

ST. JOSEPH'S UNIVERSITY

BENGALURU-27



SCHOOL OF SOCIAL WORK

SYLLABUS FOR I & II SEMESTER

UNDERGRADUATE PROGRAMME (BSW)

FOR BATCH 2021-2024

SYLLABUS - SOCIAL WORK

ABOUT THE INSTITUTION

St. Joseph's College (Autonomous), Bengaluru, was one of the oldest colleges in the state of Karnataka with a history of 140 years. It was awarded the highest rating, A (3.73/4), in the re-accreditation by the National Assessment and Accreditation Council (NAAC) in 2017. It was also recognized as a college of excellence in 2015. It imparts graduate, post-graduate and research education. The college was elevated to be a University under RUSA scheme in the year 2022. The University has an admission policy of preferential option for the poor.

ABOUT THE SCHOOL OF SOCIAL WORK

VISION

Upholding the universal human dignity and the spirit of equality, liberty, fraternity, justice, and to ensure resilient, empowered and sustainable society with a greater focus on the marginalized.

GOAL

Training youth towards creating a conducive environment for protecting and sustaining the spirit of socialist, secular and democratic values and ethics in society through training in the Social Work profession, action to uphold social justice and human rights for the forth coming generations.

MISSION

- To Prepare Social Work Practitioners skilled in critical self- reflection, in working with Individuals, Families, Groups, and Communities, to promote social change and development, social cohesion, and the empowerment and liberation of all people.
- To share and create collective knowledge and competence through engaging in wholistic enquiry by supporting research and innovative curriculum at the undergraduate and post graduate and Doctoral level.
- To act on Social Justice Issues through social action initiatives by challenging the oppressive societal structure, and to reaffirm the respect for diversity, human rights and collective responsibility as core elements of Social Work Practice.

OBJECTIVES OF THE COURSE:

1. To facilitate education and training in Professional Social Work to those desirous of making a career in the field of Social work.
2. To sustain and enhance its excellence as an outstanding department in teaching, training, research, consultancy and extension to produce well evolved graduates with tremendous ability to provide leadership in the society and world at large.
3. To provide opportunities, knowledge, skills, attitudes and values appropriate to work with individuals, groups, communities, organizations and social movements.
4. To promote integration of theory and practice.
5. To provide inter disciplinary collaboration for better understanding of social, economic and political structures.
6. To provide a framework to the learners to work towards realization of universal rights of citizens and equal share of resources.
7. To promote among learners a sense of dedication and commitment for disadvantaged sections of the society.
8. To provide opportunities for students for personal growth and transformation.

TITLE OF THE COURSE

The Course shall be called Bachelor of Social Work leading to **B.S.W** Degree for a period of three years and Honors in Social Work comprising of a period of four years.

LENGTH OF THE COURSE

The course of study for B.S.W Degree shall extend over a period of three academic years for the Bachelors and four academic years for Honors - comprising of eight semesters – two semesters in each academic year.

ELIGIBILITY FOR ADMISSION

A candidate who has passed the two year Pre-University Examination conducted by the Pre- University Education Board of Karnataka, or any other Examination considered equivalent there by the Bangalore University, is eligible for admission to the course.

ATTENDANCE REQUIREMENT:

As per the UGC and the university rules, a minimum of 75 % of attendance is mandatory.

COURSE PEDAGOGY

The curriculum frame adopted places the instructional content in four sets. Three of these are labeled as “DOMAINS”. The word ‘DOMAIN’ here is to be understood as a sphere of knowledge be it cognitive, affective, psychomotor/ behavioral or that to support attitudinal change and value clarification, all this singly, in combinations or all together. Three of these domains are titled as: the Core Domain, the supportive Domain and the Interdisciplinary Domain. While the fourth, is titled as Elective Content.

- The Core Domain of Social Work Profession is that which characterizes the profession for its philosophy, ideology, practice, values, ethics, theory and concepts.
- The Supportive Domain content provides knowledge and skills to backup or assist the core domain.
- The Interdisciplinary Domain has relevant theories, concepts and perspectives from other sciences to help understand and work with social phenomena necessitating change.
- The title Elective Content in this frame provides optional courses. The content of these courses is developed to meet national and local needs, thrust of the educational institution and/or learners’ interest. These courses may be offered to make up the required credits/marks or as audit content.

OFFICE OF FIELD WORK EDUCATION

Is a Sub unit of the Dept. that caters to Practicum of the course . It is a Full Fledge unit that works in lesion with the Head of the Dept.

SOCIAL WORK PRACTICUM – GOALS AND OBJECTIVES

The Practicum for Social Work curriculum is designed to provide a variety of opportunities to develop and enhance skills. Opportunities range from those that aid learning, observation and analysis of the realities and experience participation in social intervention. Besides, the tasks are so organized as to help the learner acquire learning skills, enrich those already acquired, and enhance these for complex situations. Gradually, the learner is encouraged to move to being an independent worker. Social Work Practicum includes Fieldwork component in every Semester which includes Block Placement and Summer Placement.

The objectives are met by providing a variety of experiences to learners, to:

- (i) Develop the ability to observe and analyze social realities.
- (ii) Understand the characteristics of social systems and their dynamics.

