



# गोंय विद्यापीठ

ताळगांव पठार

गोंय - ४०३ २०६

फोन: +९१-८६६९६०९०४८



## Goa University

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(Accredited by NAAC)

GU/Acad –PG/BoS -NEP/2023-24/102/60

Date: 10.07.2023

### CIRCULAR

The University has decided to implement the UGC Curriculum and Credit Framework for the Undergraduate Programme (CCFUP) of **Bachelor of Social Work** under the National Education Policy (NEP) 2020 from the Academic Year 2023-2024 onwards.

The approved Syllabus of Semesters I and II of the **Bachelor of Social Work** Programme is attached.

Principals of Affiliated Colleges offering the **Bachelor of Social Work** Programme are requested to take note of the above and bring the contents of this Circular to the notice of all concerned.

(Ashwin Lawande)

Assistant Registrar – Academic-PG

To,

The Principals of Affiliated Colleges offering the Bachelor of Social Work Programme.

Copy to:

1. The Director, Directorate of Higher Education, Govt. of Goa
2. The Dean, Manohar Pariikar School, Goa University.
3. The Vice-Deans, Manohar Pariikar School , Goa University.
4. The Chairperson, BOS in Social Work.
5. The Controller of Examinations, Goa University.
6. The Assistant Registrar, UG Examinations, Goa University.
7. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website

# Goa University

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	(2) SWK-205 Social Work Practicum IV & Rural Camp (4)									
V	SWK-300 Marginalized Groups (4) SWK-301 Law for Social Work (2) SWK-302 Introduction to Social Welfare Administration (4) SWK-303 Social Work Practicum V (4)	SWK-321 Counselling (4)			SWK-361 Block Placement					
VI	SWK-304 Social Work with Abused Children (4) SWK-305 Mental Health (4) SWK-306 Disability Studies (4) (Project) SWK-307 Major Social Work Practicum VI (4)	SWK-322 Art and Creative Expression (4)								

**Note : Programme Structure for Semester VII and VIII will be provided separately.**

**Name of the Programme: Four Year BSW**

**Course Title: Introduction to Social Work**

**Course Code: SWK-100**

**Number of Credits: 4**

**Effective from Academic Year: 2023-24**

<b>Pre-requisite of the Course:</b>	Nil	
<b>Course Objectives:</b>	<ol style="list-style-type: none"><li>1. To introduce important Social Work concepts.</li><li>2. To understand evolution of Social Work as a profession.</li><li>3. To introduce philosophies and ideologies of Social Work.</li></ol>	
<b>Content:</b>	<b>Module 1: Definition of Social work and related concepts</b> a. Definition of Social work and related concepts – Social Workers, Change Agents, Social service, Social development, Social reform, Social justice, Social revolution, Social development, Social legislation, Social movement, Social Policy, Social Action, Social welfare, People-centered development practice, Welfare State.	20 hours
	b. Methods, Principles, Values, functions/roles and process of social work. <b>Module 2: Introduction to Evolution of Social Work as a profession.</b> a. Charity and Philanthropy approach b. Professional social work c. Attributes of a profession d. Welfare versus developmental orientation in social work. e. Clinical social work f. Ecological social work g. Development of Professional Social Work Education in India h. Ideology of voluntary organizations and voluntary action.	20 hours
	<b>Module 3: Introduction to Philosophical Bases of Social Work</b> a. Vedic and non-Vedic (Buddhism, Jainism, Sikhism) b. Zoroastrianism, Christianity (India & Goa) and Islam c. Bhakti and Sufi movements. d. Jyotirao Phule, Savitribai Phule, Fatima Shaikh, Swami Vivekananda, M. K. Gandhi, Dr. B.R. Ambedkar, Vinoba Bhave & Mother Theresa	20 hours
<b>Pedagogy:</b>	Lectures/ Power point presentation/assignments/ Visit to NGOS and Government agencies / films and discussion/ group readings and Discussions/ Presentations	
<b>References/Readings</b>	<ol style="list-style-type: none"><li>1. Banks, S. (1995). Ethics and values in Social Work: Practical Social Work Series. London: Macmillan Press Ltd.</li><li>2. Brandon. D. (1976). Zen in the Art of Helping. London: Routledge</li><li>3. Chowdhury, D.Paul. (1964). Introduction to Social Work History, Concepts, Methods and fields. New Delhi: Atma Ram.</li><li>4. Congress, E. P. (1999). Social work values and ethics: Identifying and resolving professional dilemmas.</li><li>5. Cox, David/Pawar. (2006). International Social Work, New Delhi: Vistaar Publication.</li><li>6. Desai. M. (2000). Curriculum Development on History of Ideologies for Social Change and Social Work Mumbai: Social Work Education and Practice Cell.</li><li>7. Desai Murli. (2006). Ideologies &amp; Social Work (1sted), Jaipur: Rawat Publication</li><li>8. Reamer, Frederic.G. (2005). Social Work Values and Ethics (2nd ed.). Jaipur: Rawat Publications.</li><li>9. Jha, Jainendra Kumar. (2001). Encyclopedia of Social Work. Practice of Social Work. New Delhi: Anmol Publication Pvt Ltd.</li><li>10. Kothari.S. and Sethi. H. (Eds). (1991). Rethinking Human Rights. New Delhi:</li></ol>	

