

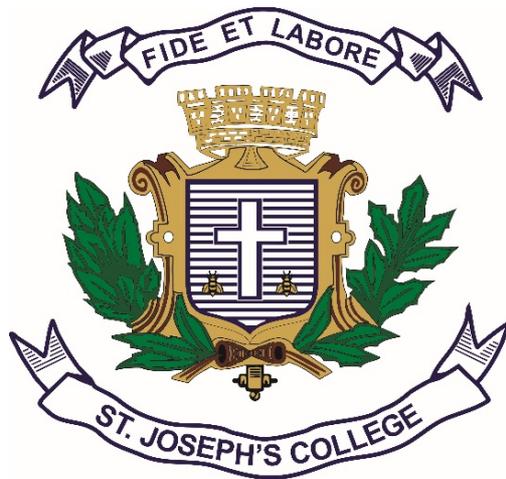
**ST. JOSEPH'S COLLEGE (AUTONOMOUS)**

**BENGALURU-27**

Recognised as 'College of Excellence' by UGC

Reaccredited with A<sup>++</sup> grade and 3.79/4.00 CGPA by NAAC

Awarded DBT Star Status & DST FIST grant by Ministry of Science and  
Technology, GoI



**SCHOOL OF SOCIAL WORK**

**SYLLABUS FOR I AND II**

**SEMESTER UNDERGRADUATE**

**PROGRAMME**

**FOR BATCH 2021-2024**

**SYLLABUS - SOCIAL WORK (BSW)**

*St. Joseph's College (Autonomous), Bangalore*

*Effective for the Academic Year 2021-2024*

## **ABOUT THE INSTITUTION**

**St. Joseph's College (Autonomous)**, Bangalore, is one of the oldest colleges in the state of Karnataka with a history of 134 years. It was awarded the highest rating, A (3.73/4), in the re-accreditation by the National Assessment and Accreditation Council (NAAC) in 2012. It was also recognized as a college of excellence in 2015. It imparts graduate, post-graduate and research education. The college has an admission policy of preferential option for the poor.

## **ABOUT THE DEPARTMENT**

### **VISION**

Upholding the universal human dignity and tradition of helping with spirit of equality, liberty, fraternity and social justice as enshrined in the Constitution of India for all citizens with a greater focus on weaker and vulnerable sections of the society.

### **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.

### **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.

#### **LENGTH OF THE COURSE**

The course of study for B.S.W Degree shall extend over a period of **three** academic years-comprising of six 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 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:

1. (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.
2. (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.
3. (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.
4. 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 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 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.
  - I. Attendance -5 Marks
  - II. One written Test-15 Marks (15x1=15)
  - III. Home Assignment-10 Marks Total: 30 marks

### **External Assessment**

Final semester exam: 70 marks

## **ASSESSMENT OF FIELDWORK PRACTICUM**

### **Internal Marks**

No. of Visits- 15      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	Introduction to Social Work	THEORY	3	30	70	100
SW1221	Introduction to Sociology	THEORY	3	30	70	100
SW1321	Introduction to Field Work	THEORY	3	30	70	100
SWFW1121	Concurrent Field Work I (Life Skills)	FIELD WORK	4	30	70	100
TOTAL			13	120	280	400

## SEMESTER – II

CODE	TITLE OF THE PAPER	THEORY / FIELD WORK	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL
SW2121	Social Work Profession	THEORY	3	30	70	100
SW2221	Introduction to Human Behaviour	THEORY	3	30	70	100
SW2321	Economic & Political Concepts for Social Workers	THEORY	3	30	70	100
SWFW2121	Concurrent Field Work II (Observation Visits)	FIELD WORK	4	30	70	100
TOTAL			13	120	280	400

### SEMESTER – III

CODE	TITLE OF THE PAPER	THEORY / FIELD WORK	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL
SW3121	Communication Skills for Development	THEORY	3	30	70	100
SW3221	Introduction to Social Case Work	THEORY	3	30	70	100
SW3321	Introduction to Social Group Work	THEORY	3	30	70	100
SWFW3121	Concurrent Field Work III	FIELD WORK	6	30	70	100
TOTAL			15	120	280	400

### SEMESTER – IV

CODE	TITLE OF THE PAPER	THEORY / FIELD WORK	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL
SW4121	Community Organization	THEORY	3	30	70	100
SW4221	Human Rights and Social Justice	THEORY	3	30	70	100
SWOE4121	Basic Human Rights Approach (Open elective)	THEORY	2	30	70	100
SWOE4221	Introduction to Disaster Management	THEORY	2	30	70	100
SWFW4121	Concurrent Field Work IV	FIELD WORK	6	30	70	100
SWFW4221	Rural Camp	FIELD WORK	2	20	30	50
SWFW4321	Summer Placement	FIELD WORK	2	20	30	50
TOTAL			20	190	340	600

