KUVEMPU UNIVERSITY
DEPARTMENT OF STUDIES AND RESEARCH IN SOCIAL WORK

Program Structures and Syllabus for Bachelor of Social Work (Basic/Hons.) with Social Work as Programme Core (Based on UGC –LOCF)

The realities have changed, the context has changed, the practice is changing and therefore the approach of learning has to alongside change.

BOARD OF STUDIES IN SOCIAL WORK
KUVEMPU UNIVERSITY
JNANASAHYADRI, SHANKARGHATTA – 577 451
www.kuvempu.ac.in

The Preamble

Social work as a profession from its very inception has been concerned with the promotion of the well-being of people assisting them at individual, group, and community levels to fulfill their unmet/felt needs and find the solutions to the problems which inhibit them to lead a meaningful and satisfying life in the society. The profession is especially concerned with the advancement of economic interest of the people with social justice and at the same time it helps to seek a deeper source of happiness i.e. self-realisation. Social workers view people and their environment as integrally intertwined and interdependent. As service professionals and change agent social workers not only work with individuals to effect personal changes, but also share a commitment to working towards changes in institutions and society. The profession is committed to encourage people to take a broad view of the issues and challenges confronting any person, group or their organisation; and thus places emphasis on taking a holistic view of human life.

Strong foundation of social work education and practice is based on its three primary (Social Case work, Social Group Work and Community Organisation) and three auxiliary (Social Welfare Administration, Social Work Research, and Social Action) methods. Along with its theory inputs in the class room settings, the support of strong field work orientation, it promotes social change and social development, by professionals working towards empowering people. Social work believes in the individual freedom, human rights and individual and collective responsibility where welfare of the people is at the centre stage i.e. there is no clash of interest between society and its units. It prepares the human beings at different stages of their life to face and address the challenges and for this it draws the knowledge, theories, skills, values and norms from many other social sciences.

Social work firmly believes in the inherent and hidden potential of people and the need based optimum use of the available resources in the environment. It focuses on the individual well being in a social context that would consequently lead to larger collective growth and well being. As a profession, social work believes in the interplay of individual and environmental resources that impact each other contributing positively to the growth and development of people and society. Professional social workers are always aware and sensitive to the cultural and ethnic diversities and crunch of resources that leads to discrimination, poverty, unemployment,

deprivation, and injustice. Social work activities are found in the form of direct and indirect services like direct practice, supervision, consultation, administration, counselling, advocacy, social action, extension work, policy planning and development, education, research and evaluation. Each has its arena of practice; in seclusion or as is mostly seen in conjunction. Theories of Social Work practice have made sense of a lot of unknown social phenomenon, and over decades to come up with a vivid picture of social realities.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundations of socialwork's unique purpose and perspective: in terms of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence.

Society is not a static entity as change is the law of nature. With the changes taking place in the society, the nature of the human needs and the ways and means to satisfy them also change, the social reality diversifies and the economic, social and technological advancement create new challenges, new issues and new problems. Social work which is deemed to be a panacea for all social problems has to be abreast of all these realties and social work educators and practitioners should also change them accordingly. It is against this backdrop that the University Grants Commission (UGC), New Delhi, has appointed an Expert Committee for drafting Learning Outcomes based Curriculum Framework (LOCF) for Social Work Syllabus at undergraduate level intending to prepare a uniform pattern in terms of Model Syllabus for the institutions imparting social work education at the UG level.

The main purpose of the Undergraduate Programme in Social Work is to develop and disseminate knowledge, skills and values through education, field training and research necessary for promoting, maintaining and improving the functioning of individuals, families, groups, organizations and communities existing in the society.

The learning outcomes-based curriculum framework (LOCF) for undergraduate education is a frame work based on the expected learning outcomes and academic standards that are expected to be attained by graduates of a programme of study and holder of a qualification. The key outcomes that underpin curriculum planning and development at the undergraduate level

include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes.

This Z to A approach is important from the standpoint of the urgency with which professional social work needs to respond to the challenges of an ever changing society. Describing the desirable outcomes more clearly and more specifically, aligning them to the professional abilities needed, has been the basic mandate of the task undertaken by the Committee. Each of the components, namely Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes has been delineated and given alocation in the curriculum. The matrix thereby created has been the framework for Committee members to use as a frame of reference.

The CBCS approach as an integral part of the LOCF enlarges the students' choices and enables them to select from the prescribed courses (core/elective or skill enhancement). In conformity with the UGC guidelines the curriculum for BSW has incorporated certain new inputs/learning and its salient features make it relevant to the contemporary practice mode.

LOCF for BSW syllabus will be of immense relevance to the prospective graduates having interest in social work education and practice. It will be very useful to make BSW students more vibrant and versatile by enhancing their skills and leading to their increased employability and in shaping their overall personality to take on the challenges of a competitive society - nationally and internationally. For the teachers, it has direction and an inbuilt flexibility. It has learning that is incremental, and will help hone the abilities of students who come from varied backgrounds. Also it gives them an opportunity to build on individual potential and produce a pool of better professionals each year.

• **Introduction**

A high priority task in the context of future education development agenda in India is fostering quality higher education. Further improvement of quality of higher education is considered critical for enabling effective participation of young people in knowledge production and participation in the knowledge economy, improving national competitiveness in a globalized

world and for equipping young people with skills relevant for global and national standards and enhancing the opportunities or social mobility. Sustained initiatives are required for institutionalizing an outcome-oriented higher education system and enhancing employability of graduates through curriculum reform based on a learning outcomes-based curriculum frame work, improving/upgrading academic resources and learning environment, raising the quality of teaching and research across all higher education institutions; technology use and integration to improve teaching-learning processes.

Contemporary India is unique in terms of having more than 50 percentage of its population below the age of 25 years. The country needs to address the needs of students aspiring for professional education and for them to be well equipped with knowledge and skills to take an employment. There is a need to inculcate in them an attitude for life-long learning and understand the need for ongoing skill development. It therefore posits the need for paying attention to skill building and enhancing employability of these youth and to give them the direction for building the foremost nation of the world. In this direction, the institutions of higher education have an important role to play.

Social Work is a dynamic profession and always endeavours to respond to fresh challenges. Located in the very depth of the socio-cultural milieu, its very existence depends on this response to a changing context. It addresses the concerns of society and develops young social work professionals with the best of knowledge, skills and attitudes.