	<p>Lokayan.</p> <p>10. Lurie, H. L. (1965). Encyclopedia of Social Work. National Association of Social Workers.</p> <p>11. Pereira. W. (1997). Inhuman Rights: The Western System and Global Human Rights Abuse. Mapusa, Goa: The Other India Press.</p>
<b>Course Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Students will be introduced to important social work concepts.</li> <li>2. Students will understand social work as a profession.</li> <li>3. Students will be introduced to philosophies and ideologies of social work.</li> <li>4. Students will be introduced to the methods, principles, values, roles and processes in social work practices.</li> </ol>

**Name of the Programme: Four Year BSW**

**Course Title: Introduction to Sociology, Social Policy & Sustainable Development**

**Course Code: SWK-111**

**Number of Credits: 4**

**Effective from Academic Year: 2023-24**

<b>Pre-requisite of the Course:</b>	Nil	
<b>Course Objectives:</b>	<ol style="list-style-type: none"><li>1. To introduce the student to the key concepts in sociology, social policy and development.</li><li>2. To develop a critical understanding about society and culture.</li><li>3. To understand the role and concerns of contemporary social movements.</li><li>4. To understand the role of social workers and advocacy for social policy and development.</li><li>5. To introduce the concept of sustainable development and contemporary concerns in Goa.</li></ol>	
<b>Content:</b>	<b>Module 1: Sociology and important concepts</b> <ol style="list-style-type: none"><li>a. Concept of Social Process</li><li>b. Meaning of social interaction: Cooperation, Competition, Conflict, Accommodation and Assimilation.</li><li>c. Social mobility- Definition and types, aspects of social mobility- Sanskritization, Westernization and modernization.</li><li>d. Socialization: Definition, Characteristics, Types and Agencies of Socializations.</li><li>e. Social Institutions: Structural aspects, Types of Social institutions: Family, Marriage, Education, Economy, Polity and Religion.</li></ol>	10 hours
	<b>Module 2: Society and Culture</b> <ol style="list-style-type: none"><li>a. Society as a system of relationship,</li><li>b. Culture: Meaning and contents-tradition, customs, values, norms and folklore</li><li>c. Gender critique of culture.</li><li>d. Social classification in India: Tribal, rural and urban divisions, caste and class divisions in India.</li></ol>	10 hours
	<b>Module 3. Social Change &amp; Social Movements in India</b> <ol style="list-style-type: none"><li>a. Meaning, characteristics and factors of social change including change with reference to India, factors necessary for social change.</li><li>b. Social movements in Independent India and Goa: Chipko Movement, Narmada Bachao Andolan, Anti-price rise Movement, Post Nirbhaya Movement, Tribal movements of Goa, S.E.Z, Save Mollem.</li></ol>	10 Hours
	<b>Module 4: Understanding concepts in Social Policy and Development</b> <ol style="list-style-type: none"><li>a. Social Policy in India, Indian Constitution-Fundamental rights and Directive Principles of state, Basic structure of Indian Democracy: legislation, Judiciary and executive,</li><li>b. Policy Formulation Process: Niti Aayog (Planning Commission), Role of International Organisations (U.N., W.T.O., World Bank etc.) Academic and Research Organizations, Media, Advocacy.</li><li>c. Concept and Scope of social development planning. Social development as a process of change.</li><li>d. Role of Social Worker in policy formulation and planning.</li></ol>	15 hours
	<b>Module 5: Sustainable Development &amp; Contemporary Concerns</b> <ol style="list-style-type: none"><li>a. Sustainable Development Goals and Targets.</li><li>b. Globalization, sustainable development and social work.</li><li>c. Problems of social and human development in India.</li></ol>	15 hours