### SEMESTER – V

<b>CODE</b>	<b>TITLE OF THE PAPER</b>	<b>CREDIT S</b>	<b>INTERNAL MARKS</b>	<b>EXTERNAL MARKS</b>	<b>TOTAL</b>
SW5121	Social Work Research and Statistics	3	30	70	100
SW5221	Social Welfare Administration	3	30	70	100
SW5321	Social Action	3	30	70	100
SW5421	Social Work in Unorganized Sector	3	30	70	100
SWDE5521	Environment Studies (Elective)	3	30	70	100
SWDE5621	Family and Child Welfare(Elective)				
SWFW5121	Concurrent Field Work V	6	50	50	100
TOTAL		21	200	400	600

### SEMESTER –VI

<b>CODE</b>	<b>TITLE OF THE PAPER</b>	<b>CREDIT S</b>	<b>INTERNAL MARKS</b>	<b>EXTERNAL MARKS</b>	<b>TOTAL</b>
SW6121	Introduction to Counselling	3	30	70	100
SW6221	Peace and Conflict Studies	3	30	70	100
SW6321	Social Work in Correctional Settings	3	30	70	100
SW6421	Social Exclusion and Inclusive Policies	3	30	70	100
SW6521	Social Work and Health	3	30	70	100
SWFW6121	Concurrent Field Work VI	6	50	50	100
SWFW6221	Tribal Visit	2	20	30	50
SWFW6321	Block Placement	4	20	30	50
TOTAL		27	240	460	700

## COURSE OUTCOMES AND COURSE CONTENT

### SEMESTER –I

#### SW1121 INTRODUCTION TO SOCIAL WORK

<b>Semester</b>	<b>First</b>
<b>Title of the paper</b>	<b>Introduction to Social Work</b>
<b>Paper Code</b>	<b>SW1121</b>
<b>Number of teaching hours per week</b>	<b>03</b>
<b>Total number of teaching hours per semester</b>	<b>45</b>
<b>Number of credits</b>	<b>03</b>

#### **OBJECTIVES:**

- Introducing students to History and Evolution of Social Work.
- To develop theoretical understanding of system approaches
- Apprising students on social work as a profession.

#### **UNIT- I**

**9 hours**

##### Origin of Social Work

- History of social work in UK, USA
- Industrial revolution, world wars and impact on the society
- English poor laws, charity organization society, settlement house movements
- Social work after Independence

Self-study (2 hours)

#### **UNIT – II**

**9 hours**

##### Development of Social Work in India

- History of Social Work in India -Concept of charity in ancient and medieval period, dana-dharma, zakat etc.
- Islamic Period
- British period
- Gandhian Social Service Tradition, Ambedkar and Social Work
- Voluntarism and History of Social Work Profession in India
- Social Reforms in Southern India

Self-study (1 hour)

**UNIT – III****9 hours**

- Social work meaning, definition, objectives, characteristics
- Concepts of social service, social reform, social security, social welfare, social planning, social policy, social development, social empowerment, Scope of social work

Self-study (1hour)

**UNIT – IV****9 hours**

Social work – an inter disciplinary approach

- Social work and other social sciences
- Use of psychology in social work
- Use of sociology in social work
- Use of political science in social work
- Use of economics in social work
- Use of statistics in social work

**UNIT – V****9 hours**

Fields of social work:

- Family & Child welfare
- Medical and Psychiatric Social Work
- Criminology and Correctional Work
- HRD and HRM
- Urban and Rural Community Development
- Labour welfare

Self-study (1hour)

**REFERENCES:**

1. Banerjee, G.R. (2000) Papers on Social Work, Mumbai: T.I.S.S. (Unit I)
2. Dominelli, L. (2004) Social Work: Theory and Practice for a Changing Profession, UK: Polity. (Unit II)
3. Nair, T.K. (1981) Social Work Education and Social Work Practice in India, Madras: Association of Schools of Social Work. (Unit III & IV)
4. Wadia, A.R. (Eds.) (1968) History and Philosophy of Social Work in India, Mumbai: Allied Publisher Private Ltd. (Unit III & IV)
5. Compton, B.R. (1979) Social Work Processes, Illinois: The Dorsey Press. (Unit II)

## BLUEPRINT

**Paper Code : SW1121**

**Paper Title : Introduction to Social Work**

Total marks for which the questions are to be asked	Number of hrs	Chapter/ Unit number
14	09	I
14	09	II
14	09	III
14	09	IV
14	09	V
Total= 70	Total = 45	Total = V units
Maximum marks for the paper: <b>70</b>		

## COURSE OUTCOMES

At the end of the course, the student should

CO1	Knowledge	Have developed a good knowledge about the history and development of social work in the world and in India, social work as an interdisciplinary approach and the fields of social work.
CO2	Understand	Be able to understand objectives and concepts of social service and social reform and the relationship of social work with other social sciences.
CO2	Apply	Be able to apply the social work methods in different settings
CO3	Analyze	Be able to analyze the scope of social work
CO4	Evaluate	Be able to evaluate the various fields of social work
CO5	Create	Be able to create strategies for social reform.