As is the case with other professions, Social Work too has a 'science' and an 'art' to it. Besides its core domains, it draws upon other disciplines. Over the years, all professions have grown, and with expansion of knowledge, the boundaries between different disciplines have become porous. It therefore emerges (a) that curricula need to be revisited and revised; (b) supportive knowledge areas and skill demands for practice be addressed in the curriculum; (c) employability of young professionals should be kept in view; (d) pedagogies should be innovative and evolving out of the profession and (e) assessment and evaluation need to have a wide coverage of the knowledge and skills acquired during the course of study.

Vision

The LOCF-Social Work envisions the creation of a just and humane environment where professionally trained social workers having a quest for life-long learning and deeper sense of service, help people in enhancing their capacity and efficacy in finding lasting solutions to their problems and fulfillment of diversified needs, and thus work towards making this world livable in a free and fair manner in harmony with nature.

Mission

The Mission of Learning Outcomes based Curriculum Framework for Social Work is to ensure quality education to the aspirants foreseeing the developmental trends in higher education, incorporating multi-disciplinary skills, making professional education and practice of social work more attractive, preparing the youth for life-long learning in a competitive world and ultimately increasing the chances of their employability on the one hand and shaping their personality to take up new challenges, new assignments and new responsibilities comfortably on the other, and thus ultimately contributing in the mitigation of the problems of suffering humanity.

- **Learning Outcomes-based Approach to Curriculum Planning**

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree programmes are awarded on the basis of demonstrated achievement of outcomes (expressed interms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes. They provide general guidance for articulating the essential learning associated with programmes of study and courses within a programme.

The learning outcomes-based curriculum framework is well intended to allow for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within a broad framework of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes. The overall objectives of the learning outcomes-based curriculum framework are to:

- Help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;
- Enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study;
- Maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility; and provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

• **Nature and Extent of the BSW/BA Honors in Social Work**

Social work is very old as a service, and relatively new as a profession. Since the dawn of human civilization, it has been practiced as a humanitarian service. In its endeavour to serve human concerns, social work practitioners applied knowledge and techniques derived from varied fields of art and science to resolve the social problems besetting individuals, groups and communities. Gradually, its arduous attempts to the service of humanity led to the dawn of Social Work as the discipline, scientific in method and artful in manner.

Somehow the very nomenclature, 'social work' has also created some confusion in the minds of people. After 'social welfare' was institutionalized under the auspices of 'welfare state'

that social work was recognized as a profession due to the demand of social welfare institution's to carry out the welfare programmes.

Overcoming the debates surrounding social work as a profession, scientific knowledge base comprise of (a) tested knowledge, (b) hypothetical knowledge requiring transformation into tested knowledge, and (c) assumptive knowledge requiring transformation into hypothetical and then into tested knowledge. Therefore, the responsibility of a profession is to insure that it has tested and verified knowledge and addresses the concerns of society and develops young social work professionals with the best of knowledge, skills and attitudes

In the course of helping, social work professionals use a wide range of social work methods through the application of skills and techniques. Therefore, social work graduates are expected to learn primary methods of social work that includes case work, group work and community work and auxiliary methods that include social work research, social action and social welfare administration. In the practice of different methods, techniques and skills are used to assess problems and develop interventions. These are to be imbibed among students by acquiring various social work attributes such as having disciplinary knowledge, communication skills, problem solving, analytical reasoning, research skill, team work, reflective thinking, diversity management, moral and ethical awareness and lifelong learning.

Skill development of the students is a qualitative aspect where they not only learn to explore and employ their growing acumen in real life fields but also build capacity for lifelong learning. In this direction, Social Work is a dynamic profession and always endeavours to respond to fresh challenges. The LOCF visualizes that graduate training needs to attend to the following considerations.

- Acquisition of graduate attributes and descriptors with demonstrated abilities through field work training.
- Knowledge of Media and Information Literacy in the context of Social Work practice
- Application of Programme Media in social work practice
- Skill development and Entrepreneurship abilities to be taught at undergraduate levels
- Development of research and analytical abilities through dissertation as a separate paper

- Responding to dynamic socio-cultural milieu, restructuring of discipline specific papers for students.
- Field work has been made an integral part of the syllabus, giving an opportunity to the students for practice in diverse settings
- Selection of courses from a range of electives allows in built flexibility, for students.

The central aim of undergraduate programme in social work is to develop and disseminate knowledge, skills and values through education, field training and research necessary for promoting, maintaining and improving the functioning of individuals, families, groups, organizations and communities existing in the society. The programme is strongly committed to a diverse learning environment, in which respect for dignity and worth of all human beings and understanding of diverse conditions would be practiced. It respects individual uniqueness and offers a professional programme to build a foundation for practice with population groups, keeping the larger goal in mind.

• Aims of Bachelor's Degree Programme in Social Work

The specific aims of learning outcomes-based curriculum framework (LOCF) in social work are:

- To enable students to understand history, philosophy, values, ethics and functions of social work profession and its linkages with other social science disciplines;
- To equip students with knowledge on core and ancillary methods of professional social work, and its practice base;
- To inculcate in the students values of enquiry and research; and thereby develop problem solving and decision making abilities;
- To prepare professionals to practice in diverse social work settings and also address contemporary issues and concerns such as of marginalized and exclusive population;
- To make learners-the young professionals sensitive to the needs of people at individuals, group and community levels and to social problems in changing social, cultural and techno-economic context;

- To develop 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;
- To develop in the graduates a perspective on understanding planning and development at the national and international levels; and also thrust on national policies directed towards achieving sustainable development
- To imbibe in the learners the values of social justice, human rights, empathy, hard and honest work thereby developing in them the vision to work towards an egalitarian society.

• Graduate Attributes

The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution (HEI) such as a college or university. The graduate attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society. The graduate attributes define the characteristics of a student's university degree programme(s), and describe a set of characteristics/competencies that are transferable beyond study of a particular subject area and programme contexts in which they have been developed. Graduate attributes are fostered through meaningful earning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking.

The learning outcomes-based curriculum framework is based on the premise that every student and graduate is unique. Each student or graduate has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the higher education institutions help develop their characteristic attributes. The graduate attributes reflect disciplinary knowledge and understanding, generic skills, including global competencies that all students in different academic fields of study should acquire/attain and demonstrate. Some of the characteristic attributes that a Social Work graduate should demonstrate are as follows:

Disciplinary Knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study. Awareness of the social context, policies and programmes directed towards social development; understanding of social problems, social legislations and the rights based approach.