	<p>d. Overview of Human Development Reports with special reference to India.</p> <p>e. Contemporary Concerns in Goa (Environment, Tourism, Mining, Health)</p>	
<b>Pedagogy:</b>	Lectures/powerpoint presentation/assignments/ games/ films and discussion/ group readings and discussions/ presentations/ Exposure visits	
<b>References/Readings</b>	<ol style="list-style-type: none"> <li>1. Bhat K.S. (ed), 2008 Towards Social Development, Delhi: Rawat Publications.</li> <li>2. Booth, David 1994 Rethinking Social Development, London, Longman.</li> <li>3. Desai, A. R. 2006. Rural Sociology in India, 5th Ed, Popular Prakashan, Mumbai.</li> <li>4. Drez Jean and Sen Amartya 2007 Indian Development and Participation, Oxford University Press.</li> <li>5. Gore, M.S. 1973 Some Aspects of Social Development, Bombay, TISS.</li> <li>6. Giddens, Anthony. 2009. Sociology, 6th Ed, Press Polity, Cambridge.</li> <li>7. Kolenda, Pauline. 1969. Regional differences in family Structure in India, Jaipur: Rawat Publication</li> <li>8. Kulkarni, P.D. 1965 Social Policy in India, Bombay, Tata Institute of Social Sciences.</li> <li>9. Kulkarni, P.D. &amp; Nanavatty, M.C 1997 Social Issues in Development, Delhi, Uppal Publications.</li> <li>10. Kulkarni, P.D. 1979 Social Policy and Social Development in India, Madras, ASSWI.</li> <li>11. Kuppaswamy, B. 2010. Social Change in India, 5th Ed, Konark Publishing House, New Delhi.</li> <li>12. Maudelbaum, David M. 1970. Society in India, Vol. 1 and II. University of California Press.</li> <li>13. Midgle, James 1995 Social Development, Delhi Sage Publications.</li> <li>14. Ram Kumar Mishra, Ch Lakshmi Kumari, Sandeep Chachra, P. S. Janaki Krishna, Anupama Dubey, R. B. Singh, 2022, Smart Cities for Sustainable Development (Advances in Geographical and Environmental Sciences), Springer</li> <li>15. Rawat, H.K. 2007. Sociology: Basic Concepts. Rawat Publications, New Delhi</li> <li>16. Sharma, K.L. 2007. Indian Social Structure and Change, Rawat Publication House, Jaipur.</li> <li>17. Spicker Paul 2010 Social Policy Themes and approaches, Delhi Jaipur,</li> <li>18. Srinivas, M.N. 1980. Indian Social Structure, (1st ed) Hindustan Publishing Corporation, New Delhi.</li> <li>19. Sumudu A. Atapattu, 2022, The Cambridge Handbook of Environmental Justice and Sustainable Development (Cambridge Law Handbooks), Cambridge University Press</li> <li>20. Weimer, D. L., &amp; Vining, A. R. 2011. Policy analysis: Concepts and practice. Boston: Longman.</li> </ol>	
<b>Course Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Students will understand society, social policy and sustainable development.</li> <li>2. Students will get a critical understanding about society and culture.</li> <li>3. Students will understand the role and concerns of Contemporary Social Movements and be sensitized about social concerns in Goa.</li> <li>4. Students will understand the role of Social Workers and advocacy for social policy and development.</li> </ol>	