## SW1221 INTRODUCTION TO SOCIOLOGY

<b>Semester</b>	<b>First</b>
<b>Title of the paper</b>	<b>Introduction to Sociology</b>
<b>Paper Code</b>	<b><u>SW1221</u></b>
<b>Number of teaching hours per week</b>	<b>03</b>
<b>Total number of teaching hours per semester</b>	<b>45</b>
<b>Number of credits</b>	<b>03</b>

### OBJECTIVES:

- To introduce various sociological concepts, social institutions & its use in social work profession
- To provide a sociological perspective for effective social work practice
- To familiarize the issues and problems of the society

### UNIT – I

**9 hours**

1.Sociology–definition, nature, scope and importance; 2. Sociological Thinkers; 3.Sociological Perspectives; 4. Humanistic & Scientific orientation; 5. Sociology & Social work, 6.Basic sociological concepts: Concept of Society: Meaning, Nature 7.Types of Societies: Rural, tribal, urban; democratic, socialistic and capitalistic societies 8. Role & Status 9. Individual & Society

### UNIT – II

**9 hours**

1. Social Structure: 2. Social Groups, 3. Community; 4.Association , 5. Social Institution, 6. Family, 7.Village as a Social System, 8. Social processes: Co-operation, Competition, Assimilation, Accommodation, Integration and Conflict; 9. Concept of Culture: Norms, Mores, Folkways, Laws, Values, Ethnocentrism, Cultural Lag, Cultural Shock, Acculturation, Multi-Culturalism

### UNIT – III

**9 hours**

1.Sociological Theories: Structural, functional, Conflict, Interactionist perspectives. 2. Social stratification: Caste & Patriarchy, 3. Social Mobility, 4. Sanskritization, Westernization, Modernization; 5. Social Control: Propaganda, Public Opinion, 6.Education, Religion & Media, 7. Conformity & Deviance, 8. Socialization, 9. Social Change: Meaning, features, Factors of Social Change.

### UNIT – IV

**9 hours**

1.Social Problems in India: Concept of Social Problem: Meaning, features, approaches & theories: Population explosion & Poverty, Unemployment & Migration, 2.Family Disorganization: Gender Inequality, Dowry, Domestic Violence, Divorce, Alcoholism, Drug addiction 3. Beggary, Juvenile Delinquency & Crime 4. Casteism & Untouchability 5. Racism, Linguism & Regionalism 6. Displacement, Ecological degradation 7. Bonded Labour & Child Labour, Farmers' Suicide 8. Youth Unrest: Fundamentalism, Insurgency 9. Human Trafficking & Human Rights violations

Marginalized groups in Society: 1. Women Destitutes, Transgenders/LGBTQ community, Commercial Sex Workers, Prisoners 2. Children 3. Unemployed Youth 4. Elderly, Differently abled, Mentally & Terminally Ill-Covid-Impacted Victims, HIV/AIDS, Cancer patients, Leprosy rehabilitants 5. Dalits & Tribals 6. Unorganized Workers: Farmers, Fishermen, Traditional Artisans, Displaced & Disaster Victims 7. Manual Scavengers, 8. Street Vendors, Refugees, Migrants 9. Minorities groups.

