IK International 6. Murthy, DVR, Development Journalism, Laxmi Publication, New Delhi, 2012 7. Servaes, Jan (2008). <i>Communication for Development and Social Change</i>. 8. Manyozo, Linje (2012). <i>Media, Communication and Development: Three Approaches</i>. 9. UNESCO (1980). <i>Many Voices, One World</i> (The MacBride Report). 10. Development Communication: Reframing the Role of the Media" – <i>Journal of International Communication</i> 11. Wilkins, Karin G. (2000). <i>Redeveloping Communication for Social Change: Theory, Practice and Power</i>. 12. Gumucio-Dagron, Alfonso (2001). <i>Making Waves: Stories of Participatory Communication for Social Change</i>.
<p>DIGITAL RESOURCES</p>	<ol style="list-style-type: none"> 1. https://en.unesco.org/themes/communication-and-information 2. http://www.fao.org/communication-for-development 3. https://www.bbc.co.uk/mediaaction 4. India Invented, documentary by Arvind Das. 5. Mojo stories on still births, The Babies who do not get a chance to live Mojo Ground Report. 6. "WOMB" is a poignant documentary showcasing the struggles, aspirations, and resilience of Indian women, united against violence and patriarchy. 7. Period. End of Sentence. https://www.youtube.com/watch?v=Lrm2pD0qofM

Year	II	Course Code: SW3.5B			Credits	2
Sem.	III	Course Title: Participatory Learning Approaches and Tools			Hours	36
Formative Assessment Marks: 10		Summative Assessment Marks: 40		Duration of ESA: 2 hrs.		
Course Outcomes		At the end of the course the student should have: <ul style="list-style-type: none">developed an understanding of participatory learningdeveloped facilitation skills and practice of these skills.understanding & skill development on various participatory training methods				
Module no.		Course Content		Suggested Pedagogy	Hours	
Module I		UNDERSTANDING PARTICIPATION <ul style="list-style-type: none">a. Participation: Concept, Meaning, Definitions, Nature & Forms of Participation.b. Importance of Participation: Stakeholder Engagement & Grassroot Advocacyc. Level of Participation: Arnstein’s Ladder of Participationd. HISTORY OF PARTICIPATORY APPROACHES: From Top Down to Bottom Up - From RRA to PRA to PLA.e. Contributions of Paulo Freire & Robert Chambers		Readings Brain storming Lecture Assignment Participatory Learning Games	12	
Module II		TECHNIQUES OF PLA: Part - A <ul style="list-style-type: none">a. <u>VISUAL TECHNIQUES:DIAGRAMS:</u> Routine Diagrams, Venn (Chapati) Diagram, Livelihood Analysis Diagramsb. <u>SPATIAL METHODS: MAPPING:</u> Transact Walks, Social Maps, Resource Mapping, Hazard Mapping,c. <u>TIME RELATED TOOLS:</u> Timeline, Time Trends Charts, Seasonal Calendars.		Brain storming Lecture Group discussions Activities Use of ICT	12	
Module III		TECHNIQUES OF PLA: (Part – B) <ul style="list-style-type: none">a. GROUP / TEAM DYNAMICMETHODS:<ul style="list-style-type: none">MEETINGS: Round Table, Public Meeting, Focus Group DiscussionPERFORMING ARTS: Role Play, Theatre, Songs, Street Play.b. RECENT TRENDS in PLA: Use of Photography & Videos.c. ROLE OF FACILITATOR & FACILITATION SKILLS.		Lecture Group Discussions, Activities Brain storming Use of ICT	12	
RECOMMENDED LEARNING RESOURCES						