Communication Skills: Ability to express thoughts and ideas effectively, demonstrate the ability to listen carefully, read and write analytically and present complex information in a clear and concise manner to different groups. Develop skills in verbal and non-verbal communication, preparation and presentation of documents/reports/PPTs. Skills of interpersonal communication, use of IEC and programme media in working with diverse population groups. Able to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources and develop digital literacy as applicable to the professional needs.

Critical Thinking: Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

Problem Solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of problems by stepping out of comfort zones and taking up challenges in unforeseen challenges.

Analytical Reasoning: Ability to access secondary information as a consumer, identify right resources/data banks. Analyze and synthesize data from a variety of sources and draw valid conclusions.

Research-related Skills: As a producer of research develop basic skills and a scientific attitude, problem identification and formulation of research design; ability to plan, execute and report a research investigation; develop skills to prepare case studies and best practice documentation, learn to use appropriate software for analyzing data and work towards generation of indigenous knowledge.

Cooperation and Team Work: Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group and or a team in the interests of a common cause and work efficiently as a player.

Reflective Thinking: Awareness of and ability to use one's professional skills and behavioural competencies that meet the need of the situation.

Self-motivated Learning: Ability to identify needs and mobilize resources independently, monitor and evaluate programmes. Ability to guide and lead clientele in the community/work setting in the right direction.

Diversity Management and Inclusive Approach: Able to understand and appreciate diversity (caste, ethnicity, gender and marginalization), values and beliefs of multiple cultures in a global perspective, managing diversity, use of an inclusive approach to the extent possible.

Moral and Ethical Awareness/Reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/ argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of social work.

Lifelong Learning: Capable of self-paced and self-directed continuous learning aimed at personal/ professional development and for improving knowledge, attitude and skills as also re-skilling in diverse areas

- ## Qualification Descriptors

A qualification descriptor indicates the generic outcomes and attributes expected for the award of a particular type of qualification (e.g. a bachelor's degree or a bachelor's degree with honours). The qualification descriptors also describe the academic standard for a specific qualification in terms of the levels of knowledge and understanding, skills and competencies and attitudes and values that the holders of the qualification are expected to attain and demonstrate. These descriptors also indicate the common academic standards for the qualification and help the

degree-awarding bodies in designing, approving, assessing and reviewing academic programmes. The learning experiences and assessment procedures are expected to be designed to provide every student with the opportunity to achieve the intended programme learning outcomes. The qualification descriptors reflect both disciplinary knowledge and understanding as well as generic skills, including global competencies that all students in different academic fields of study should acquire/attain and demonstrate.

Qualification Descriptors for a Bachelor's Degree with Honours in Social Work: The students who complete three years of full-time study of an undergraduate programme of study will be awarded a Bachelor's Degree. Some of the expected learning outcomes that a student should be able to demonstrate on completion of a degree-level programme may include the following:

- Demonstrate (i) a fundamental/systematic or coherent understanding of an academic field of study, its different learning areas and applications, and its linkages with related disciplinary areas/subjects; (ii) procedural knowledge that creates different types of multidisciplinary professionals including research and development, teaching and government and public service; (iii) skills in areas related to one's specialization and current developments in the academic field of study; (iv) Professional and behavioural competencies.
- Use knowledge, understanding and skills required for identifying problems and issues, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, and their application, analysis and evaluation using methodologies as appropriate to the subject(s) for formulating evidence-based solutions and arguments;
- Meet one's own learning needs, drawing on a range of current research and development work and professional materials;
- Apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts, and demonstrate knowledge to work with individuals, groups and communities.

Program Structures for Bachelor of Social Work (Basic/Hons.) with Social Work as Programme Core (Based on UGC –LOCF)

Sem.	Discipline Core (Credits)	Discipline Elective(DSE) / Open Elective (OE) (Credits)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)	Skill Enhancement Courses (SEC)			Total Credits
				Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)		
I	BSW C1 (4) BSW C2 (4) BSWC3 (4) (P)	OE-1 (3)	L1-1 (3), L2-1 (3)(4 Hrs Each)	SEC-1:Digital Fluency (2) (1+0+2)	Yoga (1) (0+0+2)	Health & Wellness (1) (0+0+2)	25
II	BSW C4 (4) BSW C5 (4) BSW C6 (4) (P)	OE-2 (3)	L1-2(3), L2-2 (3) (4 Hrs Each)	Environmental Studies(2)		Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
	Exit option with Certificate in Social Work (with the completion of course equal to a minimum of 48 Credits)						
III	BSW C7 (4) BSW C8 (4) BSW C9 (3) BSW C10 (4) (P)		L1-3 (3), L2-3(3) (4 Hrs Each)	SEC-2: Programme Media and Its Application (2) (1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
IV	BSW C11(4) BSW C12(4) BSW C13 (3) BSW C14 (4) (P)		L1-4 (3), L2-4(3) (4 Hrs Each)	Constitution of India(2)		Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
	Exit option with Diploma in Social Work (with the completion of course equal to a minimum of 96 Credits)						
V	BSW C15 (4) BSW C16 (4) BSW C17 (6) (P)	BSW E1 (3) Vocational - 1(3)		SEC-3:Skill Development and Entrepreneurship (2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/Cul tural (1) (0+0+2)	24
VI	BSW C 18 (4)	BSW E2 (3) Vocational-2		SEC-4:Professional	Sports • (0+0+2)	NCC/NSS/R&R(S&G)/Cul tural (1) (0+0+2)	24

	BSW C19 (4) BSW C20 (4) (P)	(3) Internship (2)		Communication(2)		
Exit Option with Award of Bachelor of Social Work Degree BSW(with the completion of course equal to a minimum of 140 Credits)
VII	BSW C21(4) BSW C22(4) BSW C23(6) (P)	BSW E3 (3) BSW E4(3) Res. Methodology(3)				23
VIII	BSW C24(3) BSW C25(3) BSW C26(4) (P)	BSW E5 (3) BSW E6 (3) Research Project(6)*				22
Award of Bachelor of Social Work Honours Degree BSW(with the completion course equal to a minimum of 180 Credits)