#### REFERENCES:

1. Bert N. Adams, (1975) A Sociological Interpretation, Chicago: Rand McNally College.
2. Bharadwaj, A.N. (1979) Problems of SC/ST in India, New Delhi: Light and Life Publication.
3. Broom, L., Bonjean, C. M., & Broom, D. H. (1990). Sociology: a core text with adapted readings (No. 301 B373s). California, US: Wadsworth.
4. Srinivasan, R., Deshpande, S. H., & Narain, D. (Eds.). (1978). Society, Economy, and Polity in India: A Book of Readings. University of Bombay.
5. Ely Chinoy, (1967), Society - an Introduction to Sociology, New York: Randon House.
6. Haralambos, Michael (1980) Sociology - , Delhi : Oxford University Press.
7. Jain, P.C. (1991) Social Movements among Tribals, New Delhi Rawat Publication.
8. Kapadia, K.M. (1966) Marriage and Family in India, London: Oxford University Press.
9. Kingsley, David (1969) Human Society, New York.
10. Kolenda, Pauline (1987) Regional differences in Family Structure in India, Jaipur: Rawat Publication.
11. Kuppuswamy, B. (1972). Social change in India. Delhi: Vikas Publications.
12. Maudelbaum, David M. (1970) Society in India, Vol. 1 and II, University of California Press.
13. Narang, B., & R.C., D. (1983). Introduction to social science. Delhi: CBS Publishers Distributors.
14. Panday Rajendra, (1986) The Caste System in India - Myth and Reality, New Delhi: Criterion Publication.
15. Pandey, A.K. (1997) Tribal Society in India, New Delhi: .Manak Publishing Ltd.
16. Ross, Aileen D. (1961) The Hindu Family in its urban setting, Delhi: Oxford University Press.
17. Sharma S. (1985) Social Movements of Social Schange, B.R. Delhi Publishing House.
18. Sharma, K.L. (ed.) (1999) Caste and Race in India, Mumbai, Popular Prakashan.
19. Sharma, R.K. (1997) Indian Society - Institution and Change, New Delhi Atlantic Publishers.
20. Singh, K.S. (1985) Tribal Society in India, New Delhi: Manohar Publishing House.
21. Srinivas, M.N. (1996) Village, Caste, Gender and Method (Essay in Indian Social Anthropoligy), Delhi: Oxford University Press.
22. Stein Peter, Judith Richman The Family, (1977) Functions, New York: Conflicts and Symbols. Natalic Hannan,
23. Smart, L. S., & Smart, M. S. (1980). Families: developing relationships. Macmillan Publishing Company.
24. Laura S. Smart, (1976) Publishing Co.
25. Verghese, K. (1992) General Sociology, Delhi: Macmillan Co.
26. Patel, T. (2011). Indian Sociological Society: Secretary's Report (2010). Sociological bulletin, 176-182.
27. Kumar, S., Tiwari, C., & Deepu, M. (2012). Contribution to Indian Sociology: A Bibliometric Study. Language in India, 12(5).
28. Social change, Issues and Perspectives (Journal of the Council for Social Development).

## BLUEPRINT

**Paper Code : SW1221**

**Paper Title : Introduction to Sociology**

Total marks for which the questions are to be asked	Number of hrs	Chapter/Unit number
14	09	I
14	09	II
14	09	III
14	09	IV
14	09	V
Total= 70	Total = 45	Total = V units
Maximum marks for the paper: <b>70</b>		

## COURSE OUTCOMES

At the end of the course, the student should

CO1	Knowledge	Have developed a good knowledge of basic concepts, principles and theories of sociological discipline.
CO2	Understand	Have developed a very good understanding of the social system, social processes and structures of society.
CO2	Apply	Be able to apply the tools of structural analysis to resolve the social problems faced by Indian society.
CO3	Analyze	Be able to analyse the root causes of social problems and suggest alternatives to prevent social evils.
CO4	Evaluate	Be able to critique the current issues and apply the relevant sociological theories in social work practice.
CO5	Create	Be able to undertake social work intervention through problem-solving skills and promote social change.

## SW1321 INTRODUCTION TO FIELD WORK

<b>Semester</b>	<b>First</b>
<b>Title of the paper</b>	<b>Introduction to Field Work</b>
<b>Paper Code</b>	<b>SW1321</b>
<b>Number of teaching hours per week</b>	<b>03</b>
<b>Total number of teaching hours per semester</b>	<b>45</b>
<b>Number of credits</b>	<b>03</b>

### OBJECTIVES

- To introduce the learner to the concept of field work modalities
- To develop an understanding of the functioning of field work in social work practice

### UNIT – I

**9 hours**

Field Work Training Practicum - Concept of Field work, Introduction, Definition. Framing Objectives of field Work, Nature and structure of Fieldwork.

UGC/ University Social Work practice classification - Orientation, visits, structured laboratory, rural/tribal camps- visits, study tours, workshops, concurrent practice learning( Signature Pedagogy), summer placement and Block placement.

Self-study (1 hour)

### UNIT – II

**9 hours**

Field Work Curriculum -(UGC GUIDELINES) Core Domain, supportive domain, interdisciplinary domain, elective content Values of the profession, skills and methods developed for professional tasks. Primary curriculum- Orientation training in social welfare agencies, Concurrent training in social welfare agencies, Exploitation and assessment, evaluation of work or training.

Self-study (1 hour)

### UNIT – III

**9 hours**

Components of Fieldwork - The agency: history, objectives, Administrative structure, vision, Mission, Projects, programs and activities, the trainee, the faculty supervisor.