<p style="text-align: center;">PRINT RESOURCES</p>	<ol style="list-style-type: none"> 1. Chambers, R (1983) “Whose Reality Counts? Rural Development: Putting the last first. Longman inc., USA, 1983. Earthscan, London. ♣ 2. Gosling, L and Edwards, M (2003). Toolkits: A practical guide to assessment, monitoring, review and evaluation. Second edition. Save the Children, UK. 3. Chambers, R (2008). Revolutions in Development Inquiry. Institute of Development Studies, 2008, 4. “Relaxed and Participatory Appraisal: notes on practical approaches and methods for participants in PRA/PLA-related familiarization workshops, Participation Resource Centre at IDS” 5. Freire, Paulo, 1921-1997. (2000). Pedagogy of the Oppressed. New York: Continuum, 2000. 6. Bandyopadhyay, D, Mukherjee, A and Gavai, Mitali Sen (2003). Empowering Panchayats: Handbook for Master Trainers Using Participatory Approach. Concept Publishing House, New Delhi, 7. Kumar, Somesh (2002). Methods for Community Participation: A Complete Guide for Practitioners. Vistar Publications. New Delhi 8. Pretty, J. N., Guijt, I., Thompson, J. and Scoones, I. 1995. Participatory Learning and Action: A Trainers Guide. London: IIED 9. Roger A. Hart (1997) Children’s Participation: The Theory and Practice of Involving Young Citizens in Community Development & Environmental Care, UNICEF. 10. Arnstein, S.R. (1969) A Ladder of Citizen Participation. Journal of the American Institute of Planners, 35, 216-224. 11. Roger. A. Hart (1992) Children’s Participation: From tokenism to Citizenship. UNICEF International Child Development Centre, March, 1992. 12. Cooke, B., & Kothari, U. (2001). Participation: The New Tyranny? Zed Books, London.
<p style="text-align: center;">DIGITAL RESOURCES</p>	<ol style="list-style-type: none"> 1. UNDP (1998). CSOPP Documents: Empowering People: A Guidebook to Participation. http://www.undp.org/csopp/CSO/NewFiles/docemppeople3.html#Anchor-6491 2. Pretty, J; Guijt, I; Scoones, I; and Thompson, J (1995); A Trainer’s Guide for Participatory Learning and Action, IIED Participatory Methodology Series, International Institute for Environment and Development, London, IIED. This can be downloaded at http://www.iied.org/participatory-learning-action 3. https://villageearth.org/a-brief-history-of-participatory-community-development-approaches-and-practices/ 4. https://iprpraha.cz/stranka/4245/participatory-methods 5. https://simplystakeholders.com/ladder-of-participation/ 6. https://www.re-dwell.eu/concept-definition/23 7. https://simplystakeholders.com/grassroots-advocacy/ 8. https://simplystakeholders.com/stakeholder-engagement/ 9. https://www.egyankosh.ac.in/bitstream/123456789/59125/1/Unit4.pdf 10. https://nirdpr.org.in/nird_docs/gpdp/prs.pdf

SEMESTER IV

Year	II	Course Code: SW 4.1			Credits	04
Sem.	IV	Course Title: Community Organization			Hours	48
Course Pre-requisites, if any		NA				
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 Hrs		
Course Outcomes		At the end of the course the student should be able to: 1. Understand the concept of Community and Community organization. 2. Understand the process of community organization. 3. Understand various Skills and Techniques of Community organization. 4. Understand Community Organization in India and Role of NGO"s.				
Module No.		Course Content		Suggested Pedagogy	Hours	
Module - I		Community, Community Organization and Community Development: <ul style="list-style-type: none">• Concept of Community: Meaning, Definitions, Characteristics and Types (Tribal, Rural and Urban)• Concept of Community Organization: Meaning, Definitions, Objectives & Principles.• Concept of Community Development, Meaning, Definitions, Objectives• Difference between community organization and community development.• Community organization as a method of Social Work.		Lecture, Tutorials and Group Discussion	14	
Module - II		Models and Process of Community Organization: <ul style="list-style-type: none">• Jack Rothman"s Models of Community Organization• Community Study, Identification, Analysis and Prioritization of Needs; Participatory Planning, Implementation, Evaluation and Stabilization of Change Efforts,• Roles of Community Organizer through the Stages of Community Organization.		Lecture, Tutorials and Group Discussion	12	
Module - III		Skills and Techniques of Community Organization: <ul style="list-style-type: none">• Resource Mobilization, Capacity Building, Conflict Resolution, Organizing and Conducting Meetings, Networking, Recording & Documentation.• Characteristics of a effective Community Organizer.		Lecture, Tutorials and Group Discussion	12	
Module - IV		Community Organization in India: <ul style="list-style-type: none">• Community Organization in India: Historical Perspective & Scope.• Challenges and Strategies to strengthen Community Organization in India.• Role of NGOs in Community Organization.		Lecture, Tutorials and Seminars	10	
Recommended Learning Resources						