**Name of the Programme: Four Year BSW**

**Course Title: Health Education**

**Course Code: SWK-131**

**Number of Credits: 3**

**Effective from Academic Year: 2023-24**

<b>Pre-requisite of the Course:</b>	Nil	
<b>Course Objectives:</b>	<ol style="list-style-type: none"><li>1. To introduce students to the concept of health</li><li>2. To understand the role of the social worker in community health and maternal and child health</li><li>3. To introduce different health related work settings</li></ol>	
<b>Content:</b>	<b>Module 1: Introduction to Health</b> a. Introduction to 'Health for all' by WHO - definition of health, concept of health, WHO framework on achieving 'Health for all' goal. b. India's health policy- in brief from post-independence to present times. c. Public health system, Rural health system, tertiary and super speciality hospital	5 hours
	<b>Module 2: Community health &amp; the role of a Social worker</b> a. Community health: Meaning, definition, scope and role of community health worker. b. Concept and meaning of Communicable & Non-Communicable diseases (COVID-19, malaria, typhoid, tuberculosis, HIV/AIDS) Non-communicable (Diabetes, Hypertension, Cancer).	15 hours
	<b>Module 3: Mother &amp; Child healthcare</b> a. Maternal health, pre and postnatal care, Immunization, post-partum health b. Brief introduction to health issues of children e.g. malnourishment, diarrhoea Marasmus, Diphtheria, Mumps. c. Nutrition – Importance of balanced diet for mother and child	15 hours
	<b>Module 4: Social Work in Health Settings</b> Role and functions of social workers: General Hospitals, specific disease hospitals, Specialized Clinics, community health centres, blood banks, Organ donation, health camp, palliative care.	10 hours
<b>Pedagogy:</b>	Lectures/powerpoint presentation/assignments/ games/ films and discussion/ group readings and discussions/ presentations	
<b>References/Readings</b>	<ol style="list-style-type: none"><li>1. Begam R. 2010. Textbook on foods nutrition and dietetics. 3rd Edn. Sterling Publications Pvt Ltd , New Delhi .</li><li>2. Watch me Grow (Infancy to early childhood- a collection of handbook)</li><li>3. Koenig, Micheal, 2008, Reproductive health in India, Rawat Publication, Jaipur,</li><li>4. Narasimha.Rao and B.S. Pant K.C. 1996, Nutritive value of Indian Foods, Hyderabad Indian Council of Medical Research.</li><li>5. Singh.Anju (ed). 2003. What if everything you knew about AIDS was wrong? , Polemice Communications.</li><li>6. Park.K. 2021 Park's Textbook of Preventive and Social Medicine.26th Edition Publisher, Bhanot Jabalpur.</li><li>7. Varma Mathur and Agarwal 1996, Child Nutrition Problems and Prospects Jaipur; Ina Shree Publishers.</li><li>8. Watson, J &amp; Ovseiko P (ed.). 2005. Health Care Systems: Major Themes in Health and Social Welfare : Reforming health care systems. Vol. 1 to Vol. 4. Routledge,</li></ol>	



	<p>London</p> <p>9. Wilson F &amp; Mabhala, M. 2009. Key Concepts in Public Health. SAGE Publications, New Delhi</p>
<b>Course Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Students will be introduced to the WHO concept of health</li> <li>2. Students will understand the importance of the role of the social worker in community health, including social work concerns dealing with both communicable and non-communicable diseases.</li> <li>3. Students will understand the role of the social worker in maternal and child health.</li> <li>4. Students will understand the different health related work settings</li> </ol>

**Name of the Programme: Four Year BSW**  
**Course Title: Social Work Practicum**  
**Course Code: SWK-141**  
**Number of Credits: 3 (Minimum hours 90)**  
**Effective from Academic Year: 2023-24**