Problems in Fieldwork - School-specific, Agency- specific, student- specific.

Self-study (2 hours)

#### **UNIT – IV**

**9 hours**

Phase in Field Work - Orientation training phase, Induction training phase, Practical implementation phase, Field Work evaluation phase- Definition, objective, pattern of evaluation, end of method- wise or Programme-wise evaluation. Concurrent Practice learning in different setting ( rural, urban, tribal, correctional, medical, school, disabilities, old aged, industrial). Field Work Supervision- Definition, Objective, functions Faculty supervisor, agency supervisor. method of Faculty supervision, methods of agency supervision, Problem of Fieldwork Supervision. Termination and Concurrent practice learning - Client, agency,

Self-study (1 hour)

#### **UNIT – V**

**9 hours**

Fieldwork Training and primary Social work methods -

Objectives of training in casework, Methods of self-study, report writing casework. Objectives of training in Group work, Group work programme Planning, report writing group work. Objectives of training in Community, Method of self-study, procedure and selection of community, report writing community. Case studies.

Self-study (1 hour)

#### **REFERENCES:**

1. Subhedar, I. S. (2016). Fieldwork training in social work. Rawat Publications. Jainendar Kumar Jha, Encyclopaedia of Social Work : Anmol Publications PVT LTD
2. Jagadish, D. B., & Siddegowda, D. Y. (2015). Field Work in Social Work :. Bio Green Books.
3. Banerjee, G.R. (2000) Papers on Social Work, Mumbai: T.I.S.S. (Unit I)
4. Pandey, A.K. (1997) Tribal Society in India, New Delhi: .Manak Publishing Ltd.
5. Ross, Aileen D. (1961) The Hindu Family in its urban setting, Delhi: Oxford University Press.
6. Batra, Nitin (2004) Dynamics of Social Work in India, Jaipur : Raj Publishing House.
7. Bhattacharya, S. (2003). Social work: An integrated approach. Deep and Deep Publications.

## BLUEPRINT

**Paper Code : SW1321**

**Paper Title : Introduction to Field Work**

Total marks for which the questions are to be asked	Number of hrs	Chapter/ Unit number
14	09	I
14	09	II
14	09	III
14	09	IV
14	09	V
Total= 70	Total = 45	Total = V units
Maximum marks for the paper: <b>70</b>		

## COURSE OUTCOMES

At the end of the course, the student should

CO1	Knowledge	Have developed a good knowledge about different components, phases and methods of field work in social work
CO2	Understand	Have developed a very good understanding of the relevance of different field work settings in social work
CO2	Apply	Be able to practice primary and secondary methods of social work in different settings of field work
CO3	Analyze	Be able to analyze the impact of social work interventions in the field
CO4	Evaluate	Be able to critique the contribution of social workers with different populations
CO5	Create	Be able to design social work intervention modules and programmes to bring about change

## SEMESTER-2

### SW2121 SOCIAL WORK PROFESSION

<b>Semester</b>	<b>Second</b>
<b>Title of the paper</b>	<b>Social Work Profession</b>
<b>Paper Code</b>	<b>SW2121</b>
<b>Number of teaching hours per week</b>	<b>03</b>
<b>Total number of teaching hours per semester</b>	<b>45</b>
<b>Number of credits</b>	<b>03</b>

#### OBJECTIVES:

- Understand the concept, definition, objectives and functions and methods of social work.
- Develop knowledge of history and development of social work in India and abroad.
- Understand the current trends of social work practice in India.
- Develop understanding about the fields of social work.
- Develop understanding about the influence of various social movements in contributing to the perspectives of social work practice in India.
- Understand domains in social work education in India.

#### UNIT – I

**9 hours**

Concepts of Social Work

Concept, Definition, Objectives and Functions of Social Work, and Methods of Social Work

Social work profession: Characteristics of a profession, Difference between professional and non-professional and voluntary work.. Meaning and Characteristic of Professionalism

Professional traits of social work

Self-study (2 hours)

#### UNIT – II

**9 hours**

Values Social Work Practice

Principles in Social Work Practice

Philosophy of social work

Code and Ethics of National Association of Social Workers

Self-study (1 hour)

### **UNIT – III**

**9 hours**

Primary methods of social work: meaning, definition, objectives and principles

Case work, Group work, Community organization

Secondary methods of social work: meaning, definition, objectives and principles

Social Action, Social work research, social welfare administration

Self-study (1 hour)

### **UNIT – IV**

**9 hours**

Update on Social Work Practice in India, Regional, National and international Social Work Bodies.