Sem.	Discipline Core (Credits)	Discipline Elective(DSE) / Open Elective (OE) (Credits)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)	Skill Enhancement Courses (SEC)			Total Credits
				Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)		
I	BSW C1(4) Foundations of Social Work (FSW) BSW C2(4) Social Science Concepts and Social Work (SSCS) BSW C3 (4) (P)Field Work Practice-01	OE-1 (3) Fields of Social Work practice	L1-1 (3), L2-1(3) (4 Hrs Each)	SEC-1:DigitalSkillsforSocial WorkPractice (2)(1+0+2)	Yoga (1) (0+0+2)	Health & Wellness (1) (0+0+2)	25
II	BSWC4(4) Social Casework (SCW) BSWC5(4) Social Group	OE-2 (3) Social Work Concerns for Women and Child Development	L1-2(3), L2-2 (3	Environ mental Studies (2)		Sports (1)(0+0+2)	NCC/NSS/R& R(S&G)/ Cultural (1) (0+0+2)	25

	Work (SGW) BSW C6(4) (P) Field Work Practice -02		) (4 Hrs Each)					
Exit option with Certificate in Social Work (with the completion of course equal to a minimum of 48 Credits)
III	BSW C7(4) Community Organization and Social Action (COSA) BSW C8(4) Psychology and Social Work (PSW) BSWC9(3) Contemporary Social Problems and Concerns (CSPS) BSW C10 (P) Field Work Practice -03		L1-3 (3), L2-3(3) (4 Hrs Each)		SEC-2: Programme Media and Its Application(2) (1+0+2)	Sports (1)(0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
IV	BSW C11(4) Social Work Research (SWR) BSW C12 (4) Human Rights and Social Justice (HRSJ) BSW C13 (3) Social Legislation in India (SLI) BSW C14 (4) (P) Field Work Practice -04		L1-4 (3), L2-4(3) (4 Hrs Each)	Constitution of India(2)		Sports (1)(0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Diploma in in Social Work (with the completion of course equal to a minimum of 96 Credits)

V	BSW C15(4) Social Policy, Planning and Development (SPPD) BSW C16 (4) Areas of Social Work Practice -1 (ASWP 1) BSW C17 (6) (P) Field Work Practice -05	BSW E-1 (3) (Any One paper can be opted out of three) • Health: Issues and Concerns (HIC) • Disaster Management (DM) • Environmental Social Work (ESW) Vocational -1 (3) (Any one paper can be opted out of three) • Counselling and Guidance (CG) • NGO and Project Formulation (NPF) • Life Skills (LS)			SEC-3:Skill Development and Entrepreneurship(2)	Sports (1)(0+ 0+2)	NCC/NSS/R& R(S&G)/ Cultural (1) (0+0+2)	24
V I	BSW C18 (4) Social Welfare Administration (SWA) BSW C19 (4) Areas of Social Work Practice -2 (ASWP2) BSW C20 (4) (P) Field Work	BSW E2(3) - Dissertation and Viva Voce (DVV) or (Any One paper can be opted out of three instead of Dissertation) • The Gender dimensi			SEC-4:Professional Communication(2)	Physi cal Educa tion – Sports (1)(0+ 0+2)	NCC/NSS/R& R(S&G)/ Cultural (1) (0+0+2)	24

	Practice -06	ons of Disability • Critical Perspectives on Social Work: Introduction to Social Theories • Therapeutic Intervention Vocational -2 (3) • Corporate Social Responsibility (CSR) • Social Work Practice with Differently Abled (SWPDA) • Public Health Management Internship (2)							
all: Exit Option with Award of Bachelor of Social Work Degree BSW (with the completion of course equal to a minimum of180 Credits)									
VII	BSW C21(4) Counseling and Therapeutic Interventions BSW C22 (4) Empowerment and Development of Marginalized	BSW E3 (3) (Any one paper can be opted out of three) • Health Care and Social Work Practice (3) • Women and Child							23

	BSW C 23 (6) (P) Field Work Practice -07	Development (3) • Mental Health (3) BSW E4 (3)(Any one paper can be opted out of three) • School Social Work (3) • Social Work Practice in Non-Profit Organization (3) • Social work Practice in governance (3) Res. Methodology (3)						
V II I	BSW C24(3)Net working and Advocacy BSW C25(3) Personal and Professional Growth BSW C26(4) (P)Field Work Practice -08	BSW E5 (3)(Any One paper can be opted out of three) • Psychiatric Social Work • Correctional Social Work • Women and Law **BSW E6 (3)** (Any one paper can be opted out of						22

		three) • Medical Social Work • Issues and Challenges in Criminal Justice and Social Work • Criminal Law and Practice Research Project and Internship/ Block Placement (06) or / Two Elective Papers • Case Studies • Program impact Evaluation • Participatory Research Methods • Technology and Social Work.(3)						
Award of Bachelor of Social Work Honours Degree BSW (with the completion course equal to a minimum of 180 Credits								

• **Programme Learning Outcomes**

The outcomes and attributes described in qualification descriptors are attained by students through learning acquired on completion of a programme of study. The term 'programme' refers to the entire scheme of study followed by learners leading to a qualification. Individual programmes of study will have defined learning outcomes which must be attained for the award of a specific certificate/diploma/degree. The programme learning outcomes are aligned with the relevant qualification descriptors.

Programme learning outcomes include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of the Degree qualification. The programme learning outcomes clearly focus on knowledge and skills that prepare students for further study, employment, and citizenship. They help ensure comparability of learning levels and academic standards across colleges/universities and provide a broad picture of the level of competence of graduates of a given programme of study.

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Tables of Programme Learning Outcomes

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Table1

ProgrammeOutcomes		CoreCourse													
		CC1	CC2	CC3	CC4	CC5	CC6	CC7	CC8	CC9	CC10	CC11	CC12	CC13	CC14
		FSW	SSCSW	SCW	SGW	COSA	PSW	CSPC	SWR	HRSJ	SLI	SPPD	ASWP1	SWA	ASWP2
Academic Aptitude															
1.1	Understanding of Concept, Nature and Importance	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.2	Theoretical Understanding	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.3	Professional Knowledge & Attitude	X		X	X	X	X		X				X	X	X
1.4	Knowledge of Programme Media & Information Literacy	X				X	X								
1.5	Understanding of Individual/ Group/ Community Issues	X		X	X	X			X				X	X	X
1.6	Application of Scientific Knowledge &Skills	X		X	X	X		X		X	X		X		X
1.7	Critical Evaluation Social Work Theory and Practice	X		X	X	X			X				X	X	X

'X' denotes yes outcomes of the course.