<b>Pre-requisite of the Course:</b>	Nil	
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. To understand the importance of self in social work practice</li> <li>2. To develop self-awareness and sensitivity to others in the field situations</li> <li>3. To orient themselves to the field of social work in Goa.</li> <li>4. To acquire skills in writing records and utilise them as tools of learning.</li> <li>5. To observe and learn the importance of relationships in social work practice</li> <li>6. To understand professional etiquettes of punctuality, integrity and reporting procedures.</li> </ol> <p>Note: The problem situation should relate more to social circumstances rather than personality disorders. The tasks assigned should be specific and clearly defined.</p>	
<b>Content:</b>	<p><b>Module 1: Skill Training and Orientation to Field Work</b></p> <ol style="list-style-type: none"> <li>a. Purpose and Structure of Field work.</li> <li>b. Skill laboratory to equip themselves with skills necessary for social work practice: Self-Development, Self-Learning, Self-Awareness and Sensitivity Development</li> <li>c. Visit to any 4 NGOs varying in the scope, process and method of intervention</li> <li>d. Visit to any one Government Department entrusted with the delivery of welfare services</li> <li>e. Individual Conference and Group Conference: Need and Process</li> <li>f. Report Writing: Reporting Format, Types of Reports, Process Recording</li> </ol> <p><b>Module 2: Concurrent Field Work (20 days)</b></p> <ol style="list-style-type: none"> <li>a. Students will be required to report and work in any NGO/ Government Organisation for 2 days in a week for a maximum of 20 days in a Semester.</li> <li>b. Student are expected to observe and learn structure and functioning of the agency and develop an understanding of the client group, the social problem agency tries to address and perform tasks assigned to them.</li> </ol> <p>Evaluation Criteria</p> <p><b>Analytic Ability:</b></p> <ol style="list-style-type: none"> <li>a. With the help of the instructor, the student acquires knowledge and understands the agency – its philosophy, objectives, administrative structures and services offered.</li> <li>b. The student should acquire knowledge of the client system and describe their socio-economic background and problems.</li> <li>c. The student should be able to understand the linkages between the services and needs of the client system and submit a report after the initial 1-½ months indicating the knowledge gained.</li> </ol> <p><b>Skills:</b></p> <p><b>A. Communication Skills</b></p> <ol style="list-style-type: none"> <li>a. Establish working relationships with various systems.</li> <li>b. Make effective use of oral and written communication.</li> </ol> <p><b>B. Administrative and Recording Skills</b></p> <ol style="list-style-type: none"> <li>a. Participate in the activities of the organisation</li> </ol>	<p>15 hours</p> <p>Min75 hours</p>

	<p>b. Learn to using simple office procedures and participating in agency meetings and conferences.</p> <p>c. Learn to maintain time sheet and</p> <p>d. Maintain and use recordings as a tool for learning.</p> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>☐ Shows responsibility in relation to one's role in the agency i.e. regularity punctuality and commitment to tasks undertaken.</li> <li>☐ Shows ability to function as a team-member.</li> <li>☐ Begins to show understanding of basic values underlying the profession.</li> </ul>	
<b>Pedagogy:</b>	<p>Lectures/power point presentation/assignments/ games/ films and discussion/ group readings and discussions/ presentations</p> <p>Field Visits and Skill Training/ Role Plays, Fieldwork</p>	
<b>References/Readings</b>	<ol style="list-style-type: none"> <li>1. Datar Suddha, Bawikar Ruma, Rao Geeta, Rao Nagmani and Masdekar Ujwala (Ed). (2010). Skill Training for Social Workers: A Manual. New-Delhi: Sage Publications India Pvt. Ltd.</li> <li>2. Twikirize, J, M,. &amp; Tusasiirwe, S. (2015). Social Work Fieldwork, Guidelines for Students and Supervisors. Fountain Publishers</li> </ol>	
<b>Course Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Student will acquire basic skills for identifying and analysing simple problem situations and relatedness of agency intervention.</li> <li>2. Student will be able to build purposeful relationships, engaging individuals, groups, and communities in problem solving process.</li> <li>3. Student will acquire and utilise programme skills related to the needs and problems of client system.</li> <li>4. Student will be able to mobilise human and material resources related to social work intervention.</li> <li>5. Student will develop understanding of one's own role as a member of a team in the problem solving process.</li> <li>6. Student will develop self-awareness and sensitivity to others in the field situations.</li> </ol>	