Welfare approach, Remedial and therapeutic approach, Social development approach and Conflict oriented approach

Self-study (1 hour)

### **UNIT – V**

**9 hours**

Development of Social Work Education in India-Evolution of social work education, , Sir Dorabji Graduate School Social Work, Mumbai, Levels of Training in Social Work Education, Domains in Social Work Education (core domain, supportive domain, elective and interdisciplinary domain); Focus, Nature and Content of Social Work Education

### **REFERENCES:**

1. Batra, Nitin (2004) Dynamics of Social Work in India, Jaipur : Raj Publishing House.
2. Bhattacharya, S. (2003). Social work: An integrated approach. Deep and Deep Publications.
3. Bradford, W. Sheafor, Charles, R. Horejsi, Gloria A. - Fourth Edition (1997) Techniques and Guidelines for Social Work, London : Allyn and Bacon, A Viacom Company
4. Dasgupta, Sugata (1964 ) Towards a Philosophy of Social Work in India, New Delhi : Popular Book Services.
5. Desai, Murali (2002) Ideologies and Social Work (Historical and Contemporary Analysis), Jaipur :Rawat Publication.
6. Diwakar, V. D. (1991) Social Reform Movement in India, Mumbai : Popular Prakashan
7. Dubois, Brenda, Krogsrud, Karla, Micky - Third Edition (1999) Social Work - An Empowering Profession, London :Allyn and Bacon.

## BLUEPRINT

**Paper Code : SW2121**

**Paper Title : Social Work Profession**

Total marks for which the questions are to be asked	Number of hrs	Chapter/ Unit number
14	9	I
14	9	II
14	9	III
14	9	IV
14	9	V
Total= 70	Total = 45	Total = V units
Maximum marks for the paper: <b>70</b>		

## COURSE OUTCOMES

At the end of the Course, the Student

CO1	Knowledge	Would have developed the knowledge of the major concepts associated with Social Work Profession. Develop knowledge of history and development of social work in India and abroad.
CO2	Understand	To gain sufficient understanding of the concept, definition, objectives and functions and methods of social work.
CO2	Apply	Would be able to apply the models approaches of Social Work profession an Develop understanding about the fields of social work
CO3	Analyze	Will be able to analyze the Differences between professional and non-professional, traits, codes of ethics, professional associations of the profession.
CO4	Evaluate	Will be able to critically evaluate the professional traits, methods, fields and roles of social work professionals and current trends of social work practice in India
CO5	Create	Will be able to come up with activities to address ethics, create a work environment to practice and relate the roles skills and methods of Social Work.

## SW 2221- INTRODUCTION TO HUMAN BEHAVIOUR

<b>Semester</b>	<b>II</b>
<b>Paper Code</b>	<b>SW2221</b>
<b>Paper Title</b>	<b>Introduction to Human Behaviour</b>
<b>Number of teaching hours per week</b>	<b>03</b>
<b>Total number of teaching hours per semester</b>	<b>45</b>
<b>Number of credits</b>	<b>03</b>

### Objectives of the Paper:

- To understand the fundamental components of human behaviour.
- To gain insight into factors contributing to development of personality.
- To understand growth and development of individual at various stages in the life span.
- To understand the processes of adjustment and mal-adjustment and its impact on human behaviour.

### UNIT – I

**9 hours**

Concepts in Psychology -Definition, Meaning and scope -Importance of psychology for social work practice -Concept of human behavior -Branches of psychology- Determinants of human behavior: heredity and environment

Self-study (2 hours)

### UNIT – II

**9 hours**

Psychological Processes in Behaviour

Needs, motives and drives-Feelings and emotions-Perception-Intelligence-Learning and motivation

Self-study (1 hour)

### UNIT – III

**9 hours**

Developmental Psychology- Concept of growth and development -

Factors influencing physical and emotional development, hazards in development

Early stages of development: pre-natal, infancy, childhood

Late stages of development: adolescence, adulthood, middle age, old age

Self-study (1 hour)

## **UNIT – IV**

**9 hours**

Social Psychology

Attitudes: definition, characteristics, formation of attitudes

Stereotypes and prejudices- Group norms-Group conformity and deviation- Labelling

Self-study (1 hour)

## **UNIT – V**

**9 hours**

Mental Health and Mental Illness

Concept of normality and abnormality

Theories of human development: Freud's Psychoanalytic theory, Abraham Maslow's hierarchical needs theory. Theory of resilience.

Concept of Mental Health, characteristic of mentally healthy person,

Mental illnesses: Schizophrenia, Bipolar Affective Disorder, Depression, Substance abuse, Childhood developmental disorders.