Print Resources	<ol style="list-style-type: none"> 1. Arthur, Dunham. 1958. <i>Community Welfare Organisation - Principles and Practice</i>. New York: Thomas Y. Crowell Co. 2. Chekki A. Dan. 1979. <i>Community Development</i>. New Delhi: Vikas Publishing House Pvt. Ltd. 3. Cox. M. Fred and Erlich L. John. 1987. <i>Strategies of Community Organisation</i>. Illinois: F.E. Peacock Publishers. 4. Gangrade, K.D. 1971. <i>Community Organisation in India</i>. Bombay: Popular Prakashan. 5. Gunjal, B.S. 2013. <i>Community Organization and Social Action</i>. Bangalore: IBH Prakashana. 6. Harper E.B. and Dunham Arthur. 1959. <i>Community Organisation in Action</i>. New York: Association Press. 7. Henderson, Paul: Jones, Davit and Thomas, David N. 1980. <i>The Boundaries of Change in Community Work</i>. Boston: George Allen and Unwin. 8. Marulasiddaiah, H.M. 1987. <i>Community: Area and Regional Development in India</i>. Bangalore: Bangalore University. 9. Ross, M.G. 1967. <i>Community Organisation</i>. New York: Harper and Row. 10. Siddiqui H.Y. 1997. <i>Working with Communities</i>. New Delhi: Hira Publications. 11. Somesh Kumar. 2002. <i>Methods for Community Participation – A Complete Guide for Practitioners</i>. New Delhi: Vistaar Publications. 12. Thomas, Gracious (ed.). 2010. <i>Social Work Intervention with Communities and Institutions (Vol.I)</i>. New Delhi: School of Social Work, IGNOU. 13. Patil, Asha Ramangonda, 2013. <i>Community Organization and Development – An Indian Perspective</i>, PHI Learning Private Limited, Delhi. 14. Joseph, Sheeba and Dash, Bishnu Mohan. 2013. <i>Community Organisation in Social Work</i>, Discovery Publishing House Pvt. Ltd. New Delhi.
Digital Resources	<ol style="list-style-type: none"> 1. IGNOU, Block 1. <i>Community Organisation</i>, 2017. https://egyankosh.ac.in/handle/123456789/17083 2. Lecture on Social Work with Communities, 2014. https://www.youtube.com/watch?v=HMuRRK-pZeM&list=PLNspmbLKJ8Ltk1vsg2l_eNngHlr4nfst&index=25 3. Lecture on Models and Approaches for Community Work, 2014. https://www.youtube.com/watch?v=jMBEu553_Yo&list=PLNspmbLKJ8Ltk1vsg2l_eNngHlr4nfst&index=24 4. Community Organization in India. https://www.socialworkin.com/2023/04/community-organization-in-india.html

Year	II	Course Code: SW4.2			Credits	4
Sem.	IV	Course Title: Social Work Administration				48
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.		
Course Outcomes		At the end of the course, the student should be able to: 1. Develop an understanding of basic concepts of Social Work Administration. 2. To enhance the skills of administration in different welfare organizations. 3. To understand policies & procedures involved in establishing & maintaining human service organizations.				
Module No.		Course Content		Suggested Pedagogy	Hours	
Module I		Introduction to Social Work Administration. • Administration: <i>Meaning, Definitions & Features.</i> Types • Social Work Administration: <i>Meaning, Definitions, Objectives, Features, Principles, Functions and Scope.</i> • Significance of Social Work Administration as a method of Social Work.		Lecture, Tutorials and Group Discussion	12	
Module II		Structure of Social Welfare Administration. • Social Welfare Administration at different levels: Local, State, Central & International. • Overview of Legislations relating to Establishment of Social Welfare Organizations: i. The Societies Registration Act, 1860; ii. The Indian Trust Act, 1882; iii. The Cooperative Societies Act, 1904; iv. Section 25 of the Companies Act, 1956.		Lecture, Tutorials and Group Discussion	12	
Module III		Components of Social Work Administration Meaning, Definitions, Types and objectives of Planning, Organization, Staffing, Directing, Coordinating, Reporting, Budgeting, Evaluation, Monitoring, Feedback & Transparency.		Lecture, Tutorials and Group Discussion	12	
Module IV		Skills and Techniques of Social Work Administration • Programme / Project Development. • Fund Raising., Resource Management. • Public Relations, Networking, Referral Services. • Decision Making, Conflict Resolution.		Lecture, Tutorials and Seminars	12	
Recommended Learning Resources						
		1. Chowdhary, D. Paul. 1979. Social Welfare Administration. Delhi: Atma Ram & Sons. 2. Devi, Rameshwari and Parkash Ravi. 1998. Social Work and Social Welfare Administration, Methods and Practices, Vol. I. Jaipur: Mangaldeep Publications. 3. Gangarade, K.D.1990. Development of Voluntary Action in India, in Social Welfare Administration in India; Issues and Challenges. Mumbai: Tata Institute of Social Sciences.				