**Name of the Programme: Four Year BSW**

**Course Title: Contemporary Social Problems in India**

**Course Code: SWK-112**

**Number of Credits: 4**

**Effective from Academic Year: 2023-24**

<b>Pre-requisite of the Course:</b>	Nil	
<b>Objectives:</b>	<ol style="list-style-type: none"><li>1. To Introduce students to The Indian Constitution: National Integration and Secularism.</li><li>2. To build sensitivity towards diversity of Indian culture.</li><li>3. To Understand contemporary social problems in India.</li></ol>	
<b>Content:</b>	<b>Module 1. The Indian Constitution: Secularism &amp; National Integration</b> National Integration-Its Meaning and Importance, Meaning and significance of Secularism, National Integration & the Indian Constitution, Challenges to National Integration-Communalism: Regionalism, Linguism, Extremism.	20 hours
	<b>Module 2: Diversity of Indian Culture</b> <b>This module will be through student projects on the following topics</b> Diversity of food, dress, language, customs and rituals, dance and music. Diversity of cultural practices of Goa, Traditional livelihood practices.	20 hours
	<b>Module 3: Contemporary Social Problems in India</b> <ol style="list-style-type: none"><li>a. <b>Poverty and Unemployment:</b> Dimensions of poverty in India; Unemployment and efforts to address it.</li><li>b. Children's issues: Child abuse, child trafficking, child labour, child marriage, paedophilia.</li><li>c. <b>Gender based violence including women and LGBTQ:</b> Discrimination, Dowry, Prostitution, Domestic Violence.</li><li>d. <b>Communalism and Caste Conflict:</b> Communalism in Indian society, Caste conflicts.</li><li>e. Terrorism, Corruption, Drug abuse and the threat of AIDS in Goa.</li><li>f. Human Trafficking</li><li>g. Crime: Cyber Crime, juvenile delinquency</li><li>h. Blind faith and superstitions</li></ol>	20 hours
<b>Pedagogy:</b>	lectures/power-point presentation/assignments/ games/ films and discussion/Guest Lectures/ group readings and discussions.	
<b>References/Readings</b>	<ol style="list-style-type: none"><li>1. Bhatnagar, Ved, Challenges to India's Integrity, 2007, RawatPublication, Jaipur.</li><li>2. Chakraborty, Atrocities and Indian Women, 1999, A.P.H Publishing Corporation.</li><li>3. Claude Alphonso Alvares, Vidyadhar Gadgil, Goa Foundation, 2002, Fish curry and rice : a source book on Goa, its ecology, and life style, Mapusa, Goa Foundation.</li><li>4. Ram, Ahuja, Social Problems in India, 2006, Rawat publishing house, Jaipur</li><li>5. Rao, Srinivasan.R.N, Sociology: Principles of Sociology with an Introduction to Social Thought,, 2011, S.Chand&amp; Co Ltd, New Delhi.</li><li>6. Rehman, Zainab, Women and Society, 2009, Akanksha, New. Delhi.</li><li>7. Shahni&amp;Rohini (Ed), Prostitution and beyond, 2008, Sage Publication, New Delhi.</li></ol>	
<b>Course Outcomes:</b>	<ol style="list-style-type: none"><li>1. Students will understand the concepts of National Integration and Secularism in Indian constitution</li><li>2. To create awareness about social problems in India.</li><li>3. Student will develop sensitivity towards diversity of Indian culture</li><li>4. Student will understand and analyse contemporary social problems in India and Goa.</li></ol>	

**Name of the Programme: Four Year BSW**  
**Course Title: Ethics in Social Work Practice (MC2)**  
**Course Code: SWK-132**  
**Number of Credits: 3**  
**Effective from Academic Year: 2023-24**