- (iii) Appreciate society's response to people's needs, problems, and social issues.
 - (iv) Develop critical understanding of the application of legislation, legal process, and social policy.
1. (i) Develop ability to examine the process of programme management and participate in the effort at various levels.
 - (ii) Develop ability to recognize the need for newer programs, initiate and participate in them.
 - (iii) Use human rights tools, understanding of gender justice, and need for equity in all intervention.
 - (iv) Develop an understanding of organizational structures, resource management, and day to day administration for human service programmes-developmental and welfare.
 - (v) Develop the capacity to integrate knowledge and practice-theory by participating in intervention.
 2. (i) Clarify and imbibe values which sustain positive attitudes and professional ethics.
 - (ii) Develop the capacity for self-direction, growth, and change, through self-awareness.
 3. Enhance writing skills to document practice appropriately. Recordings to be viewed as an expression of interest, motivation and involvement in practice. They be viewed as evidence of enrichment in the process of professional growth

The Practicum for B.S.W Course will have the following

1. **Structured experience laboratory** is a classroom activity, to provide in the games/activities, 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 skills. These sessions have a specific objective of experiencing self, and applying/using self in practice.
2. **Orientation visits** provide information regarding:
 - The importance and place of the practicum in the educational programme.
 - The purpose, functions and ethics in professional practice
3. **Concurrent Field Work** - On going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in agencies or in communities to initiate and participate in direct service delivery.
4. **Rural/Tribal camps** provide opportunities to experience rural life, analyze rural dynamics, and observe the functioning of local self-government and voluntary organizations. This experience aids peer participation in planning for activities for own group and those for local people. It also helps develop skills carry out, evaluate, and report the experience.
5. **Summer Placement** provides an opportunity to experience day to day work in a setting. The learner gets involved with direct practice with the client system and with the ongoing management operations of the setting. The time frame recommended for this experience is about three weeks, after the second year of the programme.
6. **Tribal visit** provide opportunities to experience tribal life, analyze their dynamics, and observe the functioning of local self-government and voluntary organizations. This experience aids peer participation in planning for activities for own group and those for tribal people. It also helps develop skills, carry out, evaluate, and report the experience.
7. **Block Placement** enables learners integrate learning and generate newer learning by participating in the intervention processed over a period of four weeks continuously, in a specific agency. Usually, block fieldwork is provided at the end of the three year programme.

STRUCTURED EXPERIENCE LABORATORY

In the first semester, Structured Experience Laboratory will be organized for the students. It provides the opportunity of “learning by doing” in a conducive environment. This environment, i.e. a laboratory, wherein learners and facilitators meet jointly to experience certain intervention skills, needs to use the most creative methods of learning. This learning opportunity is conducted through activities or other simulated exercises. Structured experience are directed to helping the learners enhance their awareness about self and others to aid conscious use of intervention tools.

Objectives

- Understanding of situations in the world of reality through experiencing situations in a laboratory setting, using imagination and cognitive abilities.
- Reflect over one’s own behaviour, and its effect on self and others.
- Observe others’ behaviour and with the help of the facilitator, understand the same.
- Express feelings and appropriate reaction/response to others’ feelings.
- Confront situations wherein conflicts, decision-making and reflections are necessary.
- Observe self, recognize own strengths and limitations, and also observe behavior patterns that call for change.

Specific objectives for orientation in the initial phase of first year of UG

Social Work programme.

- Acquire beginner’s skills to establish relationship with clients and client groups by participating in activities to develop systematic observation, listening, verbal-communication and understanding non-verbal messages-body language, empathy and life skills.
- Develop better understanding of one another through group processes.
- Enhancing self-awareness in relationship to professional role.
- Reinforcing professional values.

Outcome of Learning

The learners enhance their ability to adapt, be flexible to experience, discuss and share the learning.

ORIENTATION VISITS

In the second semester, students will be oriented to varied setting/agencies.

Two types of orientation activities are organized. One is orientation to social work practice learning and its place in the curriculum.

While the other is orientation to the setting/agency. The learner is placed in for the social work practice learning. This orientation is carried out at the setting/agency in the first two weeks

A. Orientation to social work practice

- This orientation may be through a large group meeting to share and discuss place of practice learning as an integral part of the curriculum.
- Code, norms, and expectations of this teaching-learning opportunity.
- Requirements of working like days, hours, agency timings and other such details of practice learning.
- Nature and tasks of initial phase and involvement of learner and instructor.
- Learner responsibility to setting agency and the institution of learning.
- Details regarding records and their submission.
- Practice learning instruction: individual conferences – four hours per week, group conferences once a fortnight.

B. Orientation to social work setting/agency

- Nature of setting/agency - its objectives services programmes, structure, general environment.
- Contact person in the setting/agency, role of that individual.
- Annual and other brochures for information.
- Introduction to setting/agency management, staff and on-going activities.
- General introduction to setting/agency its programmes and beneficiaries. Information of other similar services.
- Policies supporting the service agency, local, national.
- Brief reference to other developmental and welfare services in the location. Learners may in the first four weeks make a local directory to include emergency numbers of hospitals/Primary Health Centers, police, ward of panchayat office, and network agencies.

Candidates repeating the semester must redo all field components as rules of that specific semester.

CONCURRENT FIELD WORK

In the third, fourth, fifth and sixth semester the students will have to go to fieldwork two days a week to agencies/settings allotted by the department. The board's aim is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situation. This learning experience should provide an opportunity of working with communities, groups, individuals/ families and managing organization tasks. The areas for concurrent practice learning are:

- Understanding both the agency and the clients as systems.
- Developing knowledge of administrative procedures, programme management, and utilizing these skills in practice.
- Developing skills of problem solving process, and practice based research.
- Developing as a professional person.
- Using instruction to learn practice.