<p>Print Resources</p>	<ol style="list-style-type: none"> 4. Pathak, S.H. 1981. Social Welfare: An Evolutionary and Development Perspectives. Delhi: McMillan. 5. Roy, Bunker. 1990. Voluntary Agencies and Government, in Social Welfare Administration in India; Issues and Challenges. Mumbai: Tata Institute of Social Sciences. 6. Thomas, Gracious (ed.). 2010. Social Work Intervention with Communities and Institutions (Vol.I). New Delhi: School of Social Work, IGNOU. 7. Goel, S. L. and Jain, R. K. 1988 Social Welfare Administration: Theory and: Practice, Vol. I and II, New Delhi: Deep and Deep Publications. 8. Government of India Evaluation of Social Welfare Programmes, Encyclopedia of Social Work. Vol. 1,297 - 310. 9. Haimann, A. 1982 Professional Management and Practice, Delhi: Eurasia Publications. 10. Hasenfeld, Y and Human Service Organizations. Ann English, R. (Eds.) 1978 Arbor: University of Michigan Press. 11. Jackson, J. 1989 Evaluation for Voluntary Organizations. Delhi: Information and News Network. 12. Kapoor, K. K. 1986 Directory of Funding Organizations, Delhi: Information and News Network. 13. Lauffer, A. 1977 Understanding Your Social Agency, London: Sage Publications. 14. Singh, M. K. 2015. Social Policy and Social Welfare Administration, Vayu Education of India, First Edition.
<p>Digital Resources</p>	<ol style="list-style-type: none"> 1. Department of Woman & Child Development http://dwcd.kar.nic.in 2. Directorate of Employment & Training http://emptrg.kar.nic.in 3. Directorate of Municipal Administration http://municipaladmn.gov.in 4. Directorate of Welfare of Disabled and Senior Citizens http://welfareofdisabled.kar.nic.in 5. NSSO South Zone http://www.nssso.kar.nic.in 6. Rural Dev. & Panchayat Raj Dept. http://rdpr.kar.nic.in 7. Social Welfare Department http://sw.kar.nic.in 8. Introduction to Social Welfare Administration, Osmania University, https://youtu.be/bKKM_b15kIA?si=HjFU-jSIOLKXviGV

Year	II	Course Code: SW4.3			Credits	4
Sem.	IV	Course Title: Social Work in Health Setting			Hours	48
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.		
Course Outcomes		At the end of the course, the student should be able to: 1. Develop an understanding of the holistic concept of Health. 2. Understand the health care services at different levels. 3. Gain knowledge about various Diseases and Prevention. 4. Understand the Role of the Social Worker in health setting.				
Module No.		Course Content		Suggested Pedagogy	Hours	
Module I		Introduction to Health: <ul style="list-style-type: none">Health: Meaning, Definitions, Determinants & Indicators Dimensions - Physical, Mental, Social. EmotionalRight to Health as a Human Right.System Medicines –Ayurveda, Unani, Siddha Natutopathy, Homoeopathy		Lecture, Tutorials and Group Discussion on select readings	12	
Module II		Understanding the Public Health system: Public Health System: Structure and Functions <ul style="list-style-type: none">Concept of Public HealthPublic health care services at grassroot level – role of ASHA Worker, ART, ICTC.Critical Analysis of current scenario of Health Care Services in India Public Health Programs: Overview National Health Policy of India: Overview <ul style="list-style-type: none">National Organizations working in Health Settings in India Role of WHO in promoting Health Role of NGO and Voluntary Sector in Health Care		Lecture, Tutorials and Group Discussion	12	
Module III		Social work in Health Setting: Communicable Diseases: <ul style="list-style-type: none">Causes, Symptoms & Prevention of Communicable Diseases such as Leprosy, Tuberculosis, Sexually Transmitted Diseases (STDs), HIV/AIDS. Non-communicable Diseases: <ul style="list-style-type: none">Causes, Symptoms & Prevention of Non-communicable Diseases - Hypertension, Diabetes, Heart Disease, & Neurological problems, Cancer Women and Health: Malnutrition, Anemia, IMR, MMR		Lecture, Tutorials and Group Discussion	12	

Module IV	Role of the Social Worker in Health Setting: <ul style="list-style-type: none"> Health Education: Definition, Aims, Methods, Principles and significance. Medical Social Work: Definitions & Scope. Roles Psychiatric Social Work: Definitions & Scope, Roles 	Lecture, Tutorials and Seminars	12
RECOMMENDED LEARNING RESOURCES			
Print Resources	<ol style="list-style-type: none"> 1. K. Park. (2019) Park's <i>Text Book of preventive and social medicine</i> 25th edition: Jabalpur, Bhanot Publishers. 2. Mahajan & Gupta (2013). Revised by Rabindranath Roy, Textbook of Indranil Saha and MC Gupta <i>Preventive and Social Medicine</i> New Delhi: Jaypee brothers' medical publishers (p) Ltd. 3. Sarah Gehlert & Teri Browne (2019) Third edition. <i>Handbook of Health Social Work</i>. San Francisco: Jossey Bass 4. Kumar R. (1992). <i>Social and Preventive Health Administration</i>, New Delhi: Ashish Publications. 5. Mohd. Akram. (2014). <i>Sociology of Health</i>. New Delhi: Rawat Publications. 6. Sharon D.P., (2011). <i>Social Work and Community Practice</i>, Florida: Apple Academic Press. 7. Surendra Singh, P.D. shra, (2000). <i>Health and Disease: Dynamics and Dimensions</i>, New 8. Royal Book Company. 9. Bajpai, P.K. (Ed)(1998), <i>Social Work Perspectives on Health</i>, Rawat Publications, Jaipur. 10. Mathur, J.S(1971), <i>Introduction to Social and Preventive Medicine</i>, Oxford and I.B.H. Publishing Company, New Delhi. 11. Ramachandru, G (1997), <i>Health Planning in India</i>, A.P.H. Publishing Corporation, New Delhi. 12. UNICEF: <i>Health and Basic Services</i>, UNICEF South Central Asia Regional Office, New Delhi. 		
Digital Resources	<ol style="list-style-type: none"> 1. <i>Social work in health care</i>. Encyclopedia of Bioethics. https://www.encyclopedia.com/science/encyclopediasalmanactranscriptsandmaps/social-work/health-care 2. Parast Majidi Sajjad & Allai Behrouz (2014) <i>The Role of Social Work in Health Care System</i>. Journal of Social Science for Policy Implications Vol. 2, No. 2, pp. 5968. http://jsspi.com/journals/jsspi/Vol_2_No_2_June_2014/4.pdf 		