Table 2

Programme Outcomes	Core Course													
	CC1	CC2	CC3	CC4	CC5	CC6	CC7	CC8	CC9	CC10	CC11	CC12	CC13	CC14
	FSW	SSCSW	SCW	SGW	COSA	PSW	CSPC	SWR	HRSJ	SLI	SPPD	ASWP1	SWA	ASWP2
Personal and Professional Aptitude														
2.1 Understanding Self & Self Guiding Principles	X		X	X	X	X		X				X	X	X
2.2 Ability to Develop Professional Skills	X	X	X	X	X	X		X				X	X	X

Programme Outcomes	CC1	CC2	CC3	CC4	CC5	CC6	CC7	CC8	CC9	CC10	CC11	CC12	CC13	CC14
2.3 Ethical & Psycho-Social Sensibility	X	X	X	X	X	X		X	X	X		X	X	X
2.4 Application of Social Work Skills& Techniques	X	X	X	X	X	X		X	X	X		X	X	X
2.5 Ability to Work With Individual, Group & Community	X	X	X	X	X	X		X				X	X	X

'X' denotes yes outcomes of the course.

Table 3														
Programme Outcomes	**Core Course**													
	CC1	CC2	CC3	CC4	CC5	CC6	CC7	CC8	CC9	CC10	CC11	CC12	CC13	CC14
	FSW	SSCSW	SCW	SGW	COSA	PSW	CSPC	SWR	HRSJ	SLI	SPPD	ASWP1	SWA	ASWP2
Societal Aptitude														
3.1 Moral, Ethical & Cultural Issues	X	X	X	X	X	X	X	X	X	X		X	X	X
3.2 Understanding Social Issues, Problems & Fields	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.3 Cooperation, Collaboration & Participation	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.4 Ecological & Sustainable Development		X	X	X	X	X				X	X	X		X
3.5 Professional & Social	X	X	X	X	X	X		X	X	X		X	X	X

Responsibility													
3.6 Community Welfare & Social Wellbeing	X	X	X	X	X		X	X	X	X	X	X	X	X

'X' denotes yes outcomes of the course.

Table 4				
Programme Outcomes	**Ability Enhancement Compulsory Course/Skill Enhancement Course**			
	AECC1	**AECC2**	**SEC1**	**SEC2**
	Communicative Eng.	**SWPMIL**	**Prog. Media & ItsAppl.**	**Skill Development Entr.**
	Academic Aptitude			
4.1 Understanding of Concept, Nature and Importance	X	X	X	X
4.2 Theoretical Understanding	X	X	X	X
4.3 Professional Knowledge & Attitude	X	X	X	X
4.4 Knowledge of Programme Media & Information Literacy		X	X	
4.5 Understanding of Individual/ Group/ Community Issues	X	X	X	X
4.6 Application of Scientific Knowledge & Skills	X	X	X	X
4.7 Critical Evaluation Social Work Theory and Practice		X	X	X

'X' denotes yes outcomes of the course.

Table 5				
Programme Outcomes	**Ability Enhancement Compulsory Course/Skill Enhancement Course**			
	AECC 1	**AECC 2**	**SEC 1**	**SEC 2**
	CommunicativeEng.	**SWPMIL**	**Prog. Media & Its Appl.**	**Skill Development Entr.**
	Personal and Professional Aptitude			
5.1 Understanding Self & Self Guiding	X	X	X	X

Principles				
5.2 Ability to Develop Professional Skills	X	X	X	X
5.3 Ethical & Psycho-Social Sensibility		X	X	X
5.4 Application of Social Work Skills &Techniques		X	X	X
5.5 Ability to Work With Individual, Group &Community		X	X	X

'X' denotes yes outcomes of the course.

Table 6				
ProgrammeOutcomes	**Ability Enhancement Compulsory Course/Skill Enhancement Course**			
	AECC1	**AECC2**	**SEC1**	**SEC2**
	Communicative Eng.	**SWPMIL**	**Prog. Media & Its Appl.**	**Skill Development Entr.**
	Societal Aptitude			
6.1 Moral, Ethical & Cultural Issues	X	X	X	X
6.2 Understanding Social Issues, Problems & Fields		X	X	X
6.3 Cooperation, Collaboration & Participation		X	X	X
6.4 Ecological & Sustainable Development			X	X
6.5 Professional & Social Responsibility	X	X	X	X
6.6 Community Welfare & Social Wellbeing		X	X	X

'X' denotes yes outcomes of the course.

Table 7										
Programme Outcomes	**Discipline Specific Elective**									
	DSE 1	DSE 2	DSE 3	DSE 4	DSE 5	DSE 6	DSE 7	DSE 8	DSE 9	DSE 10
	HIC	DM	ESW	SD	NPF	CG	Disst.	SWMP	CSR	SWDA

Academic Aptitude										
7.1 Understanding of Concept, Nature and Importance	X	X	X	X	X	X	X	X	X	X
7.2 Theoretical Understanding	X	X	X	X	X	X	X	X	X	X
7.3 Professional Knowledge & Attitude		X	X		X		X	X	X	
7.4 Knowledge of Programme Media & Information Literacy		X		X	X	X	X		X	
7.5 Understanding of Individual/ Group/Community Issues	X	X	X	X		X	X	X	X	X
7.6 Application of Scientific Knowledge & Skills	X	X	X		X	X	X		X	
7.7 Critical Evaluation Social Work Theory and Practice	X	X	X		X	X	X	X	X	X

'X' denotes yes outcomes of the course.

Table 8										
Programme Outcomes	**Discipline Specific Elective**									
	DSE 1	DSE 2	DSE 3	DSE 4	DSE 5	DSE 6	DSE 7	DSE 8	DSE 9	DSE 10
	HIC	DM	ESW	SD	NPF	CG	Disst.	SWMP	CSR	SWDA
Personal and Professional Aptitude										
8.1 Understanding Self & Self Guiding Principles		X	X		X	X	X	X		X
8.2 Ability to Develop Professional Skills	X	X	X		X	X		X	X	X
8.3 Ethical & Psycho-Social Sensibility	X	X	X	X		X	X	X	X	X
8.4 Application of Social Work Skills &	X	X	X	X	X	X	X	X	X	X

Techniques										
8.5 Ability to Work With Individual, Group & Community	X	X	X	X		X	X	X	X	X

'X' denotes yes outcomes of the course.