Objectives of Concurrent Field Work

- Develop understanding and ability to critically analyze various problems and needs of the individuals, groups and communities.
- Develop knowledge about community resources and services, and utilize them independently and effectively.
- Develop process-oriented skills in work with individuals, families, groups and communities in relation to tasks.
- Participate in administrative processes.
- Learn to integrate theory with practice.
- Plan and organize tasks independently and evaluate them.
- Utilize practice principles based on professional social work values.
- Use field-instruction to develop as a professional person.

Candidates repeating the semester must redo all field components as rules of that specific semester.

RURAL CAMPS

In the fourth semester of the Social Work Practice a ten-day rural camp is conducted. Rural camps provide opportunities to experience rural life, analyze rural dynamics, and observe the functioning of local self-government and voluntary organizations. This experience aids peer participation in planning for activities for own group and those for local people. It also helps develop skills, carry out, evaluate, and report the experience.

Objectives of Rural Camp:

- Develop understanding and ability to critically analyze various problems and needs of the individuals, groups and communities.
- Develop knowledge about community resources and services, and utilize them independently and effectively.
- Develop process-oriented skills in work with individuals, families, groups and communities in relation to tasks.
- Participate in administrative processes.
- Learn to integrate theory with practice.
- Plan and organize tasks independently and evaluate them.
- Utilize practice principles based on professional social work values.
- Use field-instruction to develop as a professional person.

Participatory Rural Appraisal:

- Living conditions, housing, water supply and other amenities.
- Social life - power structure, community life, social norms and social institutions, dominant caste, untouchability, etc.
- Marriage and types of families, family life.
- Economic life - Occupation, extent of employment, ownership of house, land, average size of holding, proportion of landless laborer's, proportion of land held by non-tribals and average size of holding (in a tribal area), income and indebtedness, bonded labour.
- Exploitation by landlord, moneylender, and traders, extent and areas of exploitation, efforts made to obtain justice and with what effect, conflict and conflict resolution methods.
- Political life-dominant politicians in the region and taluka, the bases of their power, their links with other economic exploiters and politicians at different levels, their influence with respect to the police, judiciary, government officials, factional politics that affect development and social justice.
- Education - level of education, education facilities and who controls them, suitability of education system, use of education facilities by different caste and class groups.

- Conditions of health and nutrition, services available and their use.
- Positive local initiatives in the area.
- Other problems and issues.
- Analysis of intervention programmes/services approach/strategies, participation of the client system.
- Gaps and suggestions.
- Role of the social worker.

Guidelines for observation of a voluntary agency in a rural setting:

- The approach and methods used for achieving objectives.
- Organizational structure.
- Priorities and programs evolved, participation of people in decision-making and in programme implementation, problems encountered in programme implementation.
- Impact on the villagers in terms of their problems, social justice, development of leadership, development of an alert and democratic community.
- Relationship with Panchayat Raj, Block Development personnel, the magistracy and other government institutions and bodies, difficulties encountered, benefits received.

Guidelines for Observation of community development organizations and Panchayat Raj:

- Administrative set up of both the above.
- Who the zilla parishad samiti/panchayat members are, their socio- economic and caste status.
- Problems of administrative personnel in working with elected persons at different levels.
- Decision making process: type of problems that come before the zilla parishad, panchayat samiti/panchayat, who initiates projects, process of assessing them.
- How decisions are made - manipulations, lobbying, pressure tactics used.
- Current major programmes, budget allocations for the programmes, methods of implementation, participation of people, impact on development and social justice.

Rural Camp carries 50 Marks. This is awarded on the basis of report submitted by the students, on basis of every day evaluation and student's involvement in planning and execution of the activities in the camp.

The Student must complete all ten days of the rural camp to become eligible for the viva-voce. The student must secure 50% to pass the Rural Camp-Practicum examination through viva. Failed candidates must re-do the Rural Camp. **Candidates repeating the semester must redo all field components as rules of that specific semester.**

SUMMER PLACEMENT

At the end of the fourth semester, students have to undergo a three-week summer

Placement (minimum of 15 working days) programme. It is increasingly recognized/ accepted that a part of the summer vacation, after completing the second year of the programme, could be fruitfully used to integrate practice skills and techniques learnt. Minimum of three weeks of placement is recommended as a time frame for the summer placement. The learner is to directly work with client system, and the management operations of day to day work of the setting. The learner may use the same setting for data collection of the research project, if such an arrangement is a part of the plan.

Objectives

- Experience direct practice and management operations.
- Enhances and integrate practice of social work methods and strategies.
- Experience self in the role of the professional social worker.

Note:

The learner must volunteer to locate a setting of choice about two to three months in advance and explore further possibilities of a three-week practice learning placement, after which a confirmation letter must be submitted to the Summer Placement Coordinator. Once confirmed, changes shall not be entertained. Students who have special classes/supplementary examination during the tenure of the summer placement should take prior permission from the summer placement coordinator for flexibility in the dates, failing which the students become ineligible and must redo the summer placement. The practice learning setting should preferably have a professionally trained social worker on the team of the staff. The learner is to record the learning in a format provided for concurrent learning and submitted to both the setting and the teaching institutions. During the placement, weekly reports have to be submitted online or by post. Summer placement has to be carried out individually. On the successful completion of the summer placement, a certificate from the agency must be produced in original along with a photocopy of the same. **Candidates repeating the semester must redo all field components as rules of that specific semester.**

TRIBAL VISIT

In the sixth semester of the Social Work Practice a five-day tribal visit is conducted. Tribal visit provide opportunities to experience tribal life, analyze their dynamics, and observe the functioning of local self-government and voluntary organizations. This experience aids peer participation in planning for activities for own group and those for tribal people. It also helps develop skills, carry out, evaluate, and report the experience.