Self-study (1 hour)

## **REFERENCES:**

1. Clifford, Morgen and King, Richard (1975) Introduction to Psychology, New YorkØ :McGraw Hill Inc
2. Colman, James C.Ø&Broen William E. (1972) Abnormal Psychology and Modern life,India : D. B. Taraporevala Sons and Co. Pvt. Ltd.
3. Gardner, Murphy (1964) An Introduction to Psychology, Calcutta : Oxford and IBHØ Publishing Co
4. Hurlock, Elizabeth (1976) Personality Development, New Delhi :Tata McGraw HillØ Publishing Co. Ltd.
5. Mangal, S. K. .(2007) General Psychology, New Delhi : Sterling Publisher Pvt. Ltd.Ø
6. Munn, Norman (1962) Introduction to Psychology, Boston : Houghton MifflinØ Company

## BLUEPRINT

**Paper Code : SW2221**

**Paper Title : Introduction to Human Behaviour**

Total marks for which the questions are to be asked	Number of hrs	Chapter/ Unit number
14	09	I
14	09	II
14	09	III
14	09	IV
14	09	V
Total= 70	Total = 45	Total = V units
Maximum marks for the paper: <b>70</b>		

### COURSE OUTCOMES

At the end of the course, the student should

CO1	Knowledge	Have developed a good knowledge about human behaviour, personality, developmental stages and adjustment
CO2	Understand	Be able to identify and understand the reasons behind specific human behaviour in different settings
CO2	Apply	Be able to apply the psychological theories and perspectives when working with the clients
CO3	Analyze	Be able to analyze the human behaviour from a psychological perspective
CO4	Evaluate	Be able to evaluate adaptive personalities and behaviours in humans
CO5	Create	Be able to create interventions and programmes that contribute towards healthy development of personalities.

## SW2321 ECONOMIC AND POLITICAL CONCEPTS FOR SOCIAL WORKERS

<b>Semester</b>	<b>Second</b>
<b>Title of the paper</b>	<b>Economic and Political Concepts for Social Workers</b>
<b>Paper Code</b>	<b><u>SW2321</u></b>
<b>Number of teaching hours per week</b>	<b>03</b>
<b>Total number of teaching hours per semester</b>	<b>45</b>
<b>Number of credits</b>	<b>03</b>

### OBJECTIVES:

- To understand the significance of economics in social work. (To understand the basic economic concepts, principles, theories, and its application in Social work profession)
- To know about the existing political system and party systems and its functioning.
- To examine problem situations in economics and politics (Not Required)
- Develop skills in analyzing the political & economic processes, challenges and contemporary problems in the context of development/under development.

### UNIT – I

**9 hours**

Meaning, Definitions, Basic economic activity, Theory of Demand and supply, Factors of production- Land, labour, capital, social organisation. Meaning, Definitions and Importance of Political Science, Relationship between Social Work and Political Science. Major Political thinkers

Self-study (2 hours)

### UNIT – II

**9 hours**

Basic Economic Concepts: Poverty, Unemployment, Globalization Privatization and Liberalization: Meaning and Implications of Basic Concepts in Political Science: State, politics, Government, Sovereignty, Fundamental Rights, Liberty, Justice, Equality, socialism, communism, & Welfare State. Major Economic Thinkers. Constitution: Preamble of the Constitution, Features of Indian Constitution. Directive Principles of State Policy, Governance,

Self-study (1 hour)

### UNIT – III

**9 hours**

Contemporary Economic Systems: Capitalists – Free Market Economy, Socialist Economy, Welfare Economy, Mixed Economy. Economic Development & Economic Growth Indicators, . Policies of WTO, Problems of Indian Economy. Human Resource Development, Sustainable Development.

Self-study (1 hour)

## **UNIT – IV**

**9 hours**

Concept of Power, Sources of Power and understanding power at International, National and Community Level. Political Systems in the World : Totalitarianism , dictatorship, democracy, one party system. Panchayatiraj Institution, e- Governance. Officials of the political system - President, Prime Minister, Council of Ministers – Cabinet Ministers of State - Chief Ministers , Comptroller and Auditor General of India. Electoral System in India: Election Commission , Electoral Reforms, Administrative machinery in India.

Self-study (1 hour)

## **UNIT – V**

**9 hours**

Concept of Planned Development and Central Planning, Planning Commission and NitiAyog, Contribution of FY Plans in Economic Development and present Indian Perspective regarding Economic Development – after LPG. The Constitution of India-features, directions, and fundamental rights. State and development issues: gender, ethnicity, caste - and human rights approaches.