Table 9										
Programme Outcomes	**Discipline Specific Elective**									
	DSE1	DSE2	DSE3	DSE4	DSE5	DSE6	DSE7	DSE8	DSE9	DSE10
	HIC	DM	ESW	SD	NPF	CG	Dissertation	SWMP	CSR	SWDA
Societal Aptitude										
9.1 Moral, Ethical & Cultural Issues	X	X	X	X		X		X	X	X
9.2 Understanding Social Issues, Problems & Fields	X	X	X	X	X	X	X	X	X	X
9.3 Cooperation, Collaboration & Participation	X	X	X	X		X		X	X	X
9.4 Ecological & Sustainable Development		X	X			X			X	
9.5 Professional & Social Responsibility	X	X	X		X	X		X	X	X
9.6 Community Welfare & Social Wellbeing	X	X	X	X		X	X	X	X	X

'X' denotes yes outcomes of the course.

Table 10							
Programme Outcomes	**Field Work Practicum**						
	FW1	**FW2**	**FW3**	**FW4**	**FW5**	**FW6**	**FW7**
	FWP1	**FWP2**	**FWP3**	**FWP4**	**FWP5**	**FWP6**	**REC**
AcademicAptitude							
10.1 Understanding of Concept, Nature and Importance	X	X	X	X	X	X	X
10.2 Theoretical Understanding	X	X	X	X	X	X	X
10.3 Professional Knowledge & Attitude	X	X	X	X	X	X	X
10.4 Knowledge of Programme Media & Information Literacy	X	X	X	X	X	X	X
10.5 Understanding of Individual/ Group/ Community Issues	X	X	X	X	X	X	X
10.6 Application of Scientific Knowledge & Skills	X	X	X	X	X	X	X
10.7 Critical Evaluation Social Work Theory and Practice	X	X	X	X	X	X	X

'X' denotes yes outcomes of the course.

Table 11							
ProgrammeOutcomes	**Field Work Practicum**						
	FW 1	**FW 2**	**FW 3**	**FW 4**	**FW 5**	**FW 6**	**FW 7**
	FWP 1	**FWP 2**	**FWP 3**	**FWP 4**	**FWP**	**FWP 6**	**REC**
Personal and Professional Aptitude							
11.1 Understanding Self & Self Guiding Principles	X	X	X	X	X	X	X
11.2 Ability to Develop Professional Skills		X	X	X	X	X	X
11.3 Ethical & Psycho-Social Sensibility		X	X	X	X	X	X
11.4 Application of Social Work Skills & Techniques	X	X	X	X	X	X	X
11.5 Ability to Work With Individual, Group & Community	X	X	X	X	X	X	X

'X' denotes yes outcomes of the course.

Programme Outcomes	Field Work Practicum						
	FW 1	FW 2	FW 3	FW 4	FW 5	FW 6	FW 7
	FWP 1	FWP 2	FWP 3	FWP 4	FWP 5	FWP 6	REC
Societal Aptitude							
12.1 Moral, Ethical &Cultural Issues	X	X	X	X	X	X	X
12.2 Understanding Social Issues, Problems & Fields		X	X	X	X	X	X
12.3 Cooperation, Collaboration & Participation		X	X	X	X	X	X
12.4 Ecological & Sustainable Development		X					X
12.5 Professional & Social Responsibility	X	X	X	X	X	X	X
12.6 Community Welfare & Social Wellbeing		X	X	X	X	X	X

Table 12

'X' denotes yes outcomes of the course.

- **Course Learning Outcomes**

The programme learning outcomes are attained by learners through the essential learning acquired on completion of opted courses of study within a programme. The term 'course' is used to mean the individual courses of study that makes up the scheme of study for a programme. Course learning outcomes are specific to the learning for a given course of study related to a disciplinary or interdisciplinary/multi-disciplinary area. Some programmes of study are highly structured, with a closely laid down progression of compulsory/core courses to be taken at particular phases/ stages of learning. Some programmes allow learners much more freedom to take a combination of courses of study according to the preferences of individual student.

Course-level learning outcomes are aligned to programme learning outcomes. Course-level learning outcomes are specific to a course of study within a given programme of study. The achievement by students of course-level learning outcomes leads to the attainment of the programme learning outcomes. Each course has these learning outcomes detailed.

The format of the LOCF Social Work curriculum includes the following:

- **Core Course (CC)** : Every semester consists of Core Course/s which is to be compulsorily studied by a student as a core requirement to complete the programme in social work discipline.

- **Generic Elective Course (GEC):** A Generic Elective course focuses on those courses which add generic proficiency to the students. An elective may be 'Discipline Centric' or an 'Open Elective.' The latter may be chosen from an unrelated discipline and gives flexibility to the departments to select in the University.

- **Ability Enhancement Compulsory Course (AECC):** In the CBCS scheme of this undergraduate programme, the students are mandatorily required to choose two subjects of their liking for additional knowledge and building their competencies outside their main subjects of study. These subjects termed as AECC consist of the courses in Communicative English and another on Social Work and Media and Information Literacy. The latter includes study conventional and contemporary media to be used in working with communities.

  - **Skill Enhancement Course (SEC):** The social work stream offers skill enhancement courses that help the students to enhance their knowledge and develop their skills for getting employment or for self-employment related to social welfare, development and allied areas. The two new papers in the LOCF curriculum are (i) Programme Media and its application, and (ii) Skill Development and Entrepreneurship.

  - **Discipline Specific Elective (DSE):** Students will have to opt for DSEs that will equip them with practical knowledge. These DSE courses are value addition to the students of social work in strengthening their knowledge and skills and in doing so be able to follow their interest. One DSE course is on writing of a dissertation in Semester Six and to give an experience of hands-on learn of the techniques and skills of research. The other three DSE courses (two in Semester V and One in Semester VI) give the student the choice to pick from a basket. These clusters are furthering their knowledge of streams of social work practice and therefore help them pursue their individual learning needs.

  - **Field Work Practice (FWP):** Concurrent field work placement aims at ongoing learning through integration of theoretical constructs into practice which provides an opportunity to develop intervention skills in real life situations. In structuring the field work, the essence of learning has been of making it incremental over the six semesters. The first semester has now a theory paper on field work which includes self awareness, ethics of practice, report writing, and skills and techniques. It is considered that a theory paper will

develop a deeper understanding among the students about the importance of field work and make them ready for working in agency/community. The Semester 2 also has a different format with observation visits to different settings of Social Work practice. Programme media workshops will develop their skills for practice in settings in forthcoming semesters.