Objectives

- To experience a Tribal way of living.
- To observe the dynamics of a Tribal community.
- To study the cultural integration and harmony within a Tribal setting.
- To know the indigenous practices that the community holds.
- To document their cultural and ritualistic practices.
- To analyse the socio-economic and cultural factors affined to a Tribal community.
- To develop understanding and ability to critically analyses various problems and needs of the individuals, groups and communities in a Tribal setting.
- To develop knowledge about community resources and services.
- To learn the administrative processes and the local leaderships in a Tribal setting.
- To learn to integrate theory with practice in effectively studying the Tribal setting.
- To utilize practice principles based on professional social work values.

Tribal visit carries 50 Marks. This is awarded on the basis of report submitted by the students, on basis of every day evaluation and student's involvement in planning and execution of the activities in the visit.

The Student must complete all five days of the tribal visit to become eligible for the viva-voce. The student must secure 50% to pass the Tribal Visit-Practicum examination through viva. Failed candidates must re-do the Rural Camp.

Candidates repeating the semester must redo all field components as rules of that specific semester.

BLOCK PLACEMENT

At the end of the sixth semester, students have to undergo a four-week (minimum of 25 working days) block placement programme. It is a time for the learner to integrate theory and practice to enhance competencies of social work practice and experience self in that role.

Objectives

- Develop enhanced practice skill and integrate learning.
- Develop greater understanding of reality situations through involvement in day to day work.
- Develop appreciation of other's efforts and develop sensitivity to gaps in the programme.
- Enhance awareness of self in the role of a professional social worker.

Note

The learner must volunteer to locate a setting of choice about two to three months in advance and explore further possibilities of a four-week practice learning placement, after which a confirmation letter must be submitted to the Block Placement Coordinator. Once confirmed, changes shall not be entertained. Students who have special classes/supplementary examination during the tenure of the block placement should take prior permission from the block placement coordinator for flexibility in the dates, failing which the students become ineligible and must redo the block placement. The practice learning setting should preferably have a professionally trained social worker on the team of the staff. The learner is to record the learning in a format provided for concurrent learning and submitted to both the setting and the teaching institutions. During the placement, weekly reports have to be submitted online or by post. Block placement has to be carried out individually. On the successful completion of the block placement, a certificate from the agency must be produced in original along with a photocopy of the same.

Candidates repeating the semester must redo all field components as rules of that specific semester.

FIELD WORK PROGRAMME

OPERATIONAL PROCEDURES FOR FIELD WORK PRACTICE

Orientation visits and Concurrent Field Work.

Supervised Field Work will be an integral part of the training program of Bachelors in Social Work and academic credit will be given. A minimum of sixteen hours of supervised Field Work per week throughout the course shall be required of each candidate. Class room instructions and Field Work shall be arranged on a concurrent basis. Under the Concurrent Field Work there will be no class room lectures on two days in a week and on such day's students will report to the Field Work Agencies. Field Work may commence with structured experience lab and orientation visits to selected welfare agencies. The agencies selected for Field Work placement should have a well- defined Field Work programme, willingness to give facilities for the training of students and policy of maintaining high standard of service. Field Work should be organized under competent supervisor provided by the agency. Information on all Field Work agencies where students will be placed for training will be listed. Dual supervision is adopted in the Field Work programme where the department faculty and the Field instructors assume responsibility for the supervision of the students through individual weekly conference and periodical consultation with the agency staff. Students are expected to put in 100% of attendance in the field work. **Those who absent themselves for more than two field work days without prior permission will have to repeat entire field work of that semester.** Each student shall submit his/her work records on every Monday before 10:00 or 8 AM (If Monday is a holiday, then on the following class day depending on course timing)

Every student of first, second, third, fourth, fifth and sixth semester is required to undergo fieldwork with commitment and dedication with appropriate professional behaviour. The fieldwork will be done concurrently two days a week by the students in the agencies selected by the Department. The student shall put in not less than sixteen hours a week for fieldwork training. Sixteen hours per week (14hours of field work and two hours of supervision) and 100%of attendance is a must for fieldwork. A candidate who fails to satisfy the attendance requirement in fieldwork shall be referred to the Field Work Grievance Committee. Before placing the students for regular fieldwork, orientation visits are to be organized for second semester respectively. If a student fails fieldwork in the odd/even semester, then the student will only be allowed to attend the

viva voce the subsequent odd/even semester in accordance with academic council regulations.

RESPONSIBILITIES OF STAFF IN FIELDWORK EDUCATION:

Field work Co-ordinator:

The Head/Department Co-ordinator in the B.S.W programme shall nominate a fieldwork coordinator for first and third, second and fourth semester respectively. The fieldwork coordinator is responsible for:

- All Faculty coordinators are expected to work in liaison with the Office of Field Work Education.
- Responsibility of planning and monitoring fieldwork including networking with agencies.
- Make a purposeful distribution of student among the staff for fieldwork supervision.
- Preparation of placement in consultation with the department Co-ordinator/staff.
- Arranging orientation visits.
- Supporting and networking between student, Department staff and agencies.

