

ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
ಸ್ಥಾಪನೆ : 1916

ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಕಾರ್ಯಸೌಧ  
ಕ್ರಾಫರ್ಡ್ ಭವನ, ಮೈಸೂರು-570005

ದಿನಾಂಕ: 20-07-2024

ಸಂಖ್ಯೆ:ಎಸಿ.6/58/2024-25

ಅಧಿಸೂಚನೆ

ವಿಷಯ:- 2024-25ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನ ಬಿ.ಎಸ್.ಡಬ್ಲ್ಯೂ I & II ಸೆಮಿಸ್ಟರ್‌ನ ಸಮಾಜಕಾರ್ಯ ಅಧ್ಯಯನದ (ಸ್ನಾತಕ) ಪಠ್ಯಕ್ರಮವನ್ನು ಪರಿಷ್ಕರಿಸಿರುವ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ:- 1. ದಿನಾಂಕ 06.06.2024ರಂದು ಜರುಗಿದ ಸಮಾಜಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ (ಸಂಯುಕ್ತ) ಸಭೆಯ ತೀರ್ಮಾನ.  
2. ದಿನಾಂಕ 18.06.2024ರಂದು ಜರುಗಿದ ಕಲಾ ನಿಕಾಯ ಸಭೆಯ ತೀರ್ಮಾನ.  
3. ದಿನಾಂಕ 28.06.2024ರಂದು ಜರುಗಿದ ಶಿಕ್ಷಣ ಮಂಡಳಿಯ ನಿರ್ಣಯ.

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ದಿನಾಂಕ 06.06.2024ರಂದು ಜರುಗಿದ ಸಮಾಜಕಾರ್ಯ ಅಧ್ಯಯನ ಮಂಡಳಿಯು (ಸಂಯುಕ್ತ) ಬಿ.ಎಸ್.ಡಬ್ಲ್ಯೂ I & II ಸೆಮಿಸ್ಟರ್‌ನ ಸಮಾಜಕಾರ್ಯ ಅಧ್ಯಯನ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪಠ್ಯಕ್ರಮವನ್ನು ಪರಿಷ್ಕರಿಸಿ ಜಾರಿಗೊಳಿಸಲು ಶಿಫಾರಸ್ಸು ಮಾಡಿರುತ್ತದೆ.

ಉಲ್ಲೇಖಿತ (2 & 3)ರಂತೆ ದಿನಾಂಕ 18.06.2024 ಮತ್ತು 28.06.2024ರಂದು ಕ್ರಮವಾಗಿ ನಡೆದ ಕಲಾ ನಿಕಾಯ ಹಾಗೂ ವಿದ್ಯಾ ವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಗಳಲ್ಲಿ ಮೇಲಿನ ಪ್ರಸ್ತಾವನೆಗಳನ್ನು ಅನುಮೋದಿಸಲಾಗಿದೆ. ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಅಧಿಸೂಚನೆಯನ್ನು ಪ್ರಕಟಿಸಲಾಗಿದೆ.

ಸಮಾಜಕಾರ್ಯ ಅಧ್ಯಯನ (ಸ್ನಾತಕ) ವಿಷಯದ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ವೆಬ್‌ಸೈಟ್ [www.uni-mysore.ac.in](http://www.uni-mysore.ac.in) ನಿಂದ ಪಡೆಯಬಹುದಾಗಿದೆ.

ಕುಲಸಚಿವರು

ಕುಲಸಚಿವರು


ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
ಮೈಸೂರು

ಇವರಿಗೆ;

1. ವಿಶ್ವವಿದ್ಯಾನಿಲಯಕ್ಕೆ ಸಂಯೋಜನೆಗೊಳಪಟ್ಟ ಎಲ್ಲಾ ಕಾಲೇಜುಗಳ ಪ್ರಾಂಶುಪಾಲರುಗಳಿಗೆ- ಅಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ
2. ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
3. ಡೀನರು, ಕಲಾ ನಿಕಾಯ, ಕನ್ನಡ ಅಧ್ಯಯನ ಮಂಡಳಿ, ಕನ್ನಡ ವಿಭಾಗ, ಸ್ನಾತಕೋತ್ತರ ಕೇಂದ್ರ, ಹೇಮಗಂಗೋತ್ರಿ, ಹಾಸನ.
4. ಅಧ್ಯಕ್ಷರು, ಸಮಾಜಕಾರ್ಯ ಅಧ್ಯಯನ ಮಂಡಳಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ ಮಂಡಳಿ, ಮೌಲ್ಯಭವನ ಕಟ್ಟಡ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
6. ನಿರ್ದೇಶಕರು, ಪಿ.ಎಂ.ಇ.ಬಿ., ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
7. ನಿರ್ದೇಶಕರು. ಐ.ಸಿ.ಡಿ/ಐಕ್ಯೂಎಸಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು- ಇವರಿಗೆ ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ವೆಬ್‌ಸೈಟ್‌ನಲ್ಲಿ ಪ್ರಕಟಿಸಲು ಕೋರಲಾಗಿದೆ.

ಪು.ತಿ.ನೋ..

8. ಕುಲಪತಿಗಳು/ ವಿಶೇಷ ಅಧಿಕಾರಿಗಳು/ ಆಪ್ತ ಸಹಾಯಕರು/ ಕುಲಸಚಿವರು/ ಉಪಕುಲಸಚಿವರು/ ಸಹಾಯಕ ಕುಲಸಚಿವರು/ಅಧೀಕ್ಷಕರು, ಆಡಳಿತ ವಿಭಾಗ/ಸಾಮಾನ್ಯ/ಪಿಡಿಐ/ಪ್ರಾಧಿಕಾರ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಪ್ರಾಧಿಕಾರ/ಪಿಡಿಐ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
9. ಕಾರ್ಯನಿರ್ವಾಹಕರು, ಆಡಳಿತಶಾಖೆಯ, AC2(S)/ AC-3/ AC-7(a)/ AC-9, ಶೈಕ್ಷಣಿಕ ವಿಭಾಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.- ಈ ಸಂಬಂಧ ಮುಂದಿನ ಕ್ರಮವಹಿಸುವಂತೆ ತಿಳಿಸಲಾಗಿದೆ.
10. ರಕ್ಷಾ ಕಡತಕ್ಕೆ.

  
**UNIVERSITY OF MYSORE**  
**Department of Studies in Social Work**  
Manasagangothri, Mysuru

**Dr. Jyothi H.P.**  
Chairperson - BOS  
Department of Studies in Social Work  
Manasagangothri, Mysuru

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**NO. PGSW/ 68-1 /2024-25**

**Date : 06-06-2024**

To,  
**The Registrar**  
University of Mysore  
Mysuru

Respected Sir,

**Sub : Proceedings of the BoS Meeting Reg.,**  
**Ref. : UA2/379/2013-2014, Dated 29-05-2024**

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With reference to the subject cited above, please find the enclosed proceedings of the **BoS meeting** which was held on **06<sup>th</sup> June, 2024 at 11.00 AM** in the Department of Studies in Social Work, University of Mysore, Manasagangothri, Mysuru. The syllabus copy of the **1<sup>st</sup> and 2<sup>nd</sup> Semester BSW syllabus, PG Diploma Syllabus and Panel of Examiners** has been enclosed herewith.

Thanking you

Yours faithfully



(Dr. Jyothi H.P.)

Chairperson, BoS in Social Work

**CHAIRMAN - BOS**  
Department of Studies in Social Work  
University of Mysore  
Manasagangothri, Mysuru-570006

  
**UNIVERSITY OF MYSORE**

**Department of Studies in Social Work**

Manasagangothri, Mysuru

**Dr. Jyothi H.P.**  
Chairperson - BOS  
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**NO. PGSW/ 68 /2024-25**

**Date : 06-06-2024**

**Proceedings of Board of Studies (UG & PG) in Social Work meeting  
held on 6<sup>th</sup> June, 2024 at 11.00 AM for the Academic Year 2024-25  
at the Department of Studies in Social Work, University of Mysore,  
Manasagangothri, Mysuru**

The following members were present in the meeting:

1. **Prof. R. Shivappa**, Professor, Department of Studies in Social Work, University of Mysore, Manasagangothri, Mysuru-570006
2. **Prof. D. Anand**, Professor, Bahadur Institute of Management Sciences (BIMS), University of Mysore, Manasagangothri, Mysuru
3. **Prof. Ramesh B.**, Professor, Department of Studies and Research in Social Work, Tumkur University, Tumkur
4. **Prof. Gangadhar**, Professor, Department of Studies in Anthropology, University of Mysore, Manasagangothri, Mysuru
5. **Dr. Chandramouli**, Associate Professor, Department of Studies in Social Work, University of Mysore, Manasagangothri, Mysuru-570006
6. **Dr. Shiddappa Madar**, Assistant Professor, Department of Social Work, Government First Grade College, K.R. Nagar
7. **Dr. Nandeesh Y.D.**, Assistant Professor, Department of Social Work, Government First Grade College, Uppinangady, Dakshina Kannada
8. **Dr. Jyothi H.P.**, Associate Professor and Chairperson-BoS, Department of Studies in Social Work, University of Mysore, Manasagangothri, Mysuru-570006

**Proceedings:**

At the outset, the Chairperson of the BOS in Social Work welcomed all the members present and explained the purpose of the meeting and the agenda in brief. Then the agenda was taken up for discussion.

**(P.T.O)**

## **Agenda and Resolution**

**Agenda – 1. To reserve the first four seats in the MSW Program for BSW graduates from the academic year 2024-25.**

### **Resolution:**

The Board has also resolved that since the Government of Karnataka has introduced the State Education Policy 2024 recently and mandated all of us to incorporate the provisions of the same in to the social work curriculum accordingly, the Board has resolved that, the first four seats in the MSW Program Provisional Select list in the general merit category should be kept reserved for the BSW graduates (irrespective of the merit). It is done to encourage the students of BSW to get admitted to the MSW program in adequate numbers (irrespective of the merit and religious categories).

**Agenda – 2. Approval of the Social Work syllabus of 1<sup>st</sup> and 2<sup>nd</sup> semesters BSW (UG) as per State Education Policy (SEP) – 2024.**

The Chairperson explained briefly the University's commitment to adopt SEP based course curriculum for all Under Graduate Programs at the University of Mysore. She also explained the features of SEP and requested all the members to cooperate and draft the curriculum for BSW I & II Semester programs as per Regulations of SEP the University of Mysore.

The BOS members discussed the agenda in detail and drafted the course curriculum for the I & II Semesters of BSW Program including the scheme of instructions, etc. as per the University of Mysore regulations and considering the UGC LOCF Curriculum Framework.

### **Resolution:**

The Board unanimously resolved to approve the BSW Program structure and Syllabus for I & II Semesters to adopt from the Academic Year 2024-25 at University of Mysore

**Agenda-3. Approval of the Social Work Major Course in BA Program**

### **Resolution:**

The Board has prepared the course structure and syllabus and unanimously resolved to approve the Social Work as a Major Subject under BA Program of University of Mysore. The course combinations will be as follows :

1) Social Work - Psychology – Criminology 2) Social Work - Economics – Criminology  
3) Social Work - Economics – Sociology 4) Social Work - Journalism – English (Opt.) 5) Social Work - Journalism – Kannada (Opt.)

**Agenda – 4. Approval of the Panel of Examiners list for the academic year 2024-25 BSW and MSW Programs**

The Chairperson requested the Board Members to prepare the Panel of Examiners for both UG & PG Examinations for the Academic year 2024-25.

### **Resolution:**

The Board has prepared the Panel of Examiners and resolved to recommend the same to the University.

(P.T.O)

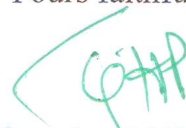
**Agenda – 4 Approval of PG Diploma courses**

**Resolution:**

The Board has prepared, approved and recommended the syllabus for the introduction of PG Diploma in Management of Non-Profit Organizations and PG Diploma in Human Resource Management in the Department of Studies in Social Work, University of Mysore, Manasagangothri, Mysuru.

At the end the Chairperson proposed vote of thanks to all the members who have participated and contributed for the board of studies meeting.

Yours faithfully



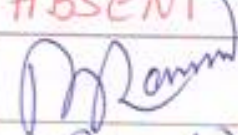
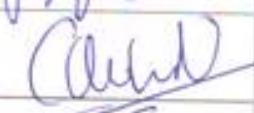

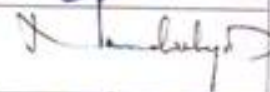
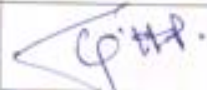


**(Dr. Jyothi H.P.)**

Chairperson, BoS in Social Work

**CHAIRMAN - BOS**  
Department of Studies in Social Work  
University of Mysore  
Manasagangothri, Mysuru-570006

**Members Present in the meeting**

Sl. No.	Name	Designation	Signature
1.	Prof. R. Shivappa	Member	
2.	Prof. D. Anand	Member	
3.	Prof. Gangadhar	Member	ABSENT
4.	Prof. Ramesh B.	Member	
5.	Dr. Chandramouli	Member	
6.	Dr. Shiddappa Madar	Member	
7.	Dr. Nandeesh Y.D.,	Member	
8.	Dr. Jyothi H.P	Chairperson - BOS	

  
Chairperson- BOS

**CHAIRMAN - BOS**  
Department of Studies in Social Work  
University of Mysore  
Manasagangothri, Mysuru-570006



**UNIVERSITY OF MYSORE**

**PROGRAM STRUCTURE AND SYLLABUS**  
**as per the Choice-Based Credit System (CBCS)**  
**designed in accordance with**  
**Learning Outcomes-based Curriculum Framework (LOCF)**  
**for**  
**BACHELOR OF SOCIAL WORK (B.S.W)**

  
Chairperson- BOS

**CHAIRMAN - BOS**

**Department of Studies in Social Work**  
**University of Mysore**  
**Manasagangothri, Mysuru-570006**

**w.e.f**

**Academic Year 2024-25 and onwards**



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

### **Preamble**

Bachelor of Social Work (BSW) is an undergraduate programme/course aimed at preparing its learners to be Professional Social Workers at the grassroots levels. As Social Work is a practice-based profession, the BSW course has been designed with a good combination of theory and practicum (fieldwork). This helps the learners to imbibe the right attitude, values, knowledge, and skills required to be industry-ready or social entrepreneurs as per their interests and needs of the target communities of the social work profession. Choice-Based Credit System (CBCS) propounded by the University Grants Commission (UGC), New Delhi, and promoted by Rani Channamma University (RCU), Belagavi has provided an excellent opportunity to all the stakeholders of Social Work Education at the undergraduate level to take it to the next level. It is in this backdrop that the Board of Studies (BoS) in Social Work (UG) has made sincere efforts to prepare this unique syllabus.

### **Learning Outcomes-Based Curriculum Framework (LOCF) for Social Work Education at the Under-Graduate Level**

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

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

### **Program Outcomes**

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

1. Gain in-depth knowledge of the history, philosophy, values, ethics, and functions of the social work profession, and its linkages with other social science disciplines;
2. Have a complete understanding of the core and ancillary methods of professional social work and its practice base;
3. Imbibe the spirit of inquiry and research, and thereby develop problem-solving and decision-making abilities;

4. Prepare themselves as professionals to practice in diverse social work settings and to address contemporary issues and concerns of marginalized and hitherto excluded population groups;
5. Be sensitive and empathetic to the needs of the people at individuals, group and community levels and to social problems in changing social, cultural and techno-economic context;
6. Develop as young professionals with good communication skills and quest for a self-motivated life-long learning, focusing on skilling and re-skilling in their respective field of social work practice;
7. Develop a perspective on understanding planning and development at the national and international levels; and also, a thrust on national policies directed towards achieving sustainable development; and
8. Imbibe the values of social justice, human rights, empathy, hard and honest work – thereby developing in them the vision to work towards an egalitarian society.
9. Develop Digital Skills and inculcate the importance of Physical Education, Health and Wellness other extracurricular activities.