<b>Pre-requisite of the Course:</b>	Nil	
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. To help students understand role of ethics in social work practice</li> <li>2. To introduce codes of ethics and adherence to the same</li> <li>3. To understand best ethical practices in social work profession</li> <li>4. To develop skills to identify ethical dilemmas.</li> </ol>	
<b>Content:</b>	<p><b>Module 1:</b> Introduction to code of Ethics (NASW, NAPSWI, IASSW, BATSW), its Aims and Objectives, Scope, coverage and definitions.</p> <p><b>Module 2:</b> Best Ethical Practices &amp; responsibilities towards Self, Society, Co- workers &amp; Profession, Standard operative practices (SOP)</p> <p><b>Module 3:</b> Ethical Responsibilities: Analysis and application of code of ethics NASW, NAPSWI, IASSW, BATSW Code of Ethics, Guidelines for Ethical Practice and Standards of Practice, ethical decision making. Ethical dilemmas in a variety of settings and organizational contexts (case studies).</p>	<p>15 hours</p> <p>15 hours</p> <p>15 hours</p>
<b>Pedagogy:</b>	lectures/power point presentation/assignments/ games/ films and discussion/ group readings and discussions/ presentations/ Exposure visits to rural/urban communities	
<b>References/Readings</b>	<ol style="list-style-type: none"> <li>1. Bishnu Mohan Dash, Mithilesh Kumar, D. P. Singh, Siddheshwar Shukla, 2020, Indian Social Work, India: Taylor &amp; Francis.</li> <li>2. Gensler, Harry J, 1988, Ethics. A Contemporary Introduction, Routledge, London.</li> <li>3. Gracious Thomas, Social Work: The Value-based Profession. 2016. India: Rawat Publications.</li> <li>4. National Association of Social Work (USA), 2003, Code of Ethics, US.</li> <li>5. Richard Hugman, David Smith, 2002, Ethical Issues in Social Work, Taylor &amp; Francis.</li> </ol>	
<b>Course Outcomes:</b>	<ol style="list-style-type: none"> <li>1. The student will understand role of ethics in social work practice</li> <li>2. The students will be introduced to the various codes of ethics of professional social work.</li> <li>3. The students will be introduced to the best ethical practices</li> <li>4. The students will be able to identify possible ethical dilemmas.</li> </ol>	

**Name of the Programme: Four Year BSW**  
**Course Title: Social Work Practicum**  
**Course Code: SWK-142**  
**Number of Credits: 3 (Minimum 90 hours)**  
**Effective from Academic Year: 2023-24**

<b>Pre-requisite of the Course:</b>	Nil	
<b>Objectives:</b>	<p>Fieldwork in semester II enables students to:</p> <ol style="list-style-type: none"> <li>1. Acquire basic skills for analysing simple problem situations and relatedness of agency intervention.</li> <li>2. Understand the nature and complexity of social problems and realities</li> <li>3. Build purposeful relationships, engaging individuals, groups, and communities in problem solving process.</li> <li>4. Acquire and utilise programme skills related to the needs and problems of client system.</li> <li>5. Mobilise human and material resources related to social work intervention.</li> <li>6. Develop understanding of one's own role as a member of a team in the problem solving process.</li> <li>7. Develop self-awareness and sensitivity to others in the field situations.</li> <li>8. Develop skill in simple administrative procedures.</li> <li>9. Acquire skills in writing records and utilise them as tools of learning.</li> </ol> <p>Note: The problem situation should relate more to social circumstances rather than personality disorders. The tasks assigned should be specific and clearly defined.</p> <ol style="list-style-type: none"> <li>10. Build purposeful relationships, engaging individuals, groups, and communities in problem solving process.</li> <li>11. Acquire and utilise programme skills related to the needs and problems of client system.</li> <li>12. Mobilise human and material resources related to social work intervention.</li> <li>13. Develop understanding of one's own role as a member of a team in the problem solving process.</li> </ol>	
<b>Content:</b>	<p><b>Module 1: Orientation Visits</b></p> <p><b>Module 2: Concurrent Field Work</b></p> <p>Students will continue their field work in the same agency as Semester I.</p> <p><b>Analytic Ability:</b></p> <ol style="list-style-type: none"> <li>a. With the help of the instructor, the student acquires knowledge and understands the agency – its philosophy, objectives, administrative structures and services offered. The student, with the help of the field instructor should collect relevant information about agency/clients through files, documents and through observation, talks, discussions etc.</li> <li>b. The student should acquire knowledge of the client system and describe their socio-economic background and problems.</li> <li>c. The student is able to conduct home-visits and simple surveys to understand the situation.</li> <li>d. The student should be able to understand the linkages between the services and needs of the client system and submit a report after the initial 1-½ months indicating the knowledge gained. The students recording should reflect theory learned in subjects like Early Childhood Development, Contemporary Development Programmes, Community Health and Basic Concepts.</li> </ol> <p><b>Skills:</b></p>	<p>15 hours per week 2 field work days per week</p> <p>A minimum of 90 hours of Field Work has to be undertaken for this course</p>