Self-study (1 hour)

## **REFERENCES:**

1. Ackerman, F. (1997). Human well-being and economic goals. Washington, D.C.: Island Press.
2. Agarwal, R. C. (2005). Constitutional Development and National Movement in India: Freedom Movement and the Indian Constitution. RSM Press.
3. Aggarwal, A. (1994). Gatt and the developing countries. New Delhi: Mohit Publications.
4. Asirvatham, E., & Misra, K. K. (2008). Political Theory, New Delhi, S. Chand
5. Batra, G. S. (1994) Gatt: implications of Dunkel proposals. (1994). New Delhi: Anmol.
6. Bhatnagar, S. Political Theory: an Introduction.
7. Cassen, R. (1995). India, the future of economic reform. Delhi: Oxford University Press.
8. Chakraborty, Binal.(1996) The UN and the third world shifting paradigm. New Delhi.
9. Datt, R., & Sundharam, K. P. (2011). Indian economy,. New Delhi: Niraj Prakashan
10. Harris, P. B. (1976). Foundations of Political. Science, Hutchinson, 100.
11. Rugman, A. M. (2000). The end of globalization. London: Random House Business Books.
12. Samuelson, P. A. (1961). Study Guide and Workbook to Accompany Samuelson: Economics. McGraw-Hill.
13. Sen, A. (1999). Development as freedom. New York: Knopf.

## BLUEPRINT

**Paper Code : SW2321**

**Paper Title : Economic And Political Concepts For Social Workers**

Total marks for which the questions are to be asked	Number of hrs	Chapter/Unit number
14	09	I
14	09	II
14	09	III
14	09	IV
14	09	V
Total= 70	Total = 45	Total = V units
Maximum marks for the paper: <b>70</b>		

## COURSE OUTCOME

At the end of the course, the student should

CO1	Knowledge	Have developed a good knowledge of economic and political concepts, processes and systems of govt administrative machinery at different levels of Indian polity and economy.
CO2	Understand	Have developed a very good understanding of economic and political processes, existing political ideologies and economic systems.
CO2	Apply	Be able to practice the values & ethics enshrined in the constitution and strive towards the implementation of the Sustainable Development Goals.
CO3	Analyze	Be able to analyse political implications of economic reforms, public policies, economic systems and power structures.
CO4	Evaluate	Be able to critique the performance and functioning of the administrative machinery of government at various levels.
CO5	Create	Be able to undertake social work intervention in promoting good governance, people's participation, democratic decentralization, citizenship and sustainable development.

**QUESTION PAPER BLUEPRINT BSW**



Register Number:

**ST. JOSEPH'S COLLEGE (AUTONOMOUS), BANGALORE-27  
B..S.W. – III SEMESTER**

**SEMESTER EXAMINATION: OCTOBER 2019**

**SW 3118: COMMUNICATION SKILLS AND DEVELOPMENT**

**Time- 2 ½ hrs.**

**Max Marks: 70**

**Answer any 12 questions each question carries 1 Mark**

**10x1= 10**

**1.a**

**2.d**

**3.**

**4.**

**5.**

**6.**

**7.**

**8.**

**9.**

**10.**

**11.**

**12.**

**Answer any 4 questions each question carries 5 Mark**

**4x5= 20**

- 13.
- 14.
- 15.
- 16.
- 15.

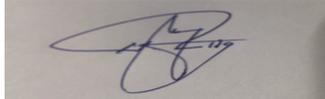
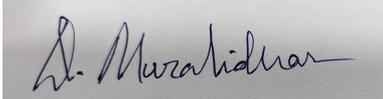
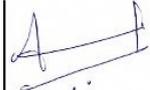
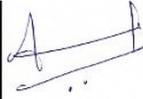
**Answer any 4 questions each question carries 10 Mark**

**4x10= 40**

- 16.
- 17.
- 18.
- 19.
- 20.

**School of Social Work Bachelors of Social Work (BSW)**  
**Members of Board of Studies 2021-2022**

**Approved with changes**

Name of the member	Signature
Chairperson (Dean)- Fr. Dr. G Augustine Lourdu	
Chairperson (HOD) – Lt. Akshay D Mandlik	
University Nominee – Mr. Elango Stanislaus	
Subject Expert-1- Dr. D. Muralidhar	
Subject Expert-2- Mr. Nirmal Das	
Field Experts- Mrs. Gangamma MC	
Post Graduate Alumnus - Mr.Nirmal	
Post Graduate Alumnus - Mrs. Gangamma MC	
Member- Prof. Y. J. Rajendra	Y. J. Rajendra
Member- Prof. D. Kiran Jeevan	
Member- Dr. Mary Princess Lavanya	
Member- Prof. Latha Paul	

Member- Fr. Simon Paul D'souza	Simon Paul D'souza
Member - Dr. Alan Godfrey	
Member- Prof. Viola M. Noronha	
Member- Dr. S. Rama Gokula Krishnan	
Member- Dr. Shari Tess Mathew	
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