## Major Components of the Program Structure

The following are some of the key components included in this syllabus as per the CBCS guidelines:

**Ability Enhancement Compulsory Course (AECC):** In the CBCS scheme of Undergraduate Programme, students are expected to choose a total of two mandatory subjects of their liking for additional knowledge and building their competencies outside their main subjects of study. These subjects, called AECC, have courses in English/MIL Communication, and Environmental Science. In this syllabus, the choice of AECC subjects shall be as per the syllabus of Bachelor of Arts (BA) of Rani Channamma University, Belagavi.

**Discipline Specific Course (DSC):** These courses which form the heart of Social Work Education are to be compulsorily studied by learners as a core requirement to complete the requirement of BSW programme/course. These major subjects include theory, methods, and areas of social work and research-based projects. In the research-based project, students will be offered to learn research methodology and prepare a small dissertation. In addition, Social Work Practicum (fieldwork) is the backbone of social work education which involves multiple learning pedagogies and activities in real-life situations.

**Discipline-Specific Elective (DSE):** An elective course is a course that can be chosen from a pool of papers. It may comprise:

- Supportive to the discipline of Social Work,
- Providing an expanded scope required for Social Workers at the grassroots level,
- Enabling exposure to some other discipline/domain as required for Social Work Practice, and
- Nurturing proficiency/skill required for Social Work Practice at the grassroots levels.

Thus, these DSE courses are a value-addition to the students of social work in strengthening their knowledge and skills and bringing about high-quality standards in practice learning.

**Value-Enhancement Compulsory Course (VECC):** These courses are designed in such a way that they are able to inculcate among the learners constitutional and democratic values such as equality, justice, liberty, and fraternity through the classroom as well as practical study in the form of surveys and case studies.

Skill Enhancement Course (SEC): The social work stream offers a wide variety of courses as SEC in an interdisciplinary mode so that it enhances the knowledge and skills of the learners for getting employment or initiating self-employment in areas related to social welfare, development, and allied areas.

## Assessment Process

There will be continuous internal assessment as well as term-end examination, as part of the assessment process.

### Continuous Internal Assessment

Evaluation process of IA marks shall be as follows:

- The first component (C1) of assessment is for 10 marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester program.
- The second component (C2) of assessment is for 10 marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of the semester.
- During the 17<sup>th</sup> – 19<sup>th</sup> week of the semester, a semester end examination shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 80%.
- In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator / Principal. The Program Coordinator / Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concerned semester end examinations.
- For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (A4 size), graph sheets etc., required for such tests/assignments and these be stamped by the concerned department using their department seal at the time of conducting tests / assignment / work etc.
- The outline for continuous assessment activities for Component-I (C1) and Component-II (C2) of a course shall be as under.

Outline for continuous assessment activities for C1 and C2 are as follows:

Activities	C1	C2	Total Marks
Session Test	5% marks	5% marks	10
Seminars/Presentations/Activity	5% marks	-	05
Case study /Assignment / Field work / Project work etc.	-	5% marks	05
<b>Total</b>	<b>10% marks</b>	<b>10% marks</b>	<b>20</b>

Conduct of Seminar, Case study / Assignment, etc. can be either in C1 or in C2 component at the convenience of the concerned teacher.

### Assessment of Social Work Practicum

Supervised Concurrent Field Work Practice is an integral part of Social Work Training Programme. It consists of practicing Social Work under the guidance of trained field instructors in selected Social Welfare Agencies/Institutions/Organizations and other type of placements. The Educational Programme is incomplete without guided practice learning satisfactorily provided. Practicum is designed to provide a variety of opportunities to develop and enhance professional skills. It enables the students to see the applicability of theoretical knowledge taught in the class room to actual situations requiring Social Work Intervention. Learning is added through Observation, Analysis of Social Realities and Experience of participation in designing and providing Social Work Intervention. Students are encouraged to acquire various skills from simple to complex, to become gradually independent workers. Practicum programme is to be carried out for 16 hours for two days in a week.

### Field Work Practice Evaluation

Outline for continuous assessment activities for C1 and C2 for Field Work Practice are as follows:

Activities	C1	C2	Total Marks
Regularity, level of participation and leadership in the execution of planned field work activities	5% marks	5% marks	10
Regularity and level of participation in Individual and Group Conferences (50% weightage) and regularity and neatness in writing and submission of Field Work reports / records (50% weightage)	5% marks	-	05
Case study / Assignment related to Field work	-	5% marks	05
Total	<b>10% marks</b>	<b>10% marks</b>	<b>20</b>

A viva-voce examination (based on various components of curriculum specified in Field Work Practice Course) shall be conducted for 50 marks at the end of each semester to assess the performance and reports of the student with respect to Field Work Practice. The performance of the candidate shall only be assessed by a Committee consisting of one internal and one external faculty member as decided by the Chairperson of the Board of Examiners (BoE) in coordination with the Registrar (Evaluation). The number of such committees depends on the number of candidates. To be eligible to be the member of the evaluation committee the faculty member has either hold a Doctoral degree in Social Work or have qualified UGC- NET / KSET. However, in such colleges, where no qualified examiner is available both the examiners shall be external.

**Question Paper Pattern**  
(for 80 marks)

The question paper for the semester-end exam will have the following three parts:

Part A - (Objective type or very short answer type questions: carrying 2 marks each)

Part B - (Short answer questions carrying 5 marks each)

Part C - (Long answer questions carrying 15 marks each)

The pattern of the Question Paper will be as follows:

Note: Answer any five divisions from Part-A, five questions from Part-B and three questions from Part-C.

**All answers should be either in English or Kannada**

**PART – A**

**(5×2=10)**

**(Answer any five divisions. All divisions carry equal marks)**

1.

- a.
- b.
- c.
- d.
- e.
- f.
- g.

**PART – B**

**(5×5=25)**

**(Answer any five questions. All questions carry equal marks)**

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

**PART – C**

**(3×15=45)**

**(Answer any three questions. All questions carry equal marks)**

- 09.
- 10.
- 11.
- 12.

**Question Paper Pattern**  
(for 40 marks)

The question paper for the semester-end exam will have the following three parts:

Part A - (Objective type or very short answer type questions: carrying 2 marks each)

Part B - (Short answer questions carrying 4 marks each)

Part C - (Long answer questions carrying 14 marks each)

The pattern of the Question Paper will be as follows:

Note: Answer any three divisions from Part-A, two questions from Part-B and two questions from Part-C.

**All answers should be either in English or Kannada**

**PART – A**

**(3×2=6)**

**(Answer any three divisions. All divisions carry equal marks)**

1.

- a.
- b.
- c.
- d.
- e.
- f.
- g.

**PART – B**

**(2×4=8)**

**(Answer any two questions. All questions carry equal marks)**

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

**PART – C**

**(2×13=26)**

**(Answer any two questions. All questions carry equal marks)**

- 09.
- 10.
- 11.

## PROGRAM STRUCTURE FOR BACHELOR OF SOCIAL WORK (BSW) (To be effective from the Academic Year 2024-25)

### SEMESTER – I

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruc-tion hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	-	AECC (T)	Language 1 (As per the common syllabus for BA Programme of University of Mysore)	4	3	20	80	100	3
2.	-	AECC (T)	Language 2 (As per the common syllabus for BA Programme of University of Mysore)	4	3	20	80	100	3
3.	SW1.1	DSC (T)	Fundamentals of Social Work	4	3	20	80	100	4
4.	SW1.2	DSC (T)	Social Sciences' Concepts for Social Work Practice	4	3	20	80	100	4
5.	SW1.3	DSC (T)	Contemporary Social Problems in India	4	3	20	80	100	4
6.	SW1.4	DSC (P)	Social Work Practicum – I	8*	Viva-voce	20	80 (Viva)	100	3
7.	-	VECC (T)	As per the common syllabus for BA Programme of University of Mysore	2	2	10	40	50	2
<b>Total</b>								<b>650</b>	<b>23</b>

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

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

**SEMESTER - II**

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruc- tion hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	-	AECC (T)	Language 1 (As per the common syllabus for BA Programme of University of Mysore)	4	3	20	80	100	3
2.	-	AECC (T)	Language 2 (As per the common syllabus for BA Programme of University of Mysore)	4	3	20	80	100	3
3.	SW2.1	DSC (T)	Fields of Social Work Practice	4	3	20	80	100	4
4.	SW2.2	DSC (T)	Human Growth and Development	4	3	20	80	100	4
5.	SW2.3	DSC (T)	Local Self-Governance in India	4	3	20	80	100	4
6.	SW2.4	DSC (P)	Social Work Practicum - II	8*	Viva-voce	20	80 (Viva)	100	3
7.	-	VECC (T)	As per the common syllabus for BA Programme of University of Mysore	2	2	10	40	50	2
<b>Total</b>								<b>650</b>	<b>23</b>

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

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**SEMESTER - III**

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	-	AECC (T)	Language 1 (As per the common syllabus for BA Programme of University of Mysore)	4	3	20	80	100	3
2.	-	AECC (T)	Language 2 (As per the common syllabus for BA Programme of University of Mysore)	4	3	20	80	100	3
3.	SW3.1	DSC (T)	Social Case Work	4	3	20	80	100	4
4.	SW3.2	DSC (T)	Social Group Work	4	3	20	80	100	4
5.	SW3.3	DSC (T)	Social Work with Children and School Setting	4	3	20	80	100	4
6.	SW3.4	DSC (P)	Social Work Practicum – III (Concurrent Fieldwork)	8*	Viva-voce	20	80 (Viva)	100	3
7.	SW3.5A OR SW3.5B	DSE (T)	Development Communication <b>OR</b> Participatory Learning Approaches and Tools	2	2	10	40	50	2
<b>Total</b>								<b>650</b>	<b>23</b>

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

**SEMESTER - IV**

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

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

**SEMESTER - V**

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	SW5.1	DSC (T)	Social Action and Movements in India	4	3	20	80	100	4
2.	SW5.2	DSC (T)	Social Work Research	4	3	20	80	100	4
3.	SW5.3	DSC (T)	Legal Knowledge for Social Work Practice	4	3	20	80	100	4
4.	SW5.4	DSC (T)	Social Entrepreneurship and NGO Management	4	3	20	80	100	4
5.	SW5.5	DSC (P)	Social Work Practicum – V (Concurrent Fieldwork)	8*	Viva-voce	20	80 (Viva)	100	3
6.	SW5.6	DSC (P)	Study Visits and Internship	8*	Viva-voce	10	40 (Viva)	50	2
<b>Total</b>								<b>550</b>	<b>21</b>

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**SEMESTER - VI**

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	SW6.1	DSC (T)	Social Work with Tribal, Rural, and Urban Communities	4	3	20	80	100	4
2.	SW6.2	DSC (T)	Social Work with Women and Elderly	4	3	20	80	100	4
3.	SW6.3	DSC (T)	Social Work with Differently-abled Persons	4	3	20	80	100	4
4.	SW6.4	DSC (T)	Disaster Management	4	3	20	80	100	4
5.	SW6.5	DSC (P)	Social Work Practicum – VI (Concurrent Fieldwork)	8*	Viva-voce	20	80 (Viva)	100	3
6.	SW6.6	DSC (P)	Intervention Research Project	8*	Viva-voce	10	40 (Viva)	50	2
<b>Total</b>								<b>550</b>	<b>21</b>

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

## COURSE-WISE SYLLABUS

### SEMESTER I

<b>Year</b>	I	<b>Course Code:</b> SW1.1	<b>Credits</b>	4
<b>Sem.</b>	I	<b>Course Title:</b> Fundamentals of Social Work	<b>Hours</b>	60
Formative Assessment Marks: 20		Summative Assessment Marks: 80	Duration of ESA: 3 hrs.	
<b>Course Outcomes</b>	<p>At the end of the course, the student should be able to:</p> <p>a) Understand the basic concepts of the Social Work profession;</p> <p>b) Interpret the context and reasons for the origin and development of social work in India and the West; and</p> <p>c) Analyse the rationale, goals, ideals, methods and ethical standards for bringing about desired social change/development through professional services of Social Work.</p>			
<b>Unit No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>
Module I	<p><b>Introduction to Social Work:</b></p> <p>Meaning, Definitions, and Scope of Social Work - Relation and distinction between Social Work and related concepts such as Social Service, Social Reform, Social Welfare, Social Development and Social Justice - Brief overview of Methods of Social Work.</p>		Lecture, Tutorials and Group Discussion	16
Module II	<p><b>Historical Development of Social Work in the UK, USA and India:</b></p> <p>The Elizabethan Poor Law 1601, Charity Organisation Society 1869, Settlement House Movement, The Poor Law Commission of 1905, The Beveridge Report 1941, Efforts for social change in India through Śramaṇa tradition, Vedism, Sikhism, Islam in India, Christianity in India and Hindu Reform Movements. Post-Independence efforts in India; Community Development Programmes.</p>		Lecture, Tutorials and Group Discussion	14
Module III	<p><b>Social Work in Modern India:</b></p> <p>Micro, mezzo, and macro social work practices. Impact of globalization on social work in India. Ideologies of Gandhi, Ambedkar, and the Indian Constitution. The interface between Voluntary and Professional Social Work. Emerging Trends in Social Work.</p>		Lecture, Tutorials and Group Discussion	12