Field Work Supervision:

- The department has to take responsibility of planning & monitoring field work including networking with agency.
- The Office of Field Work Education should meet as frequently as required to review the field work programme and make planning to strengthen it.
- The students are placed in agencies for field work keeping in view the requirement of agency and the aptitude of the candidates.
- The candidates are equally distributed and are placed under the guidance of faculty members.
- All the faculty members have to visit the field work agencies periodically to supervise and monitor the field work training.
- The faculty members have to conduct both individual conference and group conference once in a week to promote effective training.
- The Office of Field Work Education should promote agency- supervisor- student interaction by conducting an interaction session at least once a year.

Supervisor:

- Every staff member is required to visit periodically, supervise and monitor the fieldwork training.
- Students-agency-fieldwork coordination must be promoted.
- Providing adequate supervision inputs to the agency supervisor.
- Providing any support, assistance to the students for effective learning in the field.
- The Head of department/Coordinator can assign the responsibility and route through the field work coordinator.

ELIGIBILITY CRITERIA FOR FIELD WORK (VIVA – VOCE)

- A student has to have 100% attendance in field work, report submission, individual conference and group conference.
- Reports should be submitted in the standardized format provided by the department mandatorily
- Absence due to medical reasons should be informed no later than 3 day of the illness and the required documents should be submitted for the same.
- The fieldwork will be done concurrently two days a week by the students in the agencies selected by the Department. No change of agencies is allowed under any circumstances.
- Any disciplinary issues relating to the student raised by the field work organization will result in ineligibility after an enquiry by the field work grievance committee set up by the department.
- All cases of ineligibility will be heard by the field work grievance committee and the decision taken by the committee is final and binding

ASSESSMENT- THEORY AND PRACTICUM**Internal Assessment**

1. There shall be one written test, a seminar and a home assignment for each theory paper in each semester.
2. Based on their attendance and participation in the class room and their performance in the written test, seminar presentation/quiz and home assignment, the marks are awarded.

External Assessment

Final semester exam: 50 marks

ASSESSMENT FOR THEORY

INTERNAL		EXTERNAL	
MIDTERM (2 x 25)		END SEM EXAM (50)	
ACTIVITY (2 x 10)			
TOTAL	70 CONVERTED TO 50		

ASSESSMENT OF FIELDWORK PRACTICUM

Internal Marks

No. of Visits- 25 Total Marks- **50M**

Submission in time - 15M Content- 15M

Individual Conference/ Group Conference- 15M

Community program- 5M

External Marks (Viva - Voce)

I Semester & II Semester

Total Marks- **50M**

1. Understanding of self and skill- 10M
2. Objectives completed- 10M
3. Application of theory into practice- 10M
4. Learning Experience - 10M
5. Faculty Evaluation- 10M

III Semester to VI Semester

Total Marks- **50M**

1. Objectives completed- 10M
2. Understanding of agency role & functions- 10M

3. Application of theory into practice- 10M
4. Learning Experience - 10M
5. Agency Evaluation- 10M

SUMMARY OF CREDITS IN BSW

SEMESTER – I

CODE	TITLE OF THE PAPER	THEORY / FIELD WORK	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL
SW1121	Social Work Profession	THEORY	4	50	50	100
SW1221	Social Science Perspective for Social Work	THEORY	4	50	50	100
SWOE1321	Social Work Interventions in Different Settings	THEORY	3	50	50	100
SWFW1421	Life Skills	PRACTICALS	4	50	50	100
TOTAL			15	200	200	400

SEMESTER – II

CODE	TITLE OF THE PAPER	THEORY / FIELD WORK	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL
SW2121	Social Case Work	THEORY	4	50	50	100
SW2221	Dynamics of Human Behaviour	THEORY	4	50	50	100
SWOE2321	Social Work Concerns for Women and Child Development	THEORY	3	50	50	100
SWFW2421	Field Work – Observation Visits	FIELD WORK	4	50	50	100
TOTAL			15	200	200	400

SEMESTER I

Bachelor of Social Work (BSW) BSW Semester 1

Content of Course 1	60 Hrs
Unit –1 : An Introduction to Social Work	15
Chapter No. 1 Social Work: Concept, Meaning, Definitions, Objectives, Goals, Assumptions and Functions Chapter No. 2 Social Work: Philosophy, Nature, Scope. Introduction to the Methods of Social work. Chapter No. 3 Historical development and emergence of Social Work in UK, USA, India, Karnataka and Global Perspective.	
Unit – 2 : Principles and Values of Social Work	15
Chapter No. 4 Principles of Social Work Chapter No. 5 Guiding Principles of Social Work and their application in diverse socio-cultural, socio-economic and socio-political settings Chapter No. 6 Values and Ethics of Social Work Chapter No. 7 Social Work and its Relation to Human Rights and Social Justice	
Unit – 3 : Social Work Profession in India	15
Chapter No. 8 Profession: Meaning, Definitions, elements/ features and Attributes Chapter No. 9 Professionalization of Social Work in the Indian Scenario: Issues and Challenges Chapter No. 10 Perspectives of Social Work Profession in Indian context and Opportunities Chapter No. 11 Professional Organisations in India interlinked with international organisations	
Unit – 4 : Models, Approaches, Ideologies and Fields of Social Work	15
Chapter No. 12 Professional v/s Voluntary Approaches, models and ideologies of Social Work Chapter No. 13 Ideologies of action groups and social movements Chapter No. 14 Fields of Social Work: Community Development, Correctional Settings, Medical and Psychiatric Social Work, Family, Women and Child centered Social Work, Industrial Social Work, Social Work with Marginalized Sections of Society.	