Course Title: SOCIAL WORK PRACTICUM– IV (Concurrent Fieldwork)		II	Course Code: SW4.4 (Practical)
Year-2 Sem.- IV		III	8 hrs per week
Formative Assessment Marks: 20	Summative Assessment Marks: 80	Duration of ESA: NA (viva)	
At the end of the course, the student should be able to: a) Develop capacity for observation and analyzing social realities. b) Develop an understanding of needs, problems and programs for different target groups. c) Develop an understanding of the role of a social worker in different settings. d) Develop skills in observation, interview, recording, group discussions and leadership. e) Develop skills in report writing and use of supervision.			
COURSE CONTENT			
This Course comprises: <ul style="list-style-type: none">• Orientation to intensive field work.• Concurrent Fieldwork Placement in Agency (Government Depts. / NGO’s) where they are required to undertake:<ul style="list-style-type: none">iii. <i>One Case work.</i>iv. <i>One Need based activity with the beneficiaries of the Agency</i>• The stipulated hours for a Social Work Practicum are eight hours per week.			
Note on the Calculation of Workload for Social Work Practicum			
<ul style="list-style-type: none">• The workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14).• The <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14) states that “... each learner should get about forty-five to sixty minutes of individual instruction...” and that “hence teacher-learner ratio suggested is 1:8...” (enclosed as Annexure 1). Thus, it may be noted that the instructional hours for “Social Work Practicum” vary depending on the number of students allocated for supervision to each of the faculty.• In keeping with the guidelines given in the <i>UGC Model Curriculum for Social Work Education</i>, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus.• Since the Paper is of Practical nature, the total workload for the faculty for a batch of eight students is 08 hours per week (i.e. 16 hrs./2 = 8). Hence, the workload for Social Work Practicum per week will be eight hours for a batch of eight students. Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.			
Note on the Assessment of Social Work Practicum			
The assessment of Social Work Practicum shall strictly be as per the guidelines given at the beginning of this curriculum.			

Recommended Learning Resources

9. Kohli, A.S. 2004. Field Instruction and Social Work: Issues, Challenges and Response. Delhi: Kanishka.
10. Lawani, B.T. 2009. Social Work Education and Field Instructions. Agra: Current Publications.
11. Mathew, G. Supervision in Social Work. Mumbai: TISS.
12. Roy, S. 2012. Fieldwork in Social Work. Jaipur: Rawat Publications.
13. Sajid, S.M. 1999. Fieldwork Manual. New Delhi: Department of Social Work, Jamia Milia Islamia.
14. Singh, R.R. (ed.) 1985. Fieldwork in Social Work Education: A Perspective for Human Service Profession. New Delhi: Concept Publishing.
15. Subedhar, I.S. 2001. Fieldwork Training in Social Work. New Delhi: Rawat.
16. University Grants Commission. 1978. Review of Social Work Education in India: Retrospect and Prospect. New Delhi: UGC.

OR

Year	II	Course Code: SW4.4 (Practical)			Credits 4
Sem.	IV	Course Title: SOCIAL WORK PRACTICUM – IV (Social Work Camp)			Hours 8 hrs per week
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: VIVA	
Course Outcomes		At the end of the course, the student should be able to: <i>1) Understand the Rural Social System with special reference to a specific poverty group.</i> <i>2) Understand the nature of government intervention in relation to poverty groups in the region, and the related structures of decision-making and intervention.</i> <i>3) Through experience in group living, appreciate its value in terms of self-development, interpersonal relationships, sense of organization, management, and taking on responsibility.</i> <i>5. Acquire skills in planning, organizing, and implementing the camp - conscious use of time, communication skills, team spirit, handling relationships, conflicts and differences of opinion, decision making, evaluation, appreciation, sharing of resources, tasks, coping skills in problem situations, co-operation and co-ordination.</i>			
Module No.	Course Content			Suggested Pedagogy	Hours
Module I	PRE-CAMP: Process & Activities: a. Camp: Meaning, functions, Types of camps b. Social Work Camp: Meaning, Objectives & Functions, c. Overview of Social Work, Principles, skills & Methods d. Understanding social structures & e. Survey & Questionnaire - Data Collection & Analysis			Lecture, Group discussion Activities	20
Module II	PRE-CAMP: Process & Activities:			Lecture,	20