Module IV	<p><b>Social Work Profession:</b></p> <p>Profession: Meaning, Definitions, and Attributes; Professional values, principles, code of ethics, and skills needed for social workers. Social work education: Growth of social work education, components of social work curriculum, objectives of Social Work Practicum.</p> <p>Professional organizations: NASW, IFSW, NAPSWI, ISPSW, AIAMSWP, etc., Current status and Challenges of social work profession.</p>	Lecture, Tutorials and Seminars	12
<b>Recommended Learning Resources</b>			
Print Resources	<p>Desai, M. 2000. <i>Curriculum Development on History of Ideologies for Social Change and Social Work</i>. Mumbai: Social Work Education and Practice, TISS.</p> <p>Desai, M. 2002. <i>Ideologies and Social Work: Historical and Contemporary Analysis</i>. Mumbai: Social Work Education and Practice, TISS.</p> <p>Diwakar, V. D. (Ed.) 1991. <i>Social Reform Movements in India: A Historical Perspective</i>. Bombay: Popular Prakashan.</p> <p>Dominelli, Lena. 2004. <i>Social Work: Theory and Practice for a Changing Profession</i>. New Delhi: Rawat.</p> <p><i>Encyclopaedia of Social Work India</i>. 1987. New Delhi: Ministry of Welfare.</p> <p>Feibleman, J.K. 1986. <i>Understanding Philosophy - Popular History of Ideas</i>. New York: Souvenir Press.</p> <p>Gray, Mel and Webb, S.A. 2009. <i>Social Work: Theories and Methods</i>. New Delhi: Sage.</p> <p>Gunjal, B.S. and Moolenkal, G. 2012. <i>Social Work Education in India</i>. Bangalore: IBH Prakashana.</p> <p>Jacob, K.K. (Ed). 1991. <i>Social Work Education in India – Retrospective and Prospect</i>. Udaipur: Himansu Publications.</p> <p>Jirimat, S. 2014. <i>Samajakaryada Parichaya</i> (Kannada). Belagavi: BIRDS.</p> <p>Joseph, Sherry (Ed.) 2000, <i>Social Work: In the Third Millennium</i> (Some Concerns and Challenges), Sriniketan, Department of Social Work, Visva-Bharati.</p> <p>Marulasiddaiah, H.M. (ed.). 1994. <i>Bharata Samajakarya Vishwakosha</i>, Vol. I. Hampi: Kannada Visvavidlaya. Panikkar, K. N. 1995. <i>Culture, Ideology Hegemony: Intellectual and Social Consciousness in Colonial India</i>, New Delhi: Tulika.</p> <p>Thomas, Gracious. 2015. <i>Code of Ethics for Social Workers</i>. New Delhi: IGNOU.</p> <p>Tejappa, U. 2015. <i>Vrittipara Samjakarya: Itihaasa mattu Vicharadharegalu</i> (Kannada). Belagavi: Pranati Publications.</p> <p>Sunil Kumar, B.N., 2016, <i>Samajakarya Mula Parikalpanegalu</i>, (Kannada). Janaspandana Trust, Shikaripura</p> <p>University Grants Commission. 1978. <i>Review of Social Work Education in India: Retrospect and Prospect</i>. New Delhi: UGC.</p> <p>Wood Safe. K. 1962. <i>From Charity to Social Work</i>. London: Routledge &amp; Kegan Paul.</p> <p><b>Journals:</b> Indian Journal of Social Work, and Journal of Social Work.</p>		

<p><b>Digital Resources</b></p>	<p>USC Suzanne Dworak-Peck School of Social Work (2014), Introduction to Social Work: Available at <a href="https://www.youtube.com/watch?=jJXRB1V5eVw&amp;t=5s">https://www.youtube.com/watch?=jJXRB1V5eVw&amp;t=5s</a></p> <p>UH Class OET (2016) Introduction to Social Work, University of Houtson: Available at <a href="https://www.youtube.com/watch?=LtaCmORiP9A">https://www.youtube.com/watch?=LtaCmORiP9A</a></p> <p>The Audiopedia (2017), What is SOCIAL WORK? What does SOCIAL WORK mean? SOCIAL WORK meaning, definition and explanation: Available at <a href="https://www.youtube.com/watch?v=xj5-Vdh1B3E">https://www.youtube.com/watch?v=xj5-Vdh1B3E</a></p> <p>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 <a href="https://www.youtube.com/watch?v=a4VzRSnksmA">https://www.youtube.com/watch?v=a4VzRSnksmA</a></p>
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<b>Year</b>	I	<b>Course Code:</b> SW1.2	<b>Credits</b>	4
<b>Sem.</b>	I	<b>Course Title:</b> Social Sciences' Concepts for Social Work Practice	<b>Hours</b>	60
Formative Assessment Marks: 20		Summative Assessment Marks: 80	Duration of ESA: 3 hrs.	
<b>Course Outcomes</b>	At the end of the course the student should be able to: 1) Understand the Elements of Social Sciences; 2) Understand the correlation and significance of Social Sciences with Social Work; and 3) Understand Society, culture, Social Issues and Social Development.			
<b>Unit No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>
Module I	<b>Introduction to Social Sciences:</b> Meaning and definition of Social Sciences and its differences with other streams of knowledge. <b>Knowledge of Anthropology for Social Work:</b> Anthropology: Meaning, Definitions, Nature and Scope. Relationship of Anthropology with Social Work. Importance of Socio-Cultural Anthropology. Overview of various Tribes in Karnataka.		Lecture, Tutorials and Group Discussion	16
Module II	<b>Knowledge of Sociology for Social Work:</b> Society: Meaning, Definitions, and Characteristics. Social Stratifications: Meaning, nature and types. Socialization: Meaning, Nature, Agencies and Importance. Social Change: Concept, Nature, Types, and Factors. Social Control: Meaning, Nature, Types and Factors. Relationship of Sociology with Social Work.		Lecture, Tutorials and Group Discussion	14
Module III	<b>Knowledge of Economics for Social Work:</b> Economics: Meaning, Definitions, and Characteristics. Basic Concepts of Economics: Types of Economy (Capitalism, Socialism & Mixed Economy); Per Capita Income, National Income, and Gross Domestic Product (GDP). Economic Planning in India. NITI Aayog and New Economic Policy (LPG). Relationship of Economics with Social Work.		Lecture, Tutorials and Group Discussion	12
Module IV	<b>Knowledge of Political Science for Social Work:</b> State: Meaning and definition, Origin, Elements and functions of modern state. Government: Meaning, Definition and forms of government. Good Governance: Meaning and Definitions, Features, Hindrances and challenges to Good Governance. Relationship of Political Science with Social Work.		Lecture, Tutorials and Seminars	12
<b>Recommended Learning Resources</b>				



Print Resources	<ol style="list-style-type: none"> <li>1. Ahuja, Ram: Society in India, Rawat Publications, Jaipur, 1999.</li> <li>2. Bagchi, A.K.: The Political Economy of Underdevelopment, Cambridge, Cambridge University Press, 1982.</li> <li>3. Bardhan, P: The Political Economy of Development in India, Delhi, Oxford University Press, 1984.</li> <li>4. Bhatnagar, S: Political Theory: An Introduction, Meerut, Meenakshi Prakashan, 1985.</li> <li>5. Bhushan, Vidya and Sachdev, D.R. 1999. An Introduction to Sociology, Allhabad, Kitab Mahal.</li> <li>6. Brahmananda, P.R and Panchaucki, V.R.: The Development Process of the Indian Economy, Bombay, Himalaya Publishing House 1987. Page 19 of 57</li> <li>7. Fredrich, C.J: An Introduction to Political Theory, Bombay, Jaico Publishing House, 1967.</li> <li>8. Harris, Peter B: Foundations of Political Science, London, Hutchinson 1976. JoKolb,</li> <li>9. Eugene: A Framework for Political analysis, Englewood Cliffs, Prentice Hall, 1978.</li> <li>10. Keesing, R.M: Cultural Anthropology: A Contemporary Perspective, New York: Holt,</li> <li>11. Rinehart and Winston, 1975. Kothari, Rajni: Politics in India, New Delhi, Orient Longman, 1982.</li> <li>12. McIver, K.B. and Page, C.H: Society: An Introductory Analysis, Madras, Macmillan India Limited, 1985.</li> <li>13. Rao, Shankar C. N: Sociology- Primary Principles, S.Chand and Company Ltd., New Delhi, 2002.</li> <li>14. Samuelson, P.A.: Economics: An Introductory Analysis, New York, Mc Graw Hill Book Co. Inc., 1961.</li> <li>15. Srinivas M.N: Social Change in Modern India, Bombay allied Publishers, 1966.</li> <li>16. Srinivas, M. N. 1996. Village, Caste, Gender and Method (Essay in Indian Social Anthropology), Delhi: Oxford University Press.</li> <li>17. Srinivas, M.N: Caste in Modern India and other Essays, Bombay, Asia Publishing House, 1962.</li> </ol>
Digital Resources	<ol style="list-style-type: none"> <li>1. <a href="https://www.nios.ac.in/online-course-material/sr-secondary-courses/political-science-(317)/english-medium.aspx">https://www.nios.ac.in/online-course-material/sr-secondary-courses/political-science-(317)/english-medium.aspx</a></li> <li>2. <a href="https://www.toppr.com/guides/civics/what-is-government/meaning-of-government/">https://www.toppr.com/guides/civics/what-is-government/meaning-of-government/</a></li> <li>3. <a href="https://en.wikipedia.org/wiki/Government">https://en.wikipedia.org/wiki/Government</a></li> <li>4. <a href="https://www.nios.ac.in/media/documents/srsec317newE/317EL24.pdf">https://www.nios.ac.in/media/documents/srsec317newE/317EL24.pdf</a></li> <li>5. <a href="https://www.unescap.org/sites/default/files/good-governance.pdf">https://www.unescap.org/sites/default/files/good-governance.pdf</a></li> <li>6. <a href="https://www.drishtias.com/to-the-points/paper4/good-governance-2">https://www.drishtias.com/to-the-points/paper4/good-governance-2</a></li> </ol>

<b>Year</b>	I	<b>Course Code:</b> SW1.3	<b>Credits</b>	4
<b>Sem.</b>	I	<b>Course Title:</b> Contemporary Social Problems in India	<b>Hours</b>	60
Formative Assessment Marks: 20		Summative Assessment Marks: 80	Duration of ESA: 3 hrs.	
<b>Course Outcomes</b>	<p>At the end of the course the student should be able to:</p> <p>a. Gain realistic understanding of different social problems in India;</p> <p>b. develop ability to analysis the causes, consequences and possible solutions to different social problems; and</p> <p>c. Understand the interrelationship among various social problems and socio-economic development.</p>			
<b>Unit No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>
Module I	<b>Concept of Social Problem:</b> Meaning and definitions of social problem - Classification of social problems - Causes and consequences of social problems. Need for studying social problems.		Lecture, Tutorials and Group Discussion	16
Module II	<b>Structural Problems:</b> Meaning and definitions and characteristics of poverty, inequality of caste and gender, beggary, commercial sex, corruption, communalism.		Lecture, Tutorials and Group Discussion	14
Module III	<b>Familial Problems:</b> Meaning, Definitions and Characteristics of Dowry, Divorce, Domestic violence, Child abuse, Female foeticide, child labour, population explosion.		Lecture, Tutorials and Group Discussion	12
Module IV	<b>Developmental Problems:</b> Meaning, definitions and characteristics of regional disparities, displacement, migration and terrorism. Problems of social and human development in India. Social Work interventions for preventing and containing social problems.		Lecture, Tutorials and Seminars	12
<b>Recommended Learning Resources</b>				
Print Resources	<p>Ahuja, Ram. 1992. <i>Social Problems in India</i>. Jaipur: Rawat Publications.</p> <p>Becker, H.S. 1996. <i>Social Problems: A Modern Approach</i>. New York: John Wiley and Sons.</p> <p>D'Souza, Ashok. A. 2015. <i>Social Development through Social Work</i>. Bangalore: Niruta Publications.</p> <p>Dantwala, M.L. 1973. <i>Poverty in India: Then and Now</i>. Delhi: Macmillan Company of India.</p> <p>Fisher, H.J(Ed). 1971. <i>Problems of Urbanization</i>. Bombay: Leslie Sawhny Programme of Training and Democracy.</p> <p>Gangrade, K.D. 1973. <i>Social Legislation in India</i>, Vol.1 and II. Delhi: Concept Publishing Company.</p> <p>Gore, M.S. 1973. <i>Some Aspects of Social Development</i>. Bombay: Tata Institute of Social Sciences.</p> <p>Government of India: <i>Five Year Plan Documents</i>, New Delhi.</p> <p>Habibur Rahman, M. 2001. <i>Social Development</i>. New Delhi: Northern Book Centre.</p> <p>Jacob, K.K. 1980. <i>Social Development Perspectives</i>. Udaipur: Himanshu Publications.</p>			

	<p>Madan, G.R. 2002. <i>Indian Social Problems – Vol.I</i> Seventh Edition. New Delhi: Allied Publishers Pvt. Ltd.</p> <p>Merton &amp; Nisbet. <i>Contemporary Social Problems</i> New York: Harcourt Brace Javanovich.</p> <p>Thomas, Gracious (ed.). 2010. <i>Social Work Intervention with Individuals and Groups (Vol. II)</i>. New Delhi: School of Social Work, IGNOU.</p> <p>Veena Das. 1990. <i>Mirrors of Violence: Communities, Riots and Survivors in South Asia</i>.</p> <p>World Bank (OUP): <i>World Development Reports</i>, (Annual).</p>
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<b>Year</b>	I	<b>Course Code:</b> SW1.4 (Practical)	<b>Credits</b>	4
<b>Sem.</b>	I	<b>Course Title:</b> SOCIAL WORK PRACTICUM - I	<b>Hours</b>	8 per week
Formative Assessment Marks: 20		Summative Assessment Marks: 80	Duration of ESA: NA (viva)	
<b>Course Outcomes</b>	<p>At the end of the course, the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Obtain conceptual clarity regarding different approaches of providing help to people in need;</li> <li>2. Get acquainted with the professional role of social workers;</li> <li>3. Develop self-awareness and orientation to teamwork;</li> <li>4. Acquire introductory skills in the use of programme media; and</li> <li>5. Develop skills in report writing and use of supervision.</li> </ol>			
<b>Course Content</b>				
<p>This Course comprises:</p> <p>A minimum of 10 <b>Orientation Lectures</b> given by the Faculty on topics such as:</p> <ul style="list-style-type: none"> <li>➤ Concept, purpose, and importance of Field Work Practice in Social Work Education;</li> <li>➤ Different components of Social Work Practicum from the first to final semester of the BSW Course;</li> <li>➤ Roles and responsibilities of the Student / Social Work Trainee, Faculty Supervisor, and Agency Supervisor;</li> <li>➤ Need and significance of Orientation Visits;</li> <li>➤ Purpose and types recording in Field Work Practice;</li> <li>➤ Understanding self-awareness and self-management, time management, and goal setting for effective Field Work Practice;</li> <li>➤ Ethical principles in Field Work Practice; and</li> <li>➤ Techniques like rapport building, observation and analysis, advocacy, and networking with individuals, group, and communities.</li> </ul> <p>A minimum of 10 <b>Orientation Visits</b> to various governmental and non-governmental settings of Social Work Practice organized by the Faculty at the beginning of the Course.</p> <p>A minimum of 10 <b>Structured Experiences Laboratory (SEL)</b> to help students understand and acquire the knowledge and skills by covering the following topics through various program media such as role plays, group games, etc.:</p> <ul style="list-style-type: none"> <li>• Becoming a Professional Social Worker (Exploring Why You Are Here);</li> <li>• Teambuilding</li> <li>• Self-Awareness &amp; Understanding Its Importance in Social Work Practice</li> <li>• Values Identification &amp; Understanding Its Importance in Social Work Practice</li> <li>• Developing Professional Behavior: What it is and what it is not, including behavior with other professionals</li> <li>• Defining Professional Boundaries: Boundary Violation/Boundary Crossing</li> <li>• Exploring Ethical Challenges</li> </ul> <p>The stipulated hours for a Social Work Practicum are eight hours per week.</p>				
<b>Guidelines for Orientation Visits</b>				
<p>A minimum of four (4) hours is expected to be spent by the students in each and every organization. The chief functionary or the chief executive of the organization or his nominee is expected to share the details on all the relevant aspects of the organization. The social work faculty who accompany the students has to encourage, stimulate and also facilitate the students to gather more information on the clientele, services,</p>				

societal reactions, outcome of the process, etc. Each and every student shall submit an individual handwritten report in detail in the common format prepared and approved by the Head of the Department. A classroom discussion is to be organized immediately on the following day of each and every visit to have more clarity on all the aspects of the organization visited. The orientation visits are expected to be organized periodically at the rate of not more than two organizations in a week on the field work days throughout the semester.

Soon after the completion of “orientation visits to fields of social work”, a student conference shall be conducted to share the orientation visit experiences and learning.