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

SOCIAL WORK meaning, definition and explanation: Available at <https://www.youtube.com/watch?v=xj5-Vdh1B3E>

USC Suzanne Dworak-Peck School of Social Work (2017), Legacies of Social Change.

100 years of Professional Social Work in the United States: Available at <https://www.youtube.com/watch?v=a4VzRSnksmA>

COURSE 2 - SOCIAL SCIENCE PERSPECTIVES FOR SOCIAL WORK

Content of Course 2	
Unit – 1 SOCIOLOGY FOR SOCIAL WORKERS:	15
<p>Chapter No. 1: Meaning, definition, nature, scope and importance of Sociology; Society (Meaning, Features, Types)</p> <p>Chapter No. 2: Social Stratification (Meaning and Nature; Caste, Class, Gender, Power and Authority); Social Institutions: Family, Marriage, Religion, Education</p> <p>Chapter No. 3 : Social Process (Concept, Nature, Types and Importance); Social Change (Overview, Characteristics and Factors)</p> <p>Chapter No. 4 : Social Control (Meaning, Nature, Social Deviance and Social Control, formal and informal means of social control) ; Socialization (Basic Aspects, Factors, and Importance); Social Anthropology</p>	
Unit – 2 ECONOMICS FOR SOCIAL WORKERS:	15
<p>Chapter No. 5. Meaning, definition, nature, scope and importance of Economics; Micro and Macro Economics; Basic Problems of Indian Economy; Economic systems: socialist, capitalist, Mixed; Features of developed and underdeveloped economy; Economic Growth, GDP, National Income; Human Development Index</p> <p>Chapter No. 6. Public Finance, Rural Banks, Cooperatives, SHG’S, Women entrepreneurship, Skill development</p> <p>Chapter No. 7. Problems of Indian Economy; Indian Agriculture; Farmer Suicides; Rapid Industrialization; Public Distribution System (PDS) and Food Safety; Inflation</p> <p>Chapter No. 8. Economic Reforms: Privatization, Liberalization, Globalization.</p>	
Unit – 3 POLITICAL SCIENCE FOR SOCIAL WORKERS:	15
<p>Chapter No. 9. Meaning, definition, nature, scope and Importance of Political Science; Concept of State and Govt., Welfare State</p> <p>Chapter No. 10. Indian Constitution, Fundamental Rights</p> <p>Chapter No. 11. Challenges of Indian Democracy, election commission, electoral reforms, Analysis of Indian Political Parties</p> <p>Chapter No. 12. Panchayati Raj, Local Self Governance; E-governance, Good governance, Nationalism, Secularism, Reservation - debate.</p>	
Unit-4 PSYCHOLOGY FOR SOCIAL WORKERS:	15

<p>Chapter No. 13. Meaning, definition, nature, scope and importance of Psychology; Branches of Psychology, Schools of Psychology</p> <p>Chapter No. 14. Concepts of : Perception, Attitude, Learning, Motivation, Emotion, Memory</p> <p>Chapter No. 15. Introduction to Social Psychology</p>	

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Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of Social Work (BSW) (2019),

https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf

Course 4: OE-01 Social Work Profession and Intervention in Different Settings

Course 4	
Number of Theory Credits	Number of lecture hours/semester
3	45

Content of Course 4	Hrs
Unit –1 Fundamentals of Social Work	11
<p>Chapter No. 1 Meaning, Concept, Definitions, Difference between Social Service, Charity and Social Work, Nature and Scope of Social Work</p> <p>Chapter No. 2 Methods and Fields of Social Work</p> <p>Chapter No. 3 Values and Ethics of Social Work</p> <p>Chapter No.04 Principles, Skills, Approaches and Techniques of Social Worker</p> <p>Chapter No 05 Professional attributes for professional Social Workers</p>	
Unit - 2 Social Work with Communities	11
<p>Chapter No 06 Concept of Community and Community Development</p> <p>Chapter No 07 Types of Community; Rural, Urban and Tribal community</p> <p>Chapter No 08 Areas of Intervention of Social Work in Community; Services for marginalized, youth, elderly, family, women and children</p> <p>Chapter No 09 Competencies required for community worker</p>	
Unit – 3 Social Work in School Setting/ with Children	11
<p>Chapter No. 10 Concept of Schools, Problems of children in schools</p> <p>Chapter No. 11 Areas of Social work intervention; children with physical, learning, and emotional problems. School dropout, different forms of Child abuse. Learning Disabilities, Juvenile delinquents, orphans, destitute.</p> <p>Chapter No. 12 Skill and Competencies required for School Social Worker.</p>	
Unit-4 Social Work in Hospital and Industrial Setting	12
<p>Chapter No. 13 Medical and Psychiatric Social Work: An introduction</p> <p>Chapter No. 14 Hospitals: Types, structure, and functions</p> <p>Chapter No. 15 Areas of Social Work intervention; working with health care teams, patients, care takers, care givers, para-medical staff, and hospital administration</p>	

Chapter No. 16 Competencies required for Social Workers in Health Settings

Chapter No. 17 Social Work in Industrial Setting: Introductory Elements of Industrial Social Work.