	a. Communication Workshop: Anchoring skills, Interviewing skills, Rapport Building skills b. Session on Participatory Approaches: PRA skills, FGD skills, Interview skills. Resource Mapping c. Event Organizing skills: Program planning, Program implementation, technical skills, Community Mobilization. Stage preparation skills d. Program Media skills: Role play, street play, theatre, songs and other infotainment skills. e. Financial and resource Management skills f. Photography and videography skills	Group discussion Activities Workshop	
Module III	PRE-CAMP: Process & Activities: a. Identification of Camp Site b. Pilot Visit & Survey of the Site c. Identification of the Socio-Economic issues of the selected camp site d. Drafting of Camp Schedule and planning activities. e. Resource Mobilisation for the camp f. Networking and mobilising experts & resource persons for the camp g. Networking with government, voluntary and local organisations for organising the camp h. Rapport building with key persons & informants in the camp site. i. Building Media network – use of social and digital media to advertise the camp. j. Logistical preparation for the camp.	Lecture, Group discussion Activities Workshop	20
Module IV	DURING CAMP: Process & Activities: <ul style="list-style-type: none"> • Inauguration of the camp • Implementation of the planned activities and programs • Socio-Economic Survey • Implementation of social work methods: • One Case Work by each student • One Group Work by a group of five students. • Draft Report preparation • Reporting of the camp in Media 	Activity based	8 -10 days
Module V	POST – CAMP: Process & Activities: <ul style="list-style-type: none"> • Completion of Camp Report • Camp Evaluation and Feedback program • Preparation for viva 	Individual counselling	10

CAMP GUIDELINES

1. **Camp Site:** Rural or Tribal Setting
2. **Camp Duration:** 8-10 days
3. **Faculty:** Social Work Camp shall be organized under the direction of at least two faculty members.
4. The department has to identify a cluster of villages to undertake developmental initiatives keeping in view the methods of social work in general and working with communities in particular.
5. The department has to organize the required number of visits to the chosen cluster and select a village to organize the ten days rural camp.
6. The village has to be identified well in advance so as to facilitate the Faculty and Student Coordinators and the student committees to understand the community and its requirements of social work intervention, as a base for organizing the camp.
7. A minimum of three visits of all the students together and a minimum of six visits in different groups should be organized before the Camp.
8. The learners have to be fully involved in planning, organizing, and implementing the programmes.
9. The social work educator shall motivate the learners to undertake social analysis of the community through observation, survey, and other participatory approaches.
10. The learner should be encouraged to take concrete tasks towards meeting the basic/civic needs of the people.
11. **Camp Report:** The learners shall submit a **handwritten** individual report not less than a minimum of 50 pages within **10 days** after completion of the camp. The report shall consist all the details from the initial stage to its termination in a specific format prepared and supplied by the Faculty Coordinator of the Camp

IMPORTANT: Compulsory participation of student in all stages of the camp

Note on the Calculation of Workload for Social Work Practicum

The workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the *UGC Model Curriculum for Social Work Education* (2001, p. 14).

The *UGC Model Curriculum for Social Work Education* (2001, p. 14) states that "... each learner should get about forty-five to sixty minutes of individual instruction..." and that "hence teacher-learner ratio suggested is 1:8..." (enclosed as "Annexure 1"). Thus, it may be noted that the instructional hours for "Social Work Practicum" vary depending on the number of students allocated for supervision to each of the faculty. In keeping with the guidelines given in the *UGC Model Curriculum for Social Work Education*, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. Since the Paper is of Practical nature, the total workload for the faculty for a batch of eight students is 4 hours per week (i.e. $8 \text{ hrs.}/2 = 4$). Hence, **the workload for Social Work Practicum per week will be four hours for a batch of eight students.** Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