### Note on the Calculation of Workload for Social Work Practicum

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

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

### Note on the Assessment of Social Work Practicum

The assessment of Social Work Practicum shall strictly be as per the guidelines given at the beginning of this curriculum.

### Recommended Learning Resources

Print Resources	<ol style="list-style-type: none"> <li>1. Columbia University. 2015. <i>Hand book for Student Social Work Recording</i>. School of Social Work.</li> <li>2. Kadushin, Alfred Harkness, Daniel. 2005. <i>Supervision in Social Work</i>. New Delhi: Rawat Publications.</li> <li>3. Kohli, A.S. 2004. <i>Field Instruction and Social Work: Issues, Challenges and Response</i>. Delhi: Kanishka.</li> <li>4. Lawani, B.T. 2009. <i>Social Work Education and Field Instructions</i>. Agra: Current Publications.</li> <li>5. Mathew, G. <i>Supervision in Social Work</i>. Mumbai: TISS.</li> <li>6. Sajid, S.M. 1999. <i>Fieldwork Manual</i>. New Delhi: Department of Social Work, Jamia Milia Islamia.</li> <li>7. Roy, Sanjoy. 2012. <i>Field Work in Social Work</i>. Rawat Publication: Jaipur.</li> <li>8. Subedhar, I.S. 2001. <i>Fieldwork Training in Social Work</i>. New Delhi: Rawat.</li> </ol>
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	<p>9. Tata Institute of Social Sciences. 1998. <i>Field Work Manual for First Year Social Work</i>. Tata Institute of Social Sciences, Mumbai.</p> <p>10. University Grants Commission. 1978. <i>Review of Social Work Education in India: Retrospect and Prospect</i>. New Delhi: UGC.</p>
Digital Resources	<p>1. IGNOU School of Social Work (2013), Field Work Practicum in Social Work, <a href="https://www.youtube.com/watch?v=a6u_YBsoKCs">https://www.youtube.com/watch?v=a6u_YBsoKCs</a></p> <p>2. The Maharaja Sayajirao University of Baroda (2019), <a href="https://www.msubaroda.ac.in/asset/storage/admission/FSW_Prospectus_2019.pdf">https:// www.msubaroda.ac.in/asset/storage/ admission/FSW Prospectus 2019.pdf</a></p> <p>3. Learning Outcomes based Curriculum Frame work (LOCF) for Bachelor of Social Work (BSW) (2019), <a href="https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf">https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf</a></p>

## SEMESTER II

<b>Year</b>	I	<b>Course Code:</b> SW2.1	<b>Credits</b>	4
<b>Sem.</b>	II	<b>Course Title:</b> Fields of Social Work	<b>Hours</b>	60
Formative Assessment Marks: 20		Summative Assessment Marks: 80	Duration of ESA: 3 hrs.	
<b>Course Outcomes</b>	At the end of the course the student should be able to: <ol style="list-style-type: none"> <li>1. Gain an overview of contemporary fields of Social Work profession;</li> <li>2. Develop understanding of different areas of social work practice like correctional social Work, medical, psychiatric and school social work etc;</li> <li>3. Understand the role and functions of social workers in different settings; and</li> <li>4. Be motivated to practice, analyze and evaluate social work interventions.</li> </ol>			
<b>Unit No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>
Module I	<p><b>Social Work with Families:</b> Meaning, Definition, Characteristics, Functions and types of Families; Changing scenario of Indian Families, Problems in Contemporary Families; Role of Social Worker in Family-centered Social Work.</p> <p><b>Social Work with Youth:</b> Meaning, Definitions and Importance, Needs and Problems of Youth; Profile of Youth in India; and Role of Social Worker in Mitigating the Issues of Youth.</p>		Lecture, Tutorials and Group Discussion	16
Module II	<p><b>Occupational Social Work.</b> Organized and Unorganized Labour: Meaning Definition, Characteristics and Issues of Labourers in India; Meaning of Labour Welfare, Industrial Relations and Human Resource Management; Social Work Practice in Occupational Setting.</p> <p><b>Correctional Social Work:</b> Meaning, Definition, Characteristics and Problems. Social Work Practice in Correctional Setting.</p>		Lecture, Tutorials and Group Discussion	14
Module III	<p><b>Social Work in Community Development:</b> Concept and Evolution of Community Development in India; Social Work Practice with different communities.</p> <p><b>Medical and Psychiatric Social Work:</b> Meaning, Definitions and Scope. Role and Functions of Medical and Psychiatric Social Workers.</p>		Lecture, Tutorials and Group Discussion	12
Module IV	<p><b>Social Work with Sexual Minorities:</b> Differences between Sex and Gender; Sexual Minorities: Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual (LGBTQIA+) Advocacy, Legal and Human Rights Campaign. Role of Social Workers.</p> <p><b>Ecology and Development:</b> Concept, Inter linkages and Environmental Issues and solutions. Role of Social Workers in attaining Sustainable Development Goals.</p>		Lecture, Tutorials and Seminars	12

<b>Recommended Learning Resources</b>	
<b>Print Resources</b>	<p>Chakraborty Krishna (2002), Family in India, Jaipur, Rawat Publication.</p> <p>Charles ES and Theresa FD (2000), Ages and Stages: A parent’s Guide to Normal Child development, New York, Wiley.</p> <p>D’Souza PR, Kumar S and Shastri S (2009), Indian Youth in Transforming World, New Delhi, Sage.</p> <p>Dandekar K (996), The Elderly in India, New Delhi, Sage.</p> <p>Desai M(ed) (1994), Family and Intervention: A Course Compendium, Mumbai, TISS.</p> <p>Dhar, Chowdhury, Rajgopal (2004), The Graying of India; Population of Ageing in the Context of Asia, New Delhi, Sage.</p> <p>Bajpai, A. (2003). Child Rights in India – Law, Policy and Practice, Delhi: Oxford University Press.</p> <p>Bhattacharya, S.K. (2003): Social Defence: An Indian Perspective. New Delhi: Regency Publications.</p> <p>Colin Pritchard (2006), Mental Health Social Work, USA: Routledge.</p> <p>Desai, Arvind (1988): Psychiatric and Modern Life, New Delhi: Sterling Publishers Pvt. Ltd.</p>



<b>Year</b>	I	<b>Course Code:</b> SW2.2	<b>Credits</b>	4
<b>Sem.</b>	II	<b>Course Title:</b> Human Growth and Development	<b>Hours</b>	60
Formative Assessment Marks: 20		Summative Assessment Marks: 80	Duration of ESA: 3 hrs.	
<b>Course Outcomes</b>	At the end of the course the student should be able to: a. To understand the Fundamentals of Psychology and Human Behaviour. b. To understand the significance of Social Psychology and Behavioural Adjustment. c. To understand various Psychological situations.			
<b>Unit No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>
Module I	<p><b>Introduction to Psychology:</b> Meaning and definitions of psychology; Branches of Psychology; Need for knowledge of psychology for Social Workers.</p> <p><b>Understanding Human Behavior:</b> Heredity and Environment - Concept and Mechanisms, its influence on human growth and behaviour.</p>		Lecture, Tutorials and Group Discussion	16
Module II	<p><b>Basic Concepts:</b> Motivation, Perception, Cognition, Emotion, Attitude and Learning - Meaning, Definitions and Factors affecting on these Concepts.</p> <p><b>Social Behaviour:</b> Meaning and significance of Social Psychology - Concepts, Meaning, Definitions and Characteristics of Group, Mob, Leadership, Public Opinion, and Propaganda.</p>		Lecture, Tutorials and Group Discussion	14
Module III	<p><b>Personality:</b> Meaning, definitions and types of Personality; Erikson's Theory of Personality Development.</p> <p><b>Adjustment:</b> Definition, meaning, types, and importance in the context of Frustration, Conflict and Stress; Meaning, Definitions and Types of Defense and Adjustment Mechanisms.</p>		Lecture, Tutorials and Group Discussion	12
Module IV	<p><b>Abnormal Behaviour:</b> Meaning, definition, scope of Abnormal Psychology; Causes (Biogenic, psychogenic and socio-genetic) and types (psychogenic, personality, organic and psychosomatic) of Abnormal Behaviour; Treatment for Abnormal Behaviour (Medical Therapy and Psychotherapy).</p>		Lecture, Tutorials and Seminars	12
<b>Recommended Learning Resources</b>				
Print Resources	<ol style="list-style-type: none"> <li>1. Bhatia, Hansraj. 1970. Elements of Psychology. Mumbai: Somayya Publications.</li> <li>2. Hurlock. E.B. 1995. Child Growth and Development. New York: Tata McGraw-Hill Publishing Company Ltd.</li> <li>3. Kuppaswam, B. 1980. An Introduction to Social Psychology. Mumbai: Media Promoters and Publishers.</li> <li>4. Misra, G. (Ed.) 1990. Social Psychology in India. New Delhi: Sage Publications.</li> <li>5. Morgan, C.T. et al. 1993. Introduction to Psychology. 7th Edition. Tata McGraw-Hill</li> </ol>			

	<p>Publishing Company Ltd.</p> <p>6. Prabhu, V. Vinay. 1999. A Student’s Handbook of General Psychology. Vinay Publication.</p> <p>7. Coleman, James C. 1976. Abnormal Psychology and Modern Life. Forman and Co, 5<sup>th</sup> edition.</p> <p>8. Kaur, Rajpaul. 2005. Abnormal Psychology. New Delhi: Deep &amp; Deep Publications.</p>
<p>Digital Resources</p>	<p>Current Opinion in Psychology: <a href="http://bit.ly/2DWs5VT">http://bit.ly/2DWs5VT</a></p> <p>Journal of Applied Developmental Psychology: <a href="http://bit.ly/2nG9mTl">http://bit.ly/2nG9mTl</a></p> <p>Journal of Education Psychology: <a href="http://bit.ly/2FI9Gs3">http://bit.ly/2FI9Gs3</a></p> <p>Journal of Experimental Psychology: <a href="http://bit.ly/2nHuVmO">http://bit.ly/2nHuVmO</a></p> <p>Carlo W (2011), Stages of Human Development, Available at <a href="https://www.youtube.com/watch?v=ld8GLIzIWKU">https://www.youtube.com/watch?v=ld8GLIzIWKU</a></p> <p>Leisure Information Network (2014), Ages and Stages of Middle Childhood 6 to 12 Year Olds, Available at <a href="https://www.youtube.com/watch?v=OtpiBtL_7zc">https://www.youtube.com/watch?v=OtpiBtL_7zc</a></p> <p>Michelle Hancock(2016), Middle Childhood Social Emotional Development, Available at <a href="https://www.youtube.com/watch?v=PR-7SM2a_7g">https://www.youtube.com/watch?v=PR-7SM2a_7g</a></p> <p>Amanda Price (2012), Adolescence &amp; Young Adulthood, Available at <a href="https://www.youtube.com/watch?v=n5ERIf-4f_c">https://www.youtube.com/watch?v=n5ERIf-4f_c</a></p> <p>Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of Social Work (BSW)(2019) <a href="https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf">https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf</a></p>

<b>Year</b>	I	<b>Course Code:</b> SW2.3	<b>Credits</b>	4
<b>Sem.</b>	II	<b>Course Title:</b> Local Self-Governance in India	<b>Hours</b>	60
Formative Assessment Marks: 20		Summative Assessment Marks: 80	Duration of ESA: 3 hrs.	
<b>Course Outcomes</b>	At the end of the course the student should be able to: a) Understand the philosophy of Panchayati Raj System in India; b) Understand the origin and development of Panchayati Raj System in India; and c) Understand the legislations and mechanism of Panchayati Raj System in India.			
<b>Unit No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>
Module I	The interrelationship between Decentralization and Democracy; Evolution of Local Self Governance in India– Constitutional Dimensions of Local Self Governance – Salient features of 73 <sup>rd</sup> and 74 <sup>th</sup> Constitutional Amendments - Devolution of Administrative, Legislative, and Financial Powers to the Local Bodies.		Lecture, Tutorials and Group Discussion	16
Module II	Rural Local Bodies: Panchayth Raj Institutions- Basic features of Karnataka Panchayth Raj Act, 1993: Ward Sabha and Grama Sabha; Composition, Powers and Functions of Zila Panchayath, Taluk Panchayath, Gram Panchayath; Constitution of Panchayth; Structural issues of Panchayath Raj institutions - Election, finance, Reservation, and Staff.		Lecture, Tutorials and Group Discussion	14
Module III	Urban Local Bodies: Urban Self Governance- Basic features of the Karnataka Municipalities Act, 1964, Corporation Act 1976- Basic features; Composition, Powers and Functions of Corporation, City Municipalities, Town Municipalities and Town Panchayats; Structural issues of Urban Local Bodies- Election, Finance, Reservation, and Staff.		Lecture, Tutorials and Group Discussion	12
Module IV	Empowerment Socially Excluded Communities through PRIs - Women Empowerment through PRIs: some Experiments. Role of PRIs in Rural Development; Overview of national and state level development programmes implemented through PRIs; and Role of the Social Workers in Strengthening Local Self-Governance.		Lecture, Tutorials and Seminars	12
<b>Recommended Learning Resources</b>				
Print Resources	Anil Datta Mishra and Mihadev Shivappa Dadage (2002), Panchayati Raj: Gandhian Perspective, Mithal Publications, New Delhi. Bakshi P.M. (Ed.), (2004), The constitution of India, Universal Law Publishing Company, Delhi. Bhaviskar, B.S. and Metthew, George. (2009). Inclusion and Exclusion in Local Governance, Sage Publications. Debroy, Bibek. & Kaushik, P.D. (2005). Energizing Rural Development through 'Panchayats', Academic Foundation.			