Chapter No. 18 Problems of Employees; Adjustment, Emotional and Mental Health issues.

Chapter No. 19 Areas of Social work intervention; Employees, Management and unions, Skills and Competencies for Industrial Social Worker.

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Semester 2

Title of the Course: DSC – 4: SOCIAL CASE WORK

Number of Theory Credits	Number of lecture hours/semester	Number of practical Credits	Number of practical hours/semester
4	60	-	-
Content of Course			56 Hrs
Unit –1 Introduction to Social Case Work			15
<p>Chapter No. 1 Social Casework: Concept, Definition, Nature, Scope, Objectives and Importance, philosophical assumptions</p> <p>Chapter No. 2 Principles of Social Case Work</p> <p>Chapter No. 3 Components of Social Case Work (Person, Problem, Place, and Process)</p> <p>Chapter No. 4 Historical Development of Social Casework- in India and the West</p>			
Unit – 2 Understanding Individuals and Problems			15
<p>Chapter No. 5 Individual: Nature and Needs</p> <p>Chapter No. 6 Problems Faced by Individuals and Families: lack of material resources, misconceptions about situations, relationships and lack of appropriate information, illness or health related handicaps, emotional distress resulting from stressful situations, Personality features or deficiencies, Concept of Social Role, Functioning and Coping.</p> <p>Chapter No. 7 Casework Practice in different settings: Health, School, Community, Geriatric, Correctional, and Rehabilitation Centres.</p>			
Unit -3 Approaches and Process of Social Casework			15
<p>Chapter No. 8 Process of Social Case work- Intake, study, diagnosis, treatment and rehabilitation, evaluation, termination and follow up.</p> <p>Chapter No. 9 Task Centered Approach</p> <p>Chapter No. 10 Psycho- Social approach in social case work.</p> <p>Chapter No. 11 Problem Solving Approach and Integrated approach</p> <p>Chapter No. 12 Roles of social case worker: Enabler, facilitator, resource mobilizer, advocate, Social therapist and guide. Emerging trends in Case Work Practice</p>			
Unit - 4 Tools, Techniques and Skills of Social Casework			15

<p>Chapter No. 13 Casework Relationship, Use of Authority and Advocacy</p> <p>Chapter No. 14 Communication: Observation, Listening, Interviewing and Home Visits, Collateral contacts</p> <p>Chapter No. 15 Rapport Building and Resource Mobilization</p> <p>Chapter No. 16 Recording in Casework- The nature and content of recording, purpose of case work recording, types of recording in case work</p>	
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Semester 2

Title of the Course: DSC – 5 - DYNAMICS OF HUMAN BEHAVIOR

Number of Theory Credits	Number of lecture hours/semester	Number of practical Credits	Number of practical hours/semester
4	60	-	-
Content of Course			56 Hrs
Unit 1 Concepts in Psychology			15
Chapter 1: Definition, Meaning and scope Chapter 2: Importance of psychology for social work practice Chapter 3: Concept of human behavior Chapter 4: Branches of psychology Chapter 5: Determinants of human behavior: heredity and environment			
Unit 2 Psychological Processes in Behaviour			15
Chapter 6: Needs, motives and drives Chapter 7: Feelings and emotions Chapter 8: Perception Chapter 9: Intelligence Chapter 10: Learning and motivation			
Unit 3 Developmental Psychology			15
Chapter 11: Concept of growth and development Chapter 12: Factors influencing physical and emotional development, hazards in development Chapter 13: Theories of human development: Sigmund Freud's psychoanalytical theory, Erik Erikson's Psychosocial development theory, Abraham Maslow's hierarchical needs theory. Chapter 14: Early stages of development: pre-natal, post-natal, infancy, babyhood, early childhood, late childhood • Late stages of development: adolescence, adulthood, middle age, old age			
Unit 4 Mental Health and Mental Illness			15

<p>Concept of normality and abnormality</p> <ul style="list-style-type: none"> • Coping and Defense mechanisms • Mental illness and Disorders: Dementia, Schizophrenia, Bipolar Affective Disorder, Anxiety disorders, Substance abuse, Personality disorders, and Sexual deviations 	
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Journal of Education Psychology :

<http://bit.ly/2FI9Gs3>

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Semester II

Title of the Course: OE-02: Social Work Concerns for Women and Child Development

Number of Theory Credits	Number of lecture hours/semester	Number of practical Credits	Number of practical hours/semester
3	45	-	-
Content of Course			Hrs
Unit I : Social Construction of Gender			11
<p><i>Chapter No.01</i> Sex and Gender conceptual framework, Gender Discrimination, Gender Stereotyping, Gender Socialisation</p> <p><i>Chapter No 02</i> Gender: Roles, Perspective, Analysis</p> <p><i>Chapter No.03</i> Social Reconstruction of Gender</p>			
Unit 02 Problems and Issues Related to Women in India			12
<p><i>Chapter No.04</i> Status of Women in India, Factors affecting Women's status</p> <p><i>Chapter No.05</i> Female Foeticide, Female Infanticide, Sex Ratio, Health Issues: Maternal mortality and Infant Mortality, Female Genital Mutilation, Infertility</p> <p><i>Chapter No.06</i> Patriarchy, Dowry, Separated, Divorced, Widowhood, and Unwed Mother, Single Parent</p> <p><i>Chapter No.07</i> Issues and Concerns: Domestic workers, Female Sex Workers, Marginalized women: SC/ST, Minority, Victims of Intimate Partner Violence, Women with Disabilities, Problems of Elderly Women</p>			
Unit – 03 Social Work and Women Empowerment			11
<p><i>Chapter No.08</i> Women Empowerment: An Introduction.</p> <p><i>Chapter No.09</i> Need for social work intervention with women</p> <p><i>Chapter No.10</i> Women Empowerment through Varied Perspectives: SHGs, Education, Employment and Entitlement, NGO Interventions.</p> <p><i>Chapter No.11</i> Government Welfare Programmes and Schemes for Women Empowerment in Karnataka</p> <p><i>Chapter No.12</i> Reception Centre, Adoption Centers, State Home for Women and Day Care Centre (Creche), Foster, after care and other services, Women's Helpline</p> <p><i>Chapter No. 13</i> Functions and Responsibilities of National and State Commission for Women, Ministry of Women and Child Development: Functions and programmes at the Central and State level.</p>			