- **Rural Educational Camp (REC):** The 8-10 day camp will acquaint the students with rural and tribal scenario and their socio-economic and cultural aspects of life. They will in this manner get familiarized with group dynamics and power structures in a rural community, learn rapport formation, situational analysis and awareness generation, and develop attitudes helpful for effective team work. The camp trains students in the art of organizing and managing activities and events relating to camp.

- **Dissertation:** In Semester Six of the programme, the students will be required to work on a dissertation apart from their theory and fieldwork courses. The topic for the dissertation will be decided in consultation with the concerned faculty supervisor on any relevant and contemporary social issue or social problem. It will give them an opportunity to develop their research skills.

Bachelor of Social Work (BSW)
SEMESTER 1

BSW C1 Foundations for Social Work	
Number of Theory Credits	**Number of lecture hours/Semester**
4	**56**

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
• To understand history and evolution of social work profession, both in India and the West • To develop insights into the origin and development of ideologies and approaches to social change • To develop Skills to understand contemporary reality in its historical context	• Lecture • Assignment • Individual and Group Presentation	• Able to understand social work as a profession • Able to understand various ideologies of social work • Able to demonstrate awareness of values and ethics of the social work profession.	A. Summative Assessment : 60 marks B. Formative Assessment:40 Marks.

Content of Course	Hrs
Unit–I An Introduction to Social Work	15
Chapter No.1 : Social Work : Concept, Meaning, Definitions, Objectives, Goals and Functions, Introduction to the methods of Social Work. **Chapter No. 2 :** Social Work : Nature and Philosophy: Democratic, Humanitarian, Herbert Bisno's Philosophy **Chapter No. 3 :** Historical development of Social Work in UK, USA, India and Karnataka **Chapter No.4:** Emergence of Social Work Education in India and Karnataka	

Unit–II Principles, Values and Ethics of Social Work	13
Chapter No. 5 : Principles of Social Work **Chapter No. 6 :** Guiding Principles of Social Work and their applications in diverse socio-cultural settings **Chapter No. 7:** Assumptions, Values and Code of Ethics (NASW) of Social Work **Chapter No. 8:** Professional v/s Voluntary Approaches to Social Work	
Unit–III Social Work Profession in India	12
Chapter No.9: Profession: Meaning, Definitions and Attributes **Chapter No.10:** Professionalization of Social Work in Indian Scenario **Chapter No.11:** Social Work Profession : Issues and Challenges **Chapter No.12:** Perspectives of Social Work Profession in Indian context	
Unit–IV Approaches, Ideologies and Fields of Social Work	16
Chapter No.13: Social Work and its Relation to Human Rights and Social Justice **Chapter No.14:** Ideology of Action Groups and Social Movements **Chapter No.15:** Contemporary ideologies of Social Work and Social Change **Chapter No. 16 : Fields of Social Work –** Community Development, Correctional Settings, Medical and Psychiatric Social Work, Family, Women and Child centered Social Work, Industrial Social Work, Social Work with Marginalized Sections of the Society	

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USC Suzanne Dworak-Peck School of Social Work (2017),Legacies of Social Change. 100 years of Professional Social Work in the United States: Available at https:// www.youtube.com/watch?v=a4VzRSnksmA

Pedagogy: Lecture, Assignment, Individual and Group Discussion/Presentation.

Formative Assessment:40	
Assessment Occasion/ type	**Weight age in Marks**
Written Tests (2)	10+10
Assignment/Case Studies	10
Seminar	05
Attendance	05
Total	**40**

BSW C2 Social Science Concepts and Social Work

Number of Theory Credits	Number of lecture hours/semester
4	**56**

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
• To understand basic sociological concepts and notions of society • To know the basic concepts of economics and structure of economy • To understand the political framework for social welfare	• Lecture • Assignment • Individual and Group Presentation	• Able to understand the basic sociological concepts and notions of society • Able to know the basic concept of economics and structure of economy • Able to explore the knowledge about political frame work in the context of social welfare	A. Summative Assessment : 60 marks B. Formative Assessment: 40 Marks.

Content of Course	Hrs
Unit–I Introduction to Sociological Concepts	16
Chapter No.1 : Society: Meaning and Definition, Man and Society and their Relationships, Social Stratifications: Meaning and Nature; Caste, Class, Gender, Power and Authority **Chapter No.2 :** Social Values, Norms, Customs, Mores and Culture, Social Institutions : Family, Marriage, Religion, Education **Chapter No. 3 :** Social Process and Social Change: Concept, Nature, Types, Importance, Characteristics and Factors of Social Change. **Chapter No. 4 :** Social Control and Socialization: Meaning, Nature, Social Deviance and Social Control, formal and informal; Concepts, Factors, Process and Importance of Socialization.	
Unit–II Psychology and Social Work	12
Chapter No. 5: Psychology: Meaning, Definitions, Nature, Scope and Importance **Chapter No .6:** Introductory concepts: Perception, Learning, Motivation, Emotions, Memory **Chapter No. 7:** Personality: Meaning, Definitions, Characteristics, Types, Factors and Skills **Chapter No. 8 :** Understanding Human Behavior: Introduction, Stages of Human development, Heredity & Environment	
Unit–III Knowledge of Economics and Political Science for Social Workers	16
Chapter No.9 : Economic System : Capitalist, Socialist and Mixed Economy, **Micro and Macro:** Micro: Implications of Budgeting at Domestic Level–Household Budgeting, Income, Expenditure, Savings and Debts **Macro** : GDP, National Income, Inflation, Deflation and other related areas. **Chapter No.10:**Banking and Public Finance: Self Help Groups (SHG's), Rural Banks, Co-operative Societies, Medium Small Micro Enterprise (MSME) **Chapter No.11:** State: Origin, Concept and its Organs, Concept of Welfare State **Chapter No. 12:** Indian Constitution and its Salient Features, Fundamental Rights, Directive Principles of State Policy	

Unit–IV Introduction to Anthropological Concepts	12
Chapter No. 13: Meaning, Definition, Concept, Importance and Scope of Anthropology **Chapter No. 14:** Main branches of Anthropology and its relationship with Social Work **Chapter No. 15:** Importance of Socio Cultural Anthropology: Tribes-Meaning, Definition, and Characteristics. **Chapter No. 16:** Various Tribes, its Culture and Development in India	