	<p>Ghosh, Budhadeb and Girish Kumar, State Politics and Panchayaths in India, (New Delhi: Manohar Publications, 2003).</p> <p>Jean Jacques Dethier (Ed) (2000), Governance, Decentralization and Reform in China, India and Russia, Kluwer Academic Publishers, Netherlands.</p> <p>Kuldeep Mathur, From the Government to Governance, (New Delhi: National Book Trust, 2009).</p> <p>Mathew J and Jain L.C. (Eds), Decentralisation and Local Governance, (New Delhi: Blackswan, 2005).</p> <p>Menon, Sudha V. (2007). Panchayati Raj: Perspectives and Experiences, ICFAI Publications.</p> <p>The Constitution of India.</p> <p>The Karnataka Corporation Act 1976.</p> <p>The Karnataka Municipalities Act, 1964.</p> <p>The Karnataka Panchayth Raj Act, 1993.</p> <p>The Panchayath (Extension to Scheduled Area) Act, 1996.</p> <p>UNDP Policy papers on Decentralization.</p>
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<b>Year</b>	I	<b>Course Code:</b> SW2.4 (Practical)	<b>Credits</b>	4
<b>Sem.</b>	II	<b>Course Title:</b> SOCIAL WORK PRACTICUM - II	<b>Hours</b>	8 per week
Formative Assessment Marks: 20		Summative Assessment Marks: 80	Duration of ESA: NA (viva)	
<b>Course Outcomes</b>	<p>At the end of the course, the student should be able to:</p> <ol style="list-style-type: none"> <li>1) Have an understanding of different approaches to providing help to people in need;</li> <li>2) Be acquainted with the professional role of social workers;</li> <li>3) Develop self-awareness and orientation to teamwork;</li> <li>4) Acquire introductory skills in the use of programme media; and</li> <li>5) Develop skills in report writing and use of supervision.</li> </ol>			
<b>Course Content</b>				
<p>This Course comprises:</p> <ul style="list-style-type: none"> <li>○ <b>Observation Visits</b> to welfare, educational, developmental, industrial, and allied agencies – 6-8;</li> <li>○ <b>Social Case Works</b> - at least one or two guided case works; and</li> <li>○ A minimum of 10 <b>Structured Experiences Laboratory (SEL)</b> to help students understand and acquire the knowledge and skills by covering the following topics through various program media such as role plays, group games, etc.: <ul style="list-style-type: none"> <li>○ Identifying Basic Key Communication Skill Sets</li> <li>○ Talking, Listening, &amp; Active Listening</li> <li>○ Verbal, Non-Verbal Communication</li> <li>○ Written Communication</li> <li>○ Exploring the Cultural Make-Up of the Field Agency</li> <li>○ Exploring the Role of Culture as a Key Factor</li> <li>○ Setting the Stage for an Effective Social Work Interview</li> <li>○ Exploring the Preparatory Phases of Social Work</li> <li>○ Essential Factors in Data Gathering &amp; Social Work</li> </ul> </li> </ul> <p>The stipulated hours for Social Work Practicum are eight hours per week.</p>				
<b>Guidelines for Orientation Visits</b>				
<p>A minimum of four (4) hours is expected to be spent by the students in each and every organization. The chief functionary or the chief executive of the organization or his nominee is expected to share the details on all the relevant aspects of the organization. The social work faculty who accompany the students has to encourage, stimulate and also facilitate the students to gather more information on the clientele, services, societal reactions, outcome of the process, etc. Each and every student shall submit an individual handwritten report in detail in the common format prepared and approved by the Head of the Department. A classroom discussion is to be organized immediately on the following day of each and every visit to have more clarity on all the aspects of the organization visited. The orientation visits are expected to be organized periodically at the rate of not more than two organizations in a week on the field work days throughout the semester.</p> <p>Soon after the completion of “orientation visits to fields of social work”, a student conference shall be conducted to share the orientation visit experiences and learning.</p>				

### Note on the Calculation of Workload for Social Work Practicum

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

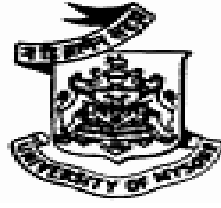
The *UGC Model Curriculum for Social Work Education* (2001, p. 14) states that “... each learner should get about forty-five to sixty minutes of individual instruction...” and that “hence teacher-learner ratio suggested is 1:8...” (enclosed as “Annexure 1”). Thus, it may be noted that the instructional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

### Note on the Assessment of Social Work Practicum

The assessment of Social Work Practicum shall strictly be as per the guidelines given at the beginning of this curriculum.

### Recommended Learning Resources

Print Resources	<ol style="list-style-type: none"> <li>1. Columbia University. 2015. <i>Hand book for Student Social Work Recording</i>. School of Social Work.</li> <li>2. Kadushin, Alfred Harkness, Daniel. 2005. <i>Supervision in Social Work</i>. New Delhi: Rawat Publications.</li> <li>3. Kohli, A.S. 2004. <i>Field Instruction and Social Work: Issues, Challenges and Response</i>. Delhi: Kanishka.</li> <li>4. Lawani, B.T. 2009. <i>Social Work Education and Field Instructions</i>. Agra: Current Publications.</li> <li>5. Mathew, G. <i>Supervision in Social Work</i>. Mumbai: TISS.</li> <li>6. Sajid, S.M. 1999. <i>Fieldwork Manual</i>. New Delhi: Department of Social Work, Jamia Milia Islamia.</li> <li>7. Roy, Sanjoy. 2012. <i>Field Work in Social Work</i>. Rawat Publication: Jaipur.</li> <li>8. Subedhar, I.S. 2001. <i>Fieldwork Training in Social Work</i>. New Delhi: Rawat.</li> <li>9. Tata Institute of Social Sciences. 1998. <i>Field Work Manual for First Year Social Work</i>. Tata Institute of Social Sciences, Mumbai.</li> <li>10. University Grants Commission. 1978. <i>Review of Social Work Education in India: Retrospect and Prospect</i>. New Delhi: UGC.</li> </ol>
Digital Resources	<ol style="list-style-type: none"> <li>1. IGNOU School of Social Work (2013), Field Work Practicum in Social Work, <a href="https://www.youtube.com/watch?v=a6u_YBsoKCs">https://www.youtube.com/watch?v=a6u_YBsoKCs</a></li> <li>2. The Maharaja Sayajirao University of Baroda (2019), <a href="https://www.msubaroda.ac.in/asset/storage/admission/FSW_Prospectus_2019.pdf">https:// www.msubaroda.ac.in/asset/storage/admission/FSW_Prospectus_2019.pdf</a></li> <li>3. Learning Outcomes based Curriculum Frame work (LOCF) for Bachelor of Social Work (BSW) (2019), <a href="https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf">https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf</a></li> </ol>



**UNIVERSITY OF MYSORE**

**PROGRAM STRUCTURE AND SYLLABUS**  
**as per the Choice-Based Credit System (CBCS)**  
**designed in accordance with**  
**Learning Outcomes-based Curriculum Framework (LOCF)**  
**for**  
**SOCIAL WORK**  
**as one of the Majors at the Under-Graduate (UG) Level**

  
Chairperson- BOS

**CHAIRMAN - BOS**

**Department of Studies in Social Work**  
**University of Mysore**  
**Manasagangothri, Mysuru-570006**

**w.e.f**

**Academic Year 2024-25 and onwards**

## **Preamble**

As Social Work is a practice-based profession, the curriculum for Social Work as one of the major disciplines has been designed with a good combination of theory and practicum (fieldwork). This helps the learners to imbibe the right attitude, values, knowledge, and skills required to be industry-ready or social entrepreneurs as per their interests and needs of the target communities of the social work profession. Choice-Based Credit System (CBCS) propounded by the University Grants Commission (UGC), New Delhi, and promoted by Rani Channamma University (RCU), Belagavi has provided an excellent opportunity to all the stakeholders of Social Work Education at the undergraduate level to take it to the next level. It is in this backdrop that the Board of Studies (BoS) in Social Work (UG) has made sincere efforts to prepare this unique syllabus.

## **Learning Outcomes-Based Curriculum Framework (LOCF) for Social Work Education at the Under-Graduate Level**

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

1. Acquisition of graduate attributes and descriptors with demonstrated abilities theory and through a combination of Field Work Training;
2. Skill development and entrepreneurship abilities to be taught at undergraduate levels;
3. Learning by doing through concurrent and block Field Work which provides an opportunity to the students to practice in diverse settings; and
4. Development of research and analytical abilities through dissertation as a separate paper at the honours or research degree level in the fourth year of the undergraduate degree.

## **Program Outcomes**

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

1. Gain in-depth knowledge of the history, philosophy, values, ethics, and functions of the social work profession, and its linkages with other social science disciplines;
2. Have a complete understanding of the core and ancillary methods of professional social work and its practice base;
3. Imbibe the spirit of inquiry and research, and thereby develop problem-solving and decision-making abilities;
4. Prepare themselves as professionals to practice in diverse social work settings and to address contemporary issues and concerns of marginalized and hitherto excluded population groups;
5. Be sensitive and empathetic to the needs of the people at individuals, group and community levels and to social problems in changing social, cultural and techno-economic context;
6. Develop a perspective on understanding planning and development at the national and international levels; and also, a thrust on national policies directed towards achieving sustainable development; and
7. Imbibe the values of social justice, human rights, empathy, hard and honest work – thereby developing in them the vision to work towards an egalitarian society.



## Assessment Process

There will be continuous internal assessment as well as term-end examination for theory and viva-voce examination for fieldwork, as part of the assessment process.

### Continuous Internal Assessment

The evaluation process of IA marks for theory component of the Social Work discipline shall be as follows:

- The first component (C1) of the assessment is for 10 marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester program.
- The second component (C2) of assessment is for 10 marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of the semester.
- During the 17<sup>th</sup> – 19<sup>th</sup> week of the semester, a semester end examination shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 40%.
- In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator / Principal. The Program Coordinator / Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concerned semester end examinations.
- For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (A4 size), graph sheets etc., required for such tests/assignments and these be stamped by the concerned department using their department seal at the time of conducting tests / assignment / work etc.
- Conduct of Seminar, Case study / Assignment, etc. can be either in C1 or in C2 component at the convenience of the concerned teacher.

The outline for continuous assessment activities for Theory and Fieldwork parts for Component-I (C1) and Component-II (C2) of a course for Social Work as one of the Major disciplines shall be as under.

Outline for continuous assessment activities for C1 and C2 are as follows:

Activities	Theory		Fieldwork		Total Marks
	C1	C2	C1	C2	
Session Test	2.5 % marks	2.5 % marks	-	-	05
Seminars/Presentations/Activity	2.5 % marks	-			2.5
Case study /Assignment / Fieldwork / Project work etc.	-	2.5 % marks			2.5

Regularity, level of participation, and leadership in the execution of planned fieldwork activities	-	-	2.5 % marks	2.5 % marks	05
Regularity and level of participation in Individual and Group Conferences (50% weightage) and regularity and neatness in writing and submission of Field Work reports / records (50% weightage)	-	-	2.5 % marks	-	2.5
Case study / Assignment related to Field work	-	-	-	2.5 % marks	2.5
<b>Total</b>	<b>5% marks</b>	<b>5% marks</b>	<b>5% marks</b>	<b>5% marks</b>	<b>20</b>

A viva-voce examination (based on various components of the curriculum specified in the Field Work Practice Course) shall be conducted for 40 marks at the end of each semester to assess the performance and reports of the student with respect to Field Work Practice. The performance of the candidate shall only be assessed by a Committee consisting of one internal and one external faculty member as decided by the Chairperson of the Board of Examiners (BoE) in coordination with the Registrar (Evaluation). The number of such committees depends on the number of candidates. To be eligible to be the member of the evaluation committee the faculty member has either hold a Doctoral degree in Social Work or have qualified UGC- NET / KSET. However, in such colleges, where no qualified examiner is available both the examiners shall be external.

## **Question Paper Pattern** (for 40 marks)

The question paper for the semester-end exam will have the following three parts:

Part A - (Objective type or very short answer type questions: carrying 2 marks each)

Part B - (Short answer questions carrying 4 marks each)

Part C - (Long answer questions carrying 14 marks each)

The pattern of the Question Paper will be as follows:

Note: Answer any three divisions from Part-A, two questions from Part-B and two questions from Part-C.

**All answers should be either in English or Kannada**

### **PART – A**

**(3×2=6)**

**(Answer any three divisions. All divisions carry equal marks)**

1.

- a.
- b.
- c.
- d.
- e.
- f.
- g.

### **PART – B**

**(2×4=8)**

**(Answer any two questions. All questions carry equal marks)**

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

### **PART – C**

**(2×13=26)**

**(Answer any two questions. All questions carry equal marks)**

- 09.
- 10.
- 11.

## Program Structure for Social Work as a Major Discipline (To be effective from the Academic Year 2024-25)

### SEMESTER – I

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	SW1.1	DSC (T)	Fundamentals of Social Work with Fieldwork Practice	3	2	10	40	50	3
		DSC (P)		8*	Viva-voce	10	40 (Viva)	50	2
<b>Sub Total</b>						<b>20</b>	<b>80</b>	<b>100</b>	<b>5</b>
2.	-	T	Major 2	4	3	20	80	100	5
3.	-	T	Major 3	4	3	20	80	100	5
4.	-	AECC (T)	Language 1 (As per the common syllabus for BA Programme of University of Mysore)	4	3	20	80	100	3
5.	-	AECC (T)	Language 2 (As per the common syllabus for BA Programme of University of Mysore)	4	3	20	80	100	3
6.	-	VECC (T)	As per the common syllabus for BA Programme of University of Mysore	2	2	10	40	50	2
<b>Grand Total</b>								<b>550</b>	<b>23</b>

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

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

**SEMESTER – II**

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
7.	SW2.1	DSC (T)	Social Case Work with Fieldwork Practice	3	2	10	40	50	3
		DSC (P)		8*	Viva-voce	10	40 (Viva)	50	2
<b>Sub Total</b>						<b>20</b>	<b>80</b>	<b>100</b>	<b>5</b>
8.	-	T	Major 2	4	3	20	80	100	5
9.	-	T	Major 3	4	3	20	80	100	5
10.	-	AECC (T)	Language 1 (As per the common syllabus for BA Programme of University of Mysore)	4	3	20	80	100	3
11.	-	AECC (T)	Language 2 (As per the common syllabus for BA Programme of University of Mysore)	4	3	20	80	100	3
12.	-	VECC (T)	As per the common syllabus for BA Programme of University of Mysore	2	2	10	40	50	2
<b>Grand Total</b>								<b>550</b>	<b>23</b>

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

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**SYLLABUS****Semester I**

<b>Year</b>	I	<b>Course Code:</b> SW1.1	<b>Credits</b>	3
<b>Sem.</b>	I	<b>Course Title:</b> Fundamentals of Social Work	<b>Hours</b>	48
Course Pre-requisites, if any		NA		
Formative Assessment Marks: 10		Summative Assessment Marks: 40	Duration of ESA: 2 hrs.	
<b>Course Outcomes</b>	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> <li>1. To understand various ideologies and demonstrate values, ethics of Social Work Profession;</li> <li>2. To understand various social science concepts, knowledge and structure and its relationship with society;</li> <li>3. To understand, analyse, address, preventive and remedial measures for contemporary social problems and concerns; and</li> <li>4. To understand different fields, Methods, Attributes and Competencies of Social Work Practice.</li> </ol>			
<b>Unit No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>
Module I	<p><b>Introduction to Social Work:</b></p> <p>Social Work: Meaning and Definitions, Objectives, Goals and Functions.</p> <p>Social Work and related concepts: Social service, social development, social welfare, social security and social reform.</p> <p>Nature and Philosophy of Social Work.</p> <p>Major highlights of the historical evolution of Social Work in the UK, USA, and India.</p>		Lecture, Tutorials and Group Discussion	12
Module II	<p><b>Principles, Values and Ethics of Social Work:</b></p> <p>Principles of Social Work.</p> <p>Values and Code of Ethics (NASW) of Social Work.</p> <p>Social Work and its relation to Human Rights and Social Justice.</p>		Lecture, Tutorials and Group Discussion	12
Module III	<p><b>Social Work as a Profession:</b></p> <p>Profession: Meaning, Definitions and Attributes.</p> <p>Social Work Profession: Issues and Challenges.</p> <p>Perspectives of Social Work Profession in Indian context.</p>		Lecture, Tutorials and Group Discussion	12