	<p><b>Problem Solving Skills</b></p> <ol style="list-style-type: none"> <li>Understand and utilize various tools of fact-finding like home-visits, interviews, surveys, meetings and observation.</li> <li>Begin to partialize the problem and utilize appropriate methods of problem solving; work with simple problems and referral services, handle groups (recreation, educational etc.) attend or participate in community meeting.</li> <li>Identify and help in the mobilisation of community recourses in relation to the problem situation.</li> </ol> <p><b>Communication Skills</b></p> <ol style="list-style-type: none"> <li>Establish working relationships with various systems.</li> <li>Utilize various relevant programme media in relation to different target groups.</li> <li>Make effective use of oral and written communication.</li> </ol> <p><b>Administrative and Recording Skills</b></p> <ol style="list-style-type: none"> <li>Participate in planning, organizing, co-ordinating, implementing and evaluating programmes.</li> <li>Show beginning ability in using simple office procedures and participating in agency meetings and conferences.</li> <li>Learn to maintain time sheet and organise workload.</li> <li>Maintain and use recordings as a tool for learning.</li> <li>Recordings should indicate clarity in stating facts causative factors related to problem, student's own feeling; relationship of theory learnt in class to practice and specific focus in future plans.</li> </ol> <p><b>Professional Development</b></p> <ol style="list-style-type: none"> <li>Responsibility in relation to one's role in the agency i.e. regularity punctuality and commitment to tasks undertaken.</li> <li>Ability to function as a team-member.</li> <li>Awareness of ways in which biases and cultural backgrounds affect relationship.</li> <li>Awareness of self, feelings and body language.</li> <li>Working co-operatively with colleagues and staff.</li> <li>Appreciates and acknowledges the expertise of others.</li> <li>Understanding of basic values underlying the profession.</li> </ol>	
<b>Pedagogy:</b>	Field Practical Training	
<b>References/Readings</b>	<ol style="list-style-type: none"> <li>Datar Suddha, Bawikar Ruma, Rao Geeta, Rao Nagmani and Masdekar Ujwala (Ed). (2010). Skill Training for Social Workers: A Manual. New-Delhi: Sage Publications India Pvt. Ltd.</li> <li>Twikirize, J, M,. &amp; Tusasiirwe, S. (2015). Social Work Fieldwork, Guidelines for Students and Supervisors. Fountain Publishers</li> <li>Johnson L.C. (2015) Social Work Practice: A Generalist Approach. Pearson.</li> <li>Corocan Jacquelin. (2011) Helping Skills for Social Work Direct Practice. Oxford University Press</li> </ol>	
<b>Course Outcomes:</b>	<ol style="list-style-type: none"> <li>Students will acquire basic skills for analysing simple problem situations and understand the role of agency intervention.</li> <li>Build purposeful relationships, engaging individuals, groups, and communities in problem solving process and develop understanding of one's own role as a member of a team in the problem-solving process.</li> <li>Acquire and utilise programme skills related to the needs and problems of client system.</li> </ol>	

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|  | <ol style="list-style-type: none"><li>4. Mobilise human and material resources related to social work intervention.</li><li>5. Develop self-awareness and sensitivity to others in the field situations and develop skill in simple administrative procedures.</li><li>6. Acquire skills in writing records and utilise them as tools of learning.</li></ol> |
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