Karnataka State Women Development Corporation (KSWDC)	
Unit 04 Problems of Children and Protection System	11
<p><i>Chapter No. 14</i> Problems faced by Children: Conceptual Framework, Socio-Economic and Behaviour problems of children, Child Marriage, Child Labour, Child Abuse, Children in difficult circumstances – Beggary, Street children, Children in conflict with law.</p> <p><i>Chapter No. 15</i> Protection System: Childline (1098), Integrated Child Development Services (ICDS), Integrated Child Protection Scheme (ICPS), Child Welfare Committee, POCSO, Juvenile Justice Board, Special Juvenile Police Units, Women and Child Development</p> <p><i>Chapter No. 16</i> Child Care and protective Services, Convention on the Rights of the Child (CRC): Features, Development in India and Consequences</p>	

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DSC 6

Field work Practicum 1

Course Title	FIELD WORK PRACTICUM-1	Course Credits	4
Total Contact Hours		Duration of ESA	
Formative Assessment Marks	50	Summative Assessment Marks	50
Model Syllabus Authors	Social Work Syllabus Committee		

Field Work Contents (Tasks /Activities)

Field work practicum of Second Semester comprises two components:

- Orientation visits
- Concurrent field work.

Orientation Visits: Communities – organisations – rural/urban/tribal/government/voluntary/para-governmental/ There shall be minimum 25 orientation visits to provide an exposure to and understanding of the services provided in responses to people's needs (i.e. agencies in health setting, education, community, institutional services, criminal justice system, civic administration, rehabilitation etc.). – know your neighbourhood

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.

The students shall record their experiences and leanings of Orientation Visits, which they are expected to produce at the time of viva-voce examination conducted at the end of the semester. Students shall identify individuals, record and prepare face sheet.

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

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



Date:

Test Starting Time:

ST. JOSEPH'S UNIVERSITY, BENGALURU -27
B.S.W- I SEMESTER
Mid Sem Test: November 2022
SW1121: SOCIAL WORK PROFESSION

Time 1hr

Max Marks: 25

Question paper contains one printed page and two parts.

Part A

Answer any **THREE** of the following

3X5=15

- 1.
- 2.
- 3.
- 4.

Part B

Answer any **ONE** of the following

1X10=10

- 5.
- 6.

Date:

Registration number:

ST. JOSEPH'S UNIVERSITY, BENGALURU-27
B.S.W - I SEMESTER
SEMESTER EXAMINATION: OCTOBER 2022
(Examination conducted in December 2022)
SW 1121 – SOCIAL WORK PROFESSION

Time- 2 Hours

Max Marks-50

This question paper contains **TWO** printed page and **THREE** parts

PART - A

Answer any **FIVE** of the following.

5X2=10

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



7.

PART - B

Answer any **FOUR** of the following.

4X5=20

- 8.
- 9.
- 10.
- 11.
- 12.

PART - C

Answer any **TWO** of the following.

2 X 10 = 20

- 13.
- 14.
- 15.

Date: Registration number:

ST. JOSEPH'S UNIVERSITY, BENGALURU-27
B.S.W - I SEMESTER
SEMESTER EXAMINATION: DECEMBER 2022
(Examination conducted in December 2022)

SWOE1 – SOCIAL WORK INTERVENTION IN DIFFERENT SETTINGS (OPEN ELECTIVE)

Time- 2 hrs

Max Marks-50

This question paper contains **ONE** printed page and **TWO** parts

PART - A

Answer any **SIX** of the following.

5 X 6 = 30

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

PART - B

Answer any **ONE** of the following.

1 X 20 = 20

- 9.
- 10.

ST. JOSEPH'S UNIVERSITY



**SCHOOL OF SOCIAL WORK
OFFICE OF FIELD WORK EDUCATION**

S.NO	NAME	REG.NO	Field work day	Date	REPORT Marks (2M)	IC/GC Marks (1M)	Signature for IC/GC (Student)
			1				
<p>REMARKS BY THE FACULTY:</p> <p>GRAND TOTAL: <input style="width: 100px; height: 20px;" type="text"/></p> <p>SIGNATURE BY THE FACULTY SUPERVISOR:</p>			2				
			3				
			4				
			5				
			6				
			7				
			8				
			9				
			10				
			11				
			12				
			13				
			14				
			15				
						C. P (5M)	
			TOTAL				

- Community program should be conducted separately.
- After each IC trainee needs to sign on the sheet.
- 100% field work is compulsory.
- Every week Log sheet should be signed by the age