Module IV	<p><b>Approaches and Fields of Social Work:</b> Professional v/s Voluntary Approaches to Social Work.</p> <p>Major Fields of Social Work: Community Development, Correctional Settings, Medical and Psychiatric Social Work, Family, Women and Child-centred Social Work, and Occupational Social Work.</p>	Lecture, Tutorials and Seminars	12
<b>Recommended Learning Resources</b>			
Print Resources	<ol style="list-style-type: none"> <li>1. Annie Pullen-Sansfaçon (2013), The Ethical Foundations of Social Work, Stephen Cowden Routledge,</li> <li>2. Banks, S. (1995). Ethics and Values in Social Work: Practical Social Work Series, London: Macmillan Press Ltd.</li> <li>3. Compton, B. R. (1980). Introduction to Social Welfare and Social Work. Illinois: The Dorsey Press.</li> <li>4. Desai, Murli, (2006). Ideologies and Social Work: Historical and Contemporary Analyses, Rawat Publication, New Delhi</li> <li>5. Friedlander, Walter A. (1977) Concepts and Methods of Social Work, New Delhi: Prentice Hall of India Pvt. Ltd</li> <li>6. Heun, Linda R., Heun, Richard E. (2001) Developing Skills for Human Interaction, London: Charles E. Merrill Co.</li> <li>7. Jacob, K. K. (Ed.) (1994) Social Work Education in India – Retrospect and Prospect. Udaipur, Himansu Publications.</li> <li>8. Joseph, Sherry (Ed.) (2000) Social Work: In the Third Millennium (Some Concerns and Challenges), Sriniketan, Department of Social Work, Visva-Bharati.</li> <li>9. National Association of Social Workers. (2008). Code of Ethics of the National Association of Social Workers. Washington, D.C.: NASW Press.</li> <li>10. O' Hagan, Kieran, Kingsley, Jessica (2003) Competence in Social Work Practice - A Practical Guide for Professionals, London.</li> <li>11. Reamer &amp; Fredric (2005) Social Work Values and Ethics, New Delhi: Rawat Publication Singh, D. K. and Bhartiya, A.K. (2010). Social Work: Concept and Methods. Lucknow: New Royal Book Company.</li> <li>12. Skidmore, Rex A. (1982), Introduction to Social Work, New Jersey, Thackeray, Milton G. Prentice-Hall, Englewood Cliffs.</li> <li>13. Surendra Singh (Chief Editor). (2012): Encyclopedia of Social Work in India. Lucknow: New Royal Book Company.</li> <li>14. ತೇಜಪ್ಪ, ಉಮೇಶ (2018), ವೃತ್ತಿಪರ ಸಮಾಜಕಾರ್ಯ ಇತಿಹಾಸ ಮತ್ತು ವಿಚಾರಧಾರೆಗಳು, ಬೆಂಗಳೂರು, ಪ್ರಾಣತಿ (ರಿ.) ವರ್ಕಿಂಗ್ ಆರ್ಗನೈಸೇಷನ್ ಫಾರ್ ಅಂಡ್ ಚೈಲ್ಡ್</li> <li>15. ಸೋನಕಾಂಬಳೆ, ರಮೇಶ ಎಂ. (2008), ವಿಜಯಪುರ, ಶಾರದಾ ಪಬ್ಲಿಕೇಷನ್ಸ್.</li> </ol>		

<p>Digital Resources</p>	<p>USC Suzanne Dworak-Peck School of Social Work (2014), Introduction to Social Work: Available at <a href="https://www.youtube.com/watch?=:jXRB1V5eVw&amp;t=5s">https://www.youtube.com/watch?=:jXRB1V5eVw&amp;t=5s</a></p> <p>UH Class OET (2016) Introduction to Social Work, University of Houtson: Available at <a href="https://www.youtube.com/watch?=:LtaCmORiP9A">https://www.youtube.com/watch?=:LtaCmORiP9A</a></p> <p>The Audiopedia (2017), What is SOCIAL WORK? What does SOCIAL WORK mean? SOCIAL WORK meaning, definition and explanation: Available at <a href="https://www.youtube.com/watch?v=xj5-Vdh1B3E">https://www.youtube.com/watch?v=xj5-Vdh1B3E</a></p> <p>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 <a href="https://www.youtube.com/watch?v=a4VzRSnksmA">https://www.youtube.com/watch?v=a4VzRSnksmA</a></p>
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<b>Year</b>	I	<b>Course Code:</b> SW1.1 (Fieldwork Practice component)	<b>Credits</b>	2
<b>Sem.</b>	I		<b>Hours</b>	4 per week
Formative Assessment Marks: 10		Summative Assessment Marks: 40	Duration of ESA: NA (viva)	
<b>Course Outcomes</b>	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> <li>1) Develop conceptual clarity regarding different approaches of providing help to people in need;</li> <li>2) Get acquainted with the professional role of social workers;</li> <li>3) Develop self-awareness and orientation to team work;</li> <li>4) Develop introductory skills in use of programme media; and</li> <li>5) Develop skills in report writing and use of supervision.</li> </ol>			
<b>Course Content</b>				
<p>This Course comprises:</p> <p>A minimum of 05 <b>Orientation Lectures</b> given by the Faculty on topics such as:</p> <ul style="list-style-type: none"> <li>➤ Concept, purpose and importance of Field Work Practice in Social Work Education;</li> <li>➤ Different components of Social Work Practicum from first to final semester of the BSW Course;</li> <li>➤ Roles and responsibilities of the Student / Social Work Trainee, Faculty Supervisor and Agency Supervisor;</li> <li>➤ Need and significance of Orientation Visits;</li> <li>➤ Purpose and types recording in Field Work Practice;</li> <li>➤ Understanding self-awareness and self-management, time management, and goal setting for effective Field Work Practice;</li> <li>➤ Ethical principles in Field Work Practice; and</li> <li>➤ Techniques like rapport building, observation and analysis, advocacy, and networking with individual, group, and community.</li> </ul> <p>A minimum of 05 <b>Orientation Visits</b> to various governmental and non-governmental settings of Social Work Practice organized by the Faculty at the beginning of the Course.</p> <p>A minimum of 05 <b>Structured Experiences Laboratory (SEL)</b> to help students understand and acquire the knowledge and skills by covering the following topics through various program media such as role plays, group games, etc.:</p> <ul style="list-style-type: none"> <li>• Becoming a Professional Social Worker (Exploring Why You Are Here);</li> <li>• Teambuilding</li> <li>• Self-Awareness &amp; Understanding Its Importance in Social Work Practice</li> <li>• Values Identification &amp; Understanding Its Importance in Social Work Practice</li> </ul> <p>The stipulated hours for a Social Work Practicum are four hours per week.</p>				
<b>Guidelines for Orientation Visits</b>				
<p>A minimum of four (4) hours is expected to be spent by the students in each and every organization. The chief functionary or the chief executive of the organization or his nominee is expected to share the details on all the relevant aspects of the organization. The social work faculty who accompany the students has to encourage, stimulate and also facilitate the students to gather more information on the clientele, services, societal reactions, outcome of the process, etc. Each and every student shall submit an individual hand written report in detail in the common format prepared and approved by the Head of the Department. A classroom discussion is to be organized immediately on the following day of each and every visit to have more clarity on all the aspects of the organization visited. The orientation visits are expected to be</p>				

organized periodically at the rate of not more than two organizations in a week on the field work days throughout the semester.

Soon after the completion of “orientation visits to fields of social work”, a student conference shall be conducted to share the orientation visit experiences and learning.

### Note on the Calculation of Workload for Social Work Practicum

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

The *UGC Model Curriculum for Social Work Education* (2001, p. 14) states that “... each learner should get about forty-five to sixty minutes of individual instruction...” and that “hence teacher-learner ratio suggested is 1:8...” (enclosed as “Annexure 1”). Thus, it may be noted that the instructional hours for “Social Work Practicum” vary depending on the number of students allocated for supervision to each of the faculty. In keeping with the guidelines given in the *UGC Model Curriculum for Social Work Education*, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. However, wherever the Course/paper is of two credits (for 50 marks) only half an hour instructional hours per student suffices. Hence, the total workload for the faculty for a batch of 16 students is 4 hours per week (i.e. 8 hrs./2 = 4). Hence, **the workload for Social Work Practicum per week will be four hours for a batch of sixteen students.** Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

### Recommended Learning Resources

Print Resources	<ol style="list-style-type: none"> <li>1. Columbia University. 2015. <i>Hand book for Student Social Work Recording</i>. School of Social Work.</li> <li>2. Kadushin, Alfred Harkness, Daniel. 2005. <i>Supervision in Social Work</i>. New Delhi: Rawat Publications.</li> <li>3. Kohli, A.S. 2004. <i>Field Instruction and Social Work: Issues, Challenges and Response</i>. Delhi: Kanishka.</li> <li>4. Lawani, B.T. 2009. <i>Social Work Education and Field Instructions</i>. Agra: Current Publications.</li> <li>5. Mathew, G. <i>Supervision in Social Work</i>. Mumbai: TISS.</li> <li>6. Sajid, S.M. 1999. <i>Fieldwork Manual</i>. New Delhi: Department of Social Work, Jamia Milia Islamia.</li> <li>7. Roy, Sanjoy. 2012. <i>Field Work in Social Work</i>. Rawat Publication: Jaipur.</li> <li>8. Subedhar, I.S. 2001. <i>Fieldwork Training in Social Work</i>. New Delhi: Rawat.</li> <li>9. Tata Institute of Social Sciences. 1998. <i>Field Work Manual for First Year Social Work</i>. Tata Institute of Social Sciences, Mumbai.</li> <li>10. University Grants Commission. 1978. <i>Review of Social Work Education in India: Retrospect and Prospect</i>. New Delhi: UGC.</li> </ol>
Digital Resources	<ol style="list-style-type: none"> <li>1. IGNOU School of Social Work (2013), Field Work Practicum in Social Work, <a href="https://www.youtube.com/watch?v=a6u_YBsoKCs">https://www.youtube.com/watch?v=a6u_YBsoKCs</a></li> <li>2. The Maharaja Sayajirao University of Baroda (2019), <a href="https://www.msubaroda.ac.in/asset/storage/admission/FSW_Prospectus_2019.pdf">https:// www.msubaroda.ac.in/asset/storage/admission/FSW_Prospectus_2019.pdf</a></li> <li>3. Learning Outcomes based Curriculum Frame work (LOCF) for Bachelor of Social Work (BSW) (2019), <a href="https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf">https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf</a></li> </ol>

## Semester II

<b>Year</b>	I	<b>Course Code:</b> SW2.1	<b>Credits</b>	3
<b>Sem.</b>	II	<b>Course Title:</b> Social Case Work	<b>Hours</b>	48
Formative Assessment Marks:10		Summative Assessment Marks: 40	Duration of ESA: 2 hours	
<b>Course Outcomes</b>	At the end of the course the student should be able to: 1. To understand individual needs, concept of case work and historical development. 2. To understand components, principles in practice of social case work; 3. To understand, analyse, address, preventive and remedial measures for individual and family problems in case work process. 4. To understand different tools, skills, approaches and fields of Social Case Work Practice.			
<b>Unit No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>
Module I	<b>Introduction to Social Case Work;</b> Social Casework: Meaning, Definitions, Objectives and Importance, Individual: Nature and Needs, Problems Faced by Individuals and Families. Historical Development of Social Casework.		Lecture, Assignment, Individual and Group, Discussion/Presentation	12
Module II	<b>Components, Principles and Process of Social Case Work;</b> Components of Social Case Work (Person, Problem, Place, and Process), Principles of Social Case Work.		Lecture, Assignment, Individual and Group, Discussion/Presentation	12
Module III	<b>Process of Social Work:</b> Intake, study, Assessment/ Diagnosis, Treatment/ Intervention, Evaluation, Termination and Follow up, <b>Tools, Techniques and Skills of Social Casework:</b> Communication: Observation, Listening, Interviewing and Home Visits. Rapport Building and Resource Mobilization. Casework Relationship, Use of Authority and Advocacy.		Lecture, Assignment, Individual and Group, Discussion/Presentation	12
Module IV	Recording in Social Casework. <b>Casework Practice in different settings:</b> Medical and psychiatric, School, Women and Child, Correctional setting. Role of Social Worker in case work settings.		Lecture, Assignment, Individual and Group, Discussion/Presentation Orientation visits.	12
<b>Recommended Learning Resources</b>				
Print Resources	1. Aptekar, Herbert (1955) The Dynamics of Casework and Counselling, New York : Houghton Mifflin Co. 2. Beistek, F.P. (1957). The Casework Relationship. Chicago: Loyola University Press. 3. Fisher, J. (1978). Effective Casework Practice: and Eclectic Approach, New York : McGraw Hill			

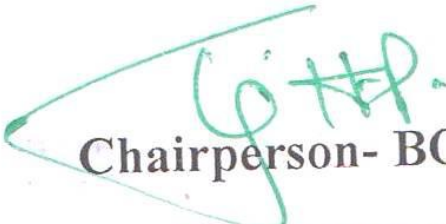
	<ol style="list-style-type: none"> <li>4. Fuster, J.M. (2005). Personal Counselling, Better Yourself Books, Mumbai, Eleventh Edition.</li> <li>5. Hamilton, G. (1956): Theory and Practice of Social Casework. New York: Columbia University Press.</li> <li>6. Hamilton, Gordon (2013) The Theory and Practice of Social Case Work, Rawat Publication, New Delhi</li> <li>7. Keats, Daphne (2002) Interviewing – A Practical Guide for Students and Professionals, New Delhi: Viva Books Pvt. Ltd</li> <li>8. Mathew, G. (1992): An Introduction to Social Case Work. Bombay: Tata Institute of Social Sciences.</li> <li>9. Pearlman, H H. (1957). Social Case Work: A Problem Solving Process. Chicago: University of Chicago.</li> <li>10. Rameshwari Devi, Ravi Prakash (2004) Social Work Methods, Practice and Perspectives (Models of Case Work Practice), Vol. II, Ch.3, Jaipur: Mangal Deep Publication</li> <li>11. Richmond, Mary (1917) Social Diagnosis, New York: Free Press</li> <li>12. Sainsbury, Eric. (1970). Social Diagnosis in Casework. London: Routledge &amp; Kegan Paul.</li> <li>13. Skidmore, R.A. and Thakary, M.G. (1982): Introduction to Social Work. New Jersey: Prentice Hall.</li> <li>14. Timms, N. (1964): Social Casework: Principles and Practice. London: Routledge and Kegan Paul.</li> <li>15. Timms, N. (1972): Recording in Social Work. London: Routledge and Kegan Paul.</li> <li>16. Upadhyay, R K. (2003). Social Case Work: A therapeutic approach. Jaipur: Rawat Publications.</li> </ol>
Digital Resources	<ol style="list-style-type: none"> <li>1. Methods of Working with Individuals and Families: e-pathashala, URL: <a href="https://www.youtube.com/watch?v=uHAw11E5QPM">https://www.youtube.com/watch?v=uHAw11E5QPM</a></li> <li>2. Stages of Case Work: MOOCs EMRC Osmania University. URL: <a href="https://www.youtube.com/watch?v=5dXLshcX4gU">https://www.youtube.com/watch?v=5dXLshcX4gU</a></li> <li>3. Social Case Work as a Method of Social Work: MOOCs EMRC Osmania University. URL: <a href="https://www.youtube.com/watch?v=ausahOeYOMQ">https://www.youtube.com/watch?v=ausahOeYOMQ</a></li> <li>4. Treatment in Social Case work: MOOCs EMRC Osmania University. URL: <a href="https://www.youtube.com/watch?v=oKnDldvSjXo">https://www.youtube.com/watch?v=oKnDldvSjXo</a></li> <li>5. Recording in Social Case Work: MOOCs EMRC Osmania University. URL: <a href="https://www.youtube.com/watch?v=8B0oagqBD6s">https://www.youtube.com/watch?v=8B0oagqBD6s</a></li> <li>6. Major Components of Social Case Work: MOOCs EMRC Osmania University. URL: <a href="https://www.youtube.com/watch?v=AqQgCVaZO0">https://www.youtube.com/watch?v=AqQgCVaZO0</a></li> <li>7. Skills and Techniques of Social Work Practice: MOOCs EMRC Osmania University. URL: <a href="https://www.youtube.com/watch?v=Nqo9owG8WkA">https://www.youtube.com/watch?v=Nqo9owG8WkA</a></li> <li>8. Social Case Work in School Setting: MOOCs EMRC Osmania University. URL: <a href="https://www.youtube.com/watch?v=61Dy8nOip7g">https://www.youtube.com/watch?v=61Dy8nOip7g</a></li> <li>9. Process of Case Work: CH-03: PRABODH (Social Science-I). URL: <a href="https://www.youtube.com/watch?v=6-4vFAPTAGw">https://www.youtube.com/watch?v=6-4vFAPTAGw</a></li> <li>10. IGNOU Study material available at website: <a href="http://www.ignouhelp.in/ignou-msw-study-material/">http://www.ignouhelp.in/ignou-msw-study-material/</a></li> <li>11. Basics of Social Case work: URL: <a href="http://www.ignou.ac.in/upload/bswe-02-block1-unit-2-small-size.pdf">http://www.ignou.ac.in/upload/bswe-02-block1-unit-2-small-size.pdf</a></li> <li>12. Kumar Renuka: Social Work Methods, URL: <a href="http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf">http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf</a></li> </ol>