Year	II	Course Code: SW4.5A			Credits	2
Sem.	IV	Course Title: Life Skills Education			Hours	36
Formative Assessment Marks: 10		Summative Assessment Marks: 40		Duration of ESA: 2 hrs.		
Course Outcomes	At the end of the course, the student should be able to: 1. Define & identify different life skills required in personal and professional life. 2. Develop an awareness of the self and apply life skills to cope with &stress. 3. Use appropriate thinking and problem-solving techniques to solve problems 4. Understand the basics of teamwork and leadership					
Module No.	Course Content			Suggested Pedagogy	Hours	
Module I	Understanding to Life Skills: <ul style="list-style-type: none">● Introduction to Life Skills: Concept, Definition, Meaning.● Models of life Skills: WHO Model● Conceptual Background of Life Skills: Four Pillars of Education - <i>Learning to Know, Learning to Do, Learning to Be, Learning to Live Together.</i>● Importance of Life Skills: Life skills Education for Well-being.			Lecture, Group Discussion	12	
Module II	Core Life skills: Skills of Self-Management: <ul style="list-style-type: none">a) Self-Awareness: Meaning &Techniques for enhancing Self Awarenessb) Empathy: Meaning and techniques to enhance empathyc) Coping with emotions Meaning, expressing emotions, coping with negative emotions, Cultivating positive emotions.d) Coping with stress Types of stress, signs & symptoms, strategies to manage stress Social skills: <ul style="list-style-type: none">a) Communication skills- Reading, Writing, Speaking & Listeningb) Interpersonal Skills: Maintaining, sustaining & ending a relationship, conflict resolution.c) Negotiation & Refusal skills Stages of negotiation, Enhancing negotiation skills, refusal skill			Workshops, Role Plays, Time Audit Exercises, Peer Teaching	12	
Module III	Thinking Skill <ul style="list-style-type: none">a) Creative thinking: <i>Process & Strategies for enhancing Creative thinking,</i>b) Critical thinking: <i>Process & Strategies for enhancing Critical thinking</i>c) Problem Solving :d) Decision making: <i>Process, Barriers, Techniques, Decision making in a group.</i>			Group Exercises, Guest Talks Case Studies,	12	

Recommended Learning Resources

Print Resources	<ol style="list-style-type: none"> 1. Giddens, A. 1991. Modernity and self-identity: self and society in the late modern age. Cambridge: Polity Press. 4. Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. Page 8 of 62 5. UNESCO (1997). Adult Education: The Hamburg Declaration, UNESCO, Paris. 6. UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris. 7. WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva. 8. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. 9. Santrock W. John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata McGraw-Hill Publishing Company Ltd. 10. Life Skills Resource Manual, Schools Total Health Program, (2006). Health Education and Promotion International Inc., Chennai. 11. Kumar J. Keval, (2008).Mass Communication in India, JAICO Publication India Pvt. Ltd 12. Morgan and King, (1993). Introduction to Psychology, Tata McGraw-Hill Publishing Company Ltd, New Delhi. 13. Rao P.L. (2008). Enriching Human Capital through Training and Development, Excel Books, Delhi. 14. Singh Madhu, (2003). Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality 15. UNESCO and Indian National Commission for Co-operation with UNESCO (2001). Life Skills in Non-formal Education: A Review 16. YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi. 17. Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal. 18. Ropke, I. 1999. „The Dynamics of Willingness to Consume. Ecological Economics. 28: 399-420.
Digital Resources	<ol style="list-style-type: none"> 1. Life Skills New Mantra of Indian Education: https://www.educationworld.in/life-skills-new-mantra-of-indian-education/ 2. Retrieved from http://jyotikalash.net/lifestyle.html 3. Retrieved from https://www.scientificworldinfo.com/2019/12/essential-life-skills-everyone-should-learn.html 4 Life Skill Education - https://www.rajeevelt.com/category/life-skill/ 5. Life Skills Education- https://iris.who.int/bitstream/handle/10665/63552/WHO_MNH_PSF_93.7A_Rev.2.pdf