<b>Year</b>	I	<b>Course Code: SW2.1 (Fieldwork Practice component)</b>		<b>Credits</b>	2
<b>Sem.</b>	II			<b>Hours</b>	4 per week
Formative Assessment Marks: 10		Summative Assessment Marks: 40		Duration of ESA: NA (viva)	
<b>Course Outcomes</b>	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> <li>1) Have understanding about different approaches of providing help to people in need;</li> <li>2) Be acquainted with the professional role of social workers;</li> <li>3) Develop self-awareness and orientation to team work;</li> <li>4) Develop introductory skills in use of programme media; and</li> <li>5) Develop skills in report writing and use of supervision.</li> </ol>				
<b>Course Content</b>					
<p>This Course comprises:</p> <ul style="list-style-type: none"> <li>○ Observation visits to welfare, educational, developmental, industrial and allied agencies;</li> <li>○ Social Case Works - at least one or two guided case works, and</li> <li>○ A minimum of 05 <b>Structured Experiences Laboratory (SEL)</b> to help students understand and acquire the knowledge and skills by covering the following topics through various program media such as role plays, group games, etc.: <ul style="list-style-type: none"> <li>● Developing Professional Behavior: What it is and what it is not, including behavior with other professionals</li> <li>● Defining Professional Boundaries: Boundary Violation/Boundary Crossing</li> <li>● Exploring Ethical Challenges</li> </ul> </li> </ul> <p>The stipulated hours for a Social Work Practicum are four hours per week.</p>					
<b>Guidelines for Orientation Visits</b>					
<p>A minimum of four (4) hours is expected to be spent by the students in each and every organization. The chief functionary or the chief executive of the organization or his nominee is expected to share the details on all the relevant aspects of the organization. The social work faculty who accompany the students has to encourage, stimulate and also facilitate the students to gather more information on the clientele, services, societal reactions, outcome of the process, etc. Each and every student shall submit an individual hand written report in detail in the common format prepared and approved by the Head of the Department. A classroom discussion is to be organized immediately on the following day of each and every visit to have more clarity on all the aspects of the organization visited. The orientation visits are expected to be organized periodically at the rate of not more than two organizations in a week on the field work days throughout the semester.</p> <p>Soon after the completion of “orientation visits to fields of social work”, a student conference shall be conducted to share the orientation visit experiences and learning.</p>					
<b>Note on the Calculation of Workload for Social Work Practicum</b>					
<p>Workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14).</p> <p>The <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14) states that “... each learner should get about forty-five to sixty minutes of individual instruction...” and that “hence teacher-learner ratio</p>					

suggested is 1:8..." (enclosed as "Annexure 1"). Thus, it may be noted that the instructional hours for "Social Work Practicum" vary depending on the number of students allocated for supervision to each of the faculty. In keeping with the guidelines given in the *UGC Model Curriculum for Social Work Education*, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. However, wherever the Course/paper is of two credits (for 50 marks) only half an hour instructional hours per student suffices. Hence, the total workload for the faculty for a batch of 16 students is 4 hours per week (i.e. 8 hrs./2 = 4). Hence, **the workload for Social Work Practicum per week will be four hours for a batch of sixteen students.** Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

### Recommended Learning Resources

Print Resources	<ol style="list-style-type: none"> <li>1. Columbia University. 2015. <i>Hand book for Student Social Work Recording</i>. School of Social Work.</li> <li>2. Kadushin, Alfred Harkness, Daniel. 2005. <i>Supervision in Social Work</i>. New Delhi: Rawat Publications.</li> <li>3. Kohli, A.S. 2004. <i>Field Instruction and Social Work: Issues, Challenges and Response</i>. Delhi: Kanishka.</li> <li>4. Lawani, B.T. 2009. <i>Social Work Education and Field Instructions</i>. Agra: Current Publications.</li> <li>5. Mathew, G. <i>Supervision in Social Work</i>. Mumbai: TISS.</li> <li>6. Sajid, S.M. 1999. <i>Fieldwork Manual</i>. New Delhi: Department of Social Work, Jamia Milia Islamia.</li> <li>7. Roy, Sanjoy. 2012. <i>Field Work in Social Work</i>. Rawat Publication: Jaipur.</li> <li>8. Subedhar, I.S. 2001. <i>Fieldwork Training in Social Work</i>. New Delhi: Rawat.</li> <li>9. Tata Institute of Social Sciences. 1998. <i>Field Work Manual for First Year Social Work</i>. Tata Institute of Social Sciences, Mumbai.</li> <li>10. University Grants Commission. 1978. <i>Review of Social Work Education in India: Retrospect and Prospect</i>. New Delhi: UGC.</li> </ol>
Digital Resources	<ol style="list-style-type: none"> <li>4. IGNOU School of Social Work (2013), Field Work Practicum in Social Work, <a href="https://www.youtube.com/watch?v=a6u_YBsoKCs">https://www.youtube.com/watch?v=a6u_YBsoKCs</a></li> <li>5. The Maharaja Sayajirao University of Baroda (2019), <a href="https://www.msubaroda.ac.in/asset/storage/admission/FSW_Prospectus_2019.pdf">https:// www.msubaroda.ac.in/asset/storage/admission/FSW_Prospectus_2019.pdf</a></li> <li>6. Learning Outcomes based Curriculum Frame work (LOCF) for Bachelor of Social Work (BSW) (2019), <a href="https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf">https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf</a></li> </ol>

  
 Chairperson- BOS


**CHAIRMAN - BOS**  
 Department of Studies in Social Work  
 University of Mysore  
 Manasagangothri, Mysuru-570006

# **Course Curriculum for Post Graduate Diploma in Management of Non-Profit Organizations**

(Self-financing mode)

Department of Studies in Social Work

University of Mysore

  
Chairperson- BOS  
**CHAIRMAN - BOS**  
Department of Studies in Social Work  
University of Mysore  
Manasagangothri, Mysuru-570006

# **Course Curriculum for Post Graduate Diplomain Management of Non-Profit Organizations**

## **Rationale**

The NPO's since the last two decades, due to their unique vision and perspectives of a just, equitable and sustainable society have gained prominence as agents of social and economic change. This increasing recognition has also heightened the demand for increased professionalism. The actions, the frames of reference, the demands for better results and transparent governance requires a massive investment in developing human resources. The developing countries do have their own unique needs and cultural identities. This must be understood and addressed while building the managerial traits in its human resources. Importing the required managerial competence from the developing economies may not be a feasible strategy. This programme, being in the developing country makes an attempt to address this uniqueness. It is, therefore, a unique cause to attend fort those interested in working on the social and economic agenda, with NPO's.

## **Objectives**

The aim of the course is to impart knowledge, develop skills and create suitable attitudes and behavior patterns required for effective provision of social and welfare services.

**Duration** : One Year

**Number of Seats** : 60 (Sixty)

## **Eligibility**

Any graduate in any stream of any recognized University in India and abroad.

## **Admission Process**

The students will be admitted to this course on the basis of merit to be judged according to the marks obtained by them in Bachelor's Degree Examination (if need be after scaling). The rules relating to reservation for different categories such as SCs, STs, OBCs, Ex-Servicemen, Freedom Fighter, Handicapped, University Employees and their Wards and College Teachers and their Wards as also the weight-age given to Outstanding Sportsmen, NCC. etc. as applicable to University of Mysore in accordance with the policy of State Government shall apply mutatis mutandis.

## **Course Content**

The Curriculum will divided into two parts: - (1) Theory Papers, and (2) Project Report There shall be four theory papers of 100 marks each and Project Based Viva-Voce Examination of 100 marks, as per details given below:

### **(1): Theory Papers**



**Paper-I:** Non-Profit Organizations and Civil Society

**Paper-II:** Management of NPO's

**Paper-III:** NPO's: Legislation, Agencies & Programmes

**Paper-IV:** NPO's: Financial & Project Management

**Paper V:** Project Report Based Viva- Voce

**(2): Project Report**

Each student required shall be on the theme (to be decided in consultation with the faculty) before the commencement of the examination.

**Attendance**

Seventy five percent attendance shall be compulsory.

**Fee**

As Per University Norms.

**Examination**

The examination will be conducted as per scheme centrally prepared by the Controller of Examination.

However, every student admitted to this course will be required to fill up the Examination Form at the time of admission. The pass marks and division will be as per university norms.

# **Syllabus of PGD in Management of NPO's**

## **Paper I Non-Profit Organizations & Civil Society**

### **Unit-I**

NPO's: Definition, Concept, Objectives & Types  
Genesis and Present Status of NPO's  
Role of NPO's  
History of NPO's in India  
NPO's Movements in Other Countries

### **Unit-II**

Concept of Civil Society  
Role of Civil Society in Social Change  
Social Movement in India: Women's Movement, Dalit's Movement, Peasant Movement and etc.

### **Unit-III**

Human Rights: Definition, Concept & Scope  
National Human Rights Commission  
Right to Information  
Gender Equality: Status & Issues

### **Unit-IV**

Media: Definition, Concept & Scope  
Media Management  
Role of Electronic Media in Social Change  
Role of Print Media in Social Change

### **Reference**

1. Elliot, C.M. (Ed.) Civil Society and Democracy Oxford University Press, New Delhi.
2. Tandon, R. and Mohanty, R. (Ed.), Does Civil Society Matter? Sage Publication, New Delhi.
3. Srivastava, M. Human Rights and Media, Atlantic Publication, New Delhi.
4. Pruthi, R.K. Establishing and Managing Global Civil Society, Arise Publishers & Distributors, New Delhi.
5. Goel, O.P. (Ed.) Strategic Management and Policy Issues of NPO's IshaBooks, New Delhi.
6. Sarkar, A.K., NPO's the New Lexicon of Health Care, Concept Publishing Company, New Delhi.

## **Paper-II**

### **Management of NPO's**

#### **Unit-I**

Management: Definition, Nature, Scope & Significance  
Levels of Management  
Functions & Principles of Management  
Role of a Manager  
Managerial Skills

#### **Unit-II**

Organization: Definition, Nature, Types & Structure  
Leadership: Definition, Objectives, Types & Function  
Traits of People Centered Leadership  
Motivation: Definition, Types & Significance.

#### **Unit-III**

Planning: Concept, Objectives, Scope & Significance  
Limitations of Planning  
Steps in Planning  
Meaning of Authority, Responsibility & Accountability  
Centralization & Decentralization: With Special Reference to NPO's

#### **Unit-IV**

Team Building: Concept & Significance  
Role of Effective Team Building in Management of NPO's  
People's Participation: Concept, Meaning and Objectives Role  
of People's Participation in Community Development  
Understanding Self: Formulation of Self Concept, Dimension, Component, Self  
Assessment Analysis & Action Plan

#### **Reference**

1. Prasad, L.M. Principles and Practice of Management, S. Chand & Sons, New Delhi.
2. Mamoria, C.B. Personnel Management, Himalaya Publishing House, Mumbai.
3. Tyagi, A. Organisational Behaviour, Tata Mc Graw Hill Publishing Co., New Delhi.
4. Mukherjee, A. Participating Learning Action. Concept Publishing Company, New Delhi.
5. Vellivel, S.K. Participation and Sustainable Development: Theory and Practice in Government and NPO's Vetri Publishers, New Delhi.

## **Paper - III**

### **NPO's: Legislation, Agencies & Programmes**

#### **Unit-I**

Societies Registration Act, 1860

Charitable Endowments Act, 1890 (with Charitable Endowments (Central) rules 1942

Cooperative Societies Act, 1912

Company Act, 1956 (Some Relevant Part)

Indian Trust Act, 1882

#### **Unit-II**

FCRA: Foreign Contribution Regulatory Act

Income tax Act 1961: Nature and scope of Section 10 Income Tax

Exemption: Under Sections 11 and 12.

Rebate under Sections 80G and 35AC of Income Tax Act.

#### **Unit-III**

UN Agencies

Donor Agencies

Other International Agencies

World Bank, IMF and Asian Development Bank

#### **Unit-IV**

Major Schemes of the Government of India in Various Sectors Role of

NPO's and Criteria for NPO's Support

#### **Reference**

1. Goswami, V.G. Labour and Industrial Laws, Central Law Agency, Allahabad.
2. Malik, P.L. Industrial, Eastern Book Agency, New Delhi.
3. Misra, S.N. An Introduction to Labour and Industrial Law, Allahabad Agency, Allahabad.
4. Aravindam, P. Team Engineering and World Class Management Wheeler Publishing, New Delhi.
5. Bene Acts.
6. UNDP Human Development Reports.
7. United Nations Report.
8. Unicef Report.
9. World Bank Report.

# Minor modification in PG Diploma in management of NPO's

## Paper-IV

### NPO's: Financial & Project Management

#### Unit-I

Accounting: Concept, Meaning, Nature, Function & Accounting Equation Concept of Double Entry, Accounting Cycle, Preparation of Voucher, Journal, Ledger & Trial Balance  
Receipts & Payments, Balance Sheet, Income & Expenditure Account, Statement of Affairs

#### Unit-II

Requirement, Types of Funds, Understanding the Role of Funding Agencies Technique & Sources for Fund Raising  
Tools of Financial Analysis: Ratio, Liquidity, Activity, Capital Structure, Profitability Ratio, Cash Flows Statement (AS3)  
Documentation & Recording  
Partnership: Concept, Types, Role & Technique

#### Unit-III


Cost Accounting: Elements, Classification, Allocation & Cost Sheet. Cost Benefit Analysis  
Project Management: Concept, Goals, Function, Categories, Phases, Perfect Life Cycle, System Development Cycle.  
Criteria for Project Selection, Identification of Projects  
Technical, Commercial, Economical & Financial Management Appraisal

#### Unit-IV

Network Technique & Scheduling: PERT, CPM, GERT  
Project Control: Process, Function Auditing / Examination. Causes for Failure Risk in Project  
Process, Project Termination  
PLA / PRA: Meaning, Process & Significance  
Monitoring & Evaluation


#### Reference

1. Maheswari, S.N., Introduction to Accountancy, Vikas Publication.
2. Agarwal, M.L. Cost Accounting, Sahitya Publication.
3. Maheshwari S.N. and Maheshwari S.K. Advanced Accountancy Vikas Publication (Vol. I & II) 9<sup>th</sup> Edition.
4. Gupta, S.P., Management Accounting, Sahitya Publication.
5. Sukla and Grawal, Advanced Accounts Vol. I & II S. Chand Publication V. Sharma K.R., Project Management National Publishing House.
6. Singh, Preeti, Investment Management Security Analysis and Portfolio Management, Himalaya Publishing House.
7. Chandra, P. Projects, Planning, Analysis, Selection, Implementation and Review, Tata Mc. Graw Hell Publishing Co. Ltd. 4<sup>th</sup> Edition.
8. Berkun, S. The Art of Project Management O'reilly Publication.
9. Burke, R. Project Management, John Willey & Sons, England.

  
Chairperson- BOS  
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**POST GRADUATE DIPLOMA IN HUMAN RESOURCE MANAGEMENT  
SCHEME OF EXAMINATIONS**

Code No.	Subject	Lecture Hours/Week	Duration (Hrs)	Max. Marks		
				CA	CE	Total
<b>First Semester</b>						
	Employee Welfare	3	3	40	60	100
	Human Resource Management	3	3	40	60	100
	Industrial Relations	3	3	40	60	100
	Research Methodology for Project Work	3	-	50	-	50
<b>Second Semester</b>						
	Organisational Behaviour & Organisational Development	3	3	40	60	100
	Labour Legislations	3	3	40	60	100
	Human Resource Development	3	3	40	60	100
	Project Report	3	-	50	50	100

  
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## SEMESTER I

### EMPLOYEE WELFARE

#### UNIT-I

Characteristic features of Indian Labour- Concept and Scope of Labour Welfare- Classification of Labour Welfare- Theories of Labour Welfare- Development of Labour Welfare in India.

#### UNIT-II

Labour Problems: Absenteeism- Labour Turn Over- Alcoholism and Drug Addiction- Indebtedness- Automation and Rationalization- Environmental Issues.

#### UNIT-III

Productivity and Efficiency of Labour- Labour and Five Year Plan- the Conditions of Labour during (NCL Report)-Major Recommendations of ILO\_ Workers Education.

#### UNIT-IV

Introduction to Labour Legislation: the need and Importance of Legislations regulating Wages: The Payment of Wages Act 1936- The Minimum Wages Act 1948- The concept of Bonus- The Payment of Bonus Act 1965.

#### UNIT-V

The concept of Gratuity- The Payment of Gratuity Act 1972- The Workmen's Compensation Act 1923- The Maternity Benefit Act 1961- The Employee State Insurance Act 1948- The Employees Provident Fund Act 1952.

#### Reference Books:

- |                    |      |   |
|--------------------|------|---|
| 1.Murthy M.V.      | 1968 | Principles of Labour Welfare, New Dehli:<br>Oxford IBH Publications                           |
| 2.Punekar S.D.etal | 1995 | LABOUR welfare, Trade Unionism and Industrial Relations,<br>Mumbai: Himalaya Publishing House |
| 3.Sarma A.M        | 1995 | Aspects of labour Welfare and Social Security,<br>Mumbai: Himalaya Publishing House           |
| 4.Sarma.A.M        | 1996 | Labour administration Mumbai: Himalaya Publishing House                                       |
| 5.Saxena R.C       | 1994 | Labour Problems and Social Welfare, Meerut:<br>K Nath &Co                                     |
| 6.Subramaniam B    | 1996 | Factory Laws applicable in Tamil Nadu (Vol 1,2,3&4)<br>Chennai: Madras Book Agency            |
| 7. TyagiB.P.       | 1992 | Labour Economics and Social Welfare Meerut:<br>Jai Prakash Nath & co.                         |

## HUMAN RESOURCE MANAGEMENT

### UNIT-I

An introduction to Human Resource Management- Definition-Meaning-Nature and Scope of Human Resource Management-HRM Strategies-HRM Experiences.

### UNIT-II

Human Resource Planning- Methods and Techniques- Job Analysis and Job Description- Job Evaluation Methods- Scope and Limitations- Recruitment-Selection-Induction and Placement.

### UNIT-III

Performance Management- Functions of Performance Appraisal- Criteria for a Good Appraisal System- Appraisal Methods- Enhancing the Measurement of Employee Performance- Feed Back of Results- Performance Review and Councelling- Appraisal Practices in India- Promotion and Transfer- Reward and Recognition.

### UNIT-IV

Potential Appraisal and Career Planning- Potential Appraisal Methods- Job Rotation for Potential Identification and Career Development, Assessment Centers and Potential Appraisal, Career Paths, Career Counselling- Career Information and Career Planning- Organising Potential Appraisal and Career Development System – Indian Experiences and practices- Career Development Strategies.

### UNIT-V

Compensation System Development-Economic Background- Methods- Principles- Wages and Salary Surveys- Wage Differentials- Legal Regulations of Compensation System- Administration of Compensation System- Incentive Compensation and Benefits- Profit Sharing- Employee Stock Option Schemes.

### Reference Books:

1. Bell D.J. 1974 Planning Corporate Manpower  
London: Longman
2. Davar R.S. 1976 Personnel Management and Industrial Relations  
Delhi: Vikas Publishing House Ltd.
3. Flippo, Edwin B 1981 Personnel Management  
Tokyo McGraw Hill
4. Goyal R.C& 1967 Management of Personnel  
Mayars C.A  
Bombay: Manaktalas
5. ILO Job 1986 ILO Geneva  
Evaluation
6. Indian Institute 1971 Personnel Management in India of personnel  
Management  
Bombay: Asia Publication House
7. Rao T.V. 1988 Strategies of Developing Human Resources  
Ahmedabad: IIM
8. Udai Pareek & Rao 1981 Designing and Managing Human Resource System  
New Delhi: Oxford & IBH



## **INDUSTRIAL RELATIONS**

### **UNIT-I**

Concept of Industrial Relations-Need- Objectives-Directive Principles of State Policy and Industrial Relations- The Role of Government-Approaches to Industrial Relations. Psychology, Sociological and Human Relation Approaches to IR.

### **UNIT-II**

Industrial Conflict-Industrial Unrest- Industrial Dispute- Causes-Effects-Strike-Lockout-Layoff-Retrenchment-Closure. Industrial Dispute- Settlement Machinery- Works Committee- Mediation-Arbitration-Conciliation- Adjudication-Reference to Labour Court- Tribunal and National Tribunal

### **UNIT-III**

Standing Orders-Need and Importance- Contents-Grievances and Grievance Handling, Disciplinary Proceedings-Principals of Natural Justice. Role of Ethical Codes in IR

### **UNIT-IV**

Collective Bargaining- Meaning- Process-Objectives-Need-Types-Tactics-Negotiation Techniques-Productivity Bargaining. Worker's participation in Management-Need-Importance-Worker's participation in different levels-Prerequisites to make Worker's Participation meaningful in Indian Industries.

### **UNIT-V**

Trade Union- Meaning- Types-Functions-Theories-Problems of Trade Unions-The Ways and Means to Overcome the Problems. Labour Administration Machinery- Central/State.

### **Reference Books**

- |                               |   |
|-------------------------------|---|
| 1. Arun Monappa               | Industrial Relations<br>New Delhi: Tata McGraw Hill Book Company                          |
| 2. Memoria C.B.      1994     | Dynamics of Industrial Relations in India<br>Mumbai:Himalaya Publishing House             |
| 3. Sarma A.M                  | Industrial Relations: Conceptual and Legal Framework<br>Mumbai: Himalaya Publishing House |
| 4. Tripathi P.C &<br>GuptaC.B | Industrial Relations and Labour Laws<br>New Delhi: Sultan Chand                           |

## **RESEARCH METHODOLOGY FOR PROJECT WORK**

### **UNIT-I**

Concept of Social Research- Definition and Objectives of Social Research – Methods and Types of Research- Research Process- Limitations of Social Research- Scientific Attitude and Scientific Method

### **UNIT-II**

Criteria for the selection of Research Problem; Problem Formulation- Research Design- Hypothesis: Meaning, importance, Types, Uses and Requirements.

### **UNIT-III**

Source of Data Collection- Tools of Data Collection: Observation, Interview, Schedule and Questionnaire-Sampling Procedures.

### **UNIT-IV**

Processing of Data-Coding and Tabulation of Data- Diagrammatic, Graphic Presentation of Data; Use of Computers for Data Processing- Content of Research Report, Report Writing-References.

### **UNIT-V**

Statistics-Definition- Importance- Functions-Limitations. Mean, Median and Mode and Standard Deviation, Chi-square Test.

### **Reference Books:**

1. Goode & Hatt            1952    Methods in Social Research, New York, McGrew Hill.
2. Gupta SP                1984    Statistical Methods, New Delhi, Sultan Chand & Sons.
3. Polansky NA            1960    Social Work Research, Chicago, University of Chicago Press.
4. Wilkinson & Bhandarkar            1977    Methodology and Techniques of Social Research, Mumbai, Himalaya Publishing House.
5. Selltiz, et.al.            1952    Research Methods in Social Relations, New York, Holt, Rinehart & Winston.

## SEMESTER II

### ORGANISATIONAL BEHAVIOUR & ORGANISATIONAL DEVELOPMENT

#### UNIT-I

Organisational Behaviour-Definition-Concept and Scope- Role of Psychology in Understanding Behaviour-Learning – Perception- Personality- Human Relation Management in Organisation- Theories of Organisation

#### UNIT-II

Management of Organisational Behaviour- Group Dynamics-Communication- Job Satisfaction- Motivation-Theories of Motivation- Morale

#### UNIT-III

Leadership –Functions- Theories and Training – Leadership Style in Various Organisation- Organisational Processes: Groups in Organisation- Principles of Organisation

#### UNIT-IV

Organisational Structure- Job Design- Performance Evaluation and Review – Organisational Climate and Culture- Organisational Development- Organisational change- Managing Change- Manager as a change agent. Organisational Power Structure and Organisational Behaviour.

#### UNIT-V

Organisational Effectiveness-Interpersonal Effectiveness- Management of Conflict and stress- Health and Yoga- Creativity and Problem Solving Methods in Organisation-HR Strategy and Organisational Change- Organisational Assessment Diagnosis- Skills and Framework- Designing and Evaluating HRD and OD Intervention

#### Reference Books:

1. Ghosh P.K. 1980 Industrial Psychology  
Mumbai: Himalaya Publishing House
2. Cesbert T Pascal 1972 Fundamentals of Industrial Sociology  
New Delhi: Tata McGraw Hill Book Company
3. Harrel W.J 1961 Industrial Psychology  
Calcutta: Oxford and IBH Publishing Co.
4. Keith Davis 1982 Human Behaviour at work  
New Delhi: Tata McGraw Hill Book Company
5. Luthans F 1975 Organisational Behaviour  
London:McGraw Hill Book Company
6. Narayana Rao S 1984 Counselling Psychology  
New Delhi: Tata McGraw Hill Book Company
7. Schneider E.V 1969 Industrial Sociology  
New Delhi: Tata McGraw Hill Book Company

## **LABOUR LEGISLATIONS**

### **UNIT-I**

The Factories Act 1948. The Plantations Labour Act 1951- Tamil Nadu Shops and Establishment Act 1947

### **UNIT-II**

The Tamil Nadu Catering Establishment Act 1958- The Mines Act 1952- The Motor Transport Workers Act 1961

### **UNIT-III**

The Contract Labour (Regulations and Abolitions) Act 1970-The Apprentice Act 1961- The Employment Exchange (Compulsory Notification of Vacancies) Act 1959- The Child Labour (Prohibition and Regulation) Act 1986- The Conferment of Permanent Status Act 1981

### **UNIT-IV**

The Equal Remuneration Act 1976- The Tamil Nadu Industrial Establishment (National and Festival Holidays) Act 1958- The Tamil Nadu Subsistence Allowance Act 1981- The Inter-State Migrant Workmen

(Regulation of Employment and Condition of Service) Act 1979-The Water(Prevention and Control pollution) Act 1974. The Air(Prevention and Control Pollution)Act 1981-The Environment(Protection) Act 1986- The Tamil Nadu labour Welfare Fund Act 1972.

### **UNIT –V**

The Industrial Employment Standing Orders Act 1946- The Trade Unions Act 1926-The Industrial Disputes Act 1947.

### **Reference Books:**

- |                  |      |   |
|------------------|------|---|
| 1. Gupta.C.B     | 1995 | Industrial Relations and Labour Laws.<br>New Delhi:Sultan chand & Sons.               |
| 2. Misra. S.N    | 1986 | Labour and Industrial Laws<br>Ahmedabad: Ahmedabad Law Agency.                        |
| 3. Sarma.A.M     | 1995 | Industrial Jurisprudence and labour legislation<br>Mumbai: Himalaya Publishing House. |
| 4. Subramanian V | 1996 | Factory Laws applicable in Tamil Nadu<br>Chennai: Madras Book Agency( Vol 1,2,3 & 4)  |
| 5. Tripathi. P.C | 1995 | Personnel Management and Industrial Relations<br>New Delhi :Sultan Chand & Sons.      |

## HUMAN RESOURCE DEVELOPMENT

### UNIT-I

HR System and Design – Integrating HR with Corporate Plan – HR and Indian Culture – Personnel Management and HRD Functions – Differences – Components of HRD, Role of HRD – Technological changes and Role of HRD – Organisational Restructuring, Re-development, Multi-Skill: Internal Customer Orientation – Strategy for Improving HRD Activities in the Organisations.

### UNIT-II

HRM Functions – Role and Responsibilities of HR Department- linkages with other functions – Responsibility of HR Manager – Role of HR Managers in an organisation – HRD for Workers – Meaning and Methods for Blue-Collared Workers – Performance Development for Workers – Motivation and Development for Workers.

### UNIT-III

HR in Service Industries – HR in IT Industries – HR in Government and Public Systems – Educational Institutions – HRM and Work Culture – Team Work – Total Quality Management – Quality Systems – ISO 9000 / 14000, SA 8000.

### UNIT –IV


Training and Development as HR Strategy – Conceptual Framework for Training/Development – learning Principles – Identifying the Training Needs – Importance and Training / Development Methods – Training Methodology – Training Evaluation – Follow up.

### UNIT – V

HRM International Experiences – Issues in HRM – Emerging Trends of HRM in India and HRM in Future. Human Resource Audit and Human Resource Accounting and Research – Maintenance of Human Resource Records and Registers – Need and Objectives – Human Resource Information Systems and its Application in HR.

### Reference Books:

1. Alison Hardingham 1997 Designing Training, Hyderabad :Orient Longman Ltd.
2. Cynthia Fishcer Human Resource Management  
Lyle F Schoemfeldt  
Chennai : All India Publication and  
Distribution And James B Shaw regd.
3. Gupta C B 1996 Human Resource Management  
New Delhi: Sultan Chand & Sons
4. Jacquigongh 1997 Developing Learning Materials  
Hyderabad : Orient Longman Ltd.
5. Michael V.P 1992 Human Relations and Human Resource Management  
Mumbai: Himalaya Publishing House.
6. Penny Hackett 1997 Introducing to Training  
Hyderabad : Orient longman Ltd.
7. Peter Brandley 1997 Evaluating Training, Hyderabad : Orient Longman Ltd.
8. Rao T.V 1988 Strategies of Developing Human Resources  
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