Year	II	Course Code: SW4.5B			Credits	2
Sem.	IV	Course Title: Counselling and Crisis Intervention Skills			Hours	36
Formative Assessment Marks: 10		Summative Assessment Marks: 40		Duration of ESA: 2 hrs.		
Course Outcomes		At the end of the course, the student should be able to: 1. To gain basic knowledge about theories and approaches of counseling. 2. To understand the process of Counselling. 3. To gain skills for practice of Counselling in different settings				
Module No.		Course Content		Suggested Pedagogy	Hours	
Module I		Introduction to Counselling: a. Definition, Meaning, Scope, Types of counselling b. Values & Ethics in Counseling c. Skills needed for counselling, d. Individual Counseling skills: communication, leading, summarizing, questioning, confrontation. e. Group counselling skills: group formation, group action, dealing with specific situations in groups.		Lecture, Tutorials and Group Discussion	12	
Module II		Counselling process: Phases of Counseling a. Relationship building Phase b. Exploration & understanding phase c. Problem Solving Phase, d. Termination & Evaluation Phase.		Lecture, Tutorials and Group Discussion	12	
Module III		Understanding Crisis & Crisis counselling: a. Crisis: Concept, Meaning & Definitions b. Effects of Crisis, & Trauma on diverse individuals. c. Crisis Counselling: Definition, Essential Skills of Crisis counselling. d. Ethical and Legal Considerations in Crisis Counseling. e. Counselor Self-care in Crisis Situations		Lecture, Tutorials and Group Discussion	12	
Recommended Learning Resources						
Print Resources		1. ChunkappuraJoan,Mannarkalam Antony(1997). <i>Psychotherapies and Counselling</i> : Trada Publications Kottayam 2. Chauhan S S (2001). <i>Principles and techniques of Guidance</i> :Vikas publishing House Mumbai 3. Corsini Raymond J, Wedding Danny (1995). <i>Current Psychotherapies</i> :F.E Peacock Publishers, Inc 4. Fuster, J. M., (2002). <i>Personal Counselling</i> . Mumbai : Better Yourself Books 5. Nelson-Jones, R., (2000). <i>Practical Counselling and Helping Skills</i> . Mumbai : Better Yourself Books 6. Rao, S.N., (2002). <i>Counselling and Guidance</i> . New Delhi : Tata McGraw Hill Publishing Company Ltd 7. Robert, G. Madden 1998: Legal Issues in Social Work Counselling and Mental Health, Sage Publications India Pvt., Ltd. 8. Cavaiola, A.A., & Colford, J.E. (2018). <i>Crisis intervention: A practical guide</i> .				

	<p>SAGE Publications, Inc.</p> <p>9. Eaton-Stull, Y. (2015). Crisis intervention with individuals and groups: Frameworks to guide social workers. In K. Corcoran & A. R. Roberts (Eds.), <i>Social workers' desk reference</i> (pp. 217-223). Oxford.</p> <p>10. Walsh, J. (2014). <i>Theories for direct social work practice</i> (3rd ed.). Cengage Learning, Inc.</p>
Digital Resources	<ol style="list-style-type: none"> 1. https://egyankosh.ac.in/bitstream/123456789/58736/1/Unit1.pdf 2. https://egyankosh.ac.in/bitstream/123456789/58737/1/Unit2.pdf

Year	II	Course Code: SW4.6			Credits	2
Sem.	IV	Course Title: Digital Skills for Social Work Practice			Hours	48
Formative Assessment Marks: 10		Summative Assessment Marks: 40		Duration of ESA: 2 hrs.		
Course Outcomes		At the end of the course, the student should be able to: 1. Understand and use essential digital tools for documentation, communication, and administration in social work. 2. Apply digital skills in data collection, analysis, and reporting. 3. Utilize social media and digital platforms for advocacy and fundraising.				
Module No.		Course Content		Suggested Pedagogy	Hours	
Module I		Fundamentals of Digital Literacy for Social Work <ul style="list-style-type: none">Digital Literacy: Concepts & ImportanceOperating Systems: Windows, AndroidMS Office Productivity Tools:Use of MS Word, Nudi softwareSocial Work Documentation: Digital Case Notes, Visit Reports, Meeting MinutesGoogle Docs, Sheets, Slides.		Lab-based tutorials, individual assignments, practical demos	16	
Module II		Fundamentals of Digital Literacy for Social Work <ul style="list-style-type: none">Data Collection Tools: Google Forms, MS Excel: Data Entry & Analysis in Excel: <i>Filters, Charts, graphs and use of basic Statistics</i>Power Point PresentationsEmail :Introduction to popular Research Database : Google Scholar, JSTOR, Shodhganga,Introduction to Social Work : E - journals, & E - books		Lab-based tutorials, individual assignments, practical demos	16	
Module III		Digital Media for Advocacy and Networking <ul style="list-style-type: none">Creating and Managing Campaigns on Facebook, Instagram, WhatsApp, Twitter/XOnline Fundraising: Introduction to platforms like Ketto, Milaap, GoFundMeBuilding LinkedIn Profile & Online ResumeIntroduction to PARIIntroduction to NGO Portals (DARPAN, CSRBox, FCRA dashboard).Introduction to Tele-social Work and E-Counseling Platforms (Zoom, Google Meet, etc.)		Lab-based tutorials, individual assignments, practical demos	16	

Recommended Learning Resources	
Print Resources	<ol style="list-style-type: none"> 1. “Digital Literacy: A Primer on New Media and Social Work” – TISS Publications 2. “Social Work in Digital World” – NASW Press
Digital Resources	<ol style="list-style-type: none"> 1. NDLM (National Digital Literacy Mission) 2. Google Workspace and Microsoft Learn platforms 3. NGO Darpan Portal (https://ngodarpan.gov.in) 4. Canva, Google Sites, LinkedIn Learning