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

Pedagogy: Lecture, Assignment, Individual and Group Discussion/Presentation

Formative Assessment:40	
Assessment Occasion/ type	**Weightage in Marks**
Written Tests (2)	10+10
Assignment/Case Studies	10
Seminar	05
Attendance	05
Total	40

BSW C3-Field Work Practice 1

Course Title	Social Work Practicum-1	Course Credits	4
Total Contact Hours	16 Hours per week (25 Field work Visits)	**Duration of ESA**	Viva-voce
Formative Assessment Marks	50	**Summative Assessment Marks**	50

Course Objectives	Pedagogy	Course Outcomes	Course Assessment
☐ To understand the basics of fieldwork, concept of self and fieldwork and the professional role of social workers. ☐ To critically understand and appreciate programmes and projects of governmental and non-governmental organizations. • To enhance importance of skills in report writing and documentation	Lecture, Practical exposure, Field work Training, Orientation Visit/ Concurrent Fieldwork to various Agencies	• Able to understand the concept to field work education to develop self awareness • Able to develop skills in field work report writing, record of the observation visits and engage in meaningful discussions during group interactions • Able to understand programmes and projects of governmental and nongovernmental organization	• Semester end examination- Viva Voce: 60 marks • Internal Assessment :40 marks

Field Work Contents (Tasks/Activities)

Field work practicum of First Semester comprises two components:

- Orientation Lecture
- Orientation Visits.

Orientation Lectures: There shall be a minimum of 10 **orientation lecture in t**he First semester Field work Practicum. This will focus on preparing the students about the field work, concept, definitions, purpose and components, understanding self-awareness and self-management, time management, goal setting, field work practice and ethics, fieldwork record and writing skills and techniques like rapport building, observation and analysis, advocacy, and networking with individual, group and community.

Orientation Visits: There shall be minimum 20 orientation visits in a semester to provide an exposure to and understanding of the services provided in responses to people's needs to

governmental and non-governmental organization highlighting the role of social work profession (i.e. agencies in health setting, education, community, institutional and Non-institutional services, criminal justice system, civic administration, rehabilitation, Local bodies, etc.).

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

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OE-1 Fields of Social Work Practice	
Number of Theory Credits	**Number of lecture hours/semester**
3	**52**

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
• To understand the fields of social work • To know the different settings of social work • To understand the competencies required to work in different settings of social work.	• Lecture • Assignment • Individual and Group Presentation	• Able to understand the fields of social work • Able to know the Different settings of field work • Able to explore the competencies required to work in different fields of social work	A. Summative Assessment : 60 marks B. Formative Assessment: 40 Marks.

Content of Course 4	Hrs
Unit–I Fundamentals of Social Work	12
Chapter No. 1 : Meaning, Concept, Definitions, Nature and Scope of Social Work **Chapter No. 2 :** Methods of Social work **Chapter No. 3 :** Values and Ethics of Social Work **Chapter No. 4 :** Principles, Skills and Techniques of Social Work **Chapter No. 5 :** Professional attributes for Social Workers	
Unit–II Social Work with Communities	12
Chapter No 6 : Concept of Community and Community Development **Chapter No 7 :** Types of Community; Rural, Urban and Tribal community **Chapter No 8:** Implications for Social Work practice in the Communities; Services for Marginalized, Youth, Elderly, Women and Children **Chapter No 9 :** Competencies required for Community Worker	
Unit–III Social Work in School Setting	12

Chapter No. 10 : Concept and meaning of School Social Work, Problems of children in schools **Chapter No. 11 :** Implications for Social work intervention; children with physical, learning, and emotional problems. School dropout, Working with teachers, administrators, and other professionals **Chapter No.12 :** Skill and Competencies required for School Social Worker.	
Unit-IV Social Work in Hospital, Industrial and Correctional Setting	16
Chapter No. 13: Social Work in Hospital Setting: An introduction to Medical and Psychiatric Social Work, Hospitals: Types, Structure, and Functions. **Chapter No.14:Areas of Social Work intervention**; Working with Health care Teams, Patients, Care Takers, Caregivers, Para-Medical Staff, and Hospital Administration and Skills and Competencies required for Social Workers in Health Settings **Chapter No. 15: Social Work in Industrial Setting:** Introduction to Industrial Social Work, Problems of Employees; Adjustment, Emotional and Mental Health issues. **Chapter No. 16: Implications for Social work practice**: Employees, Management and unions, Skills and Competencies for Industrial Social Worker. **Chapter No. 17: Correctional Setting:** Children in Conflict with Law, Observation Homes, Role of Social Workers (Probationary Officer)	

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Pedagogy: Lecture, Assignment, Individual and Group Discussion/Presentation

Formative Assessment:40	
Assessment Occasion/type	**Weightage in Marks**
Written Tests (2)	10+10
Assignment/Case Studies	10
Seminar	05
Attendance	05
Total	**40**

SEC 01 Digital Skills for Social Work Practice	
Number of Theory Credits	**Number of lecture hours/semester**
2	30

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
• To understand the importance of technology in social work • To practice the digital skills	• Lecture • Assignment • Individual and Group Presentation	• Able to understand the importance of digital skill • Can apply digital skills in social work practice.	• Summative Assessment : 30 marks • Formative Assessment: 20 Marks.

Content of Course	Hrs
Unit–I Introduction to Technology	10
Chapter No. 1: Meaning of Technology, Importance of Technology in Social Work Practice. **Chapter No. 2:** Usage of Technology in Social Work Practice, Training Social Workers about the Use of Technology in Practice: Best Practices, Technology mediated interventions, Ethical Risks. **Chapter No. 3: Internet and Communication:** Effective usage of Internet: Email–Gmail, Outlook, Usage of Social Media for Social Campaign: Facebook, YouTube, LinkedIn, Instagram, Pinterest.	
Unit- II Usage of Digital Technology in the Various Practicing Fields of Social Work	10
Chapter No. 4: Digital Technology in Health Care: Electronic health checks, Health Symptom tracking, Health Apps, Electronic Health Records. **Chapter No. 5 :** Digital Technology in Psychiatric Social Work Practice : Internet-Based Mental Health Interventions, Using Mobile Apps in Mental Health Practice, Use of Virtual Reality Exposure Therapy for Anxiety-and Trauma-Related Disorders **Chapter No. 6:** Digital Technology in Human Resource Management: HRMIS, Cloud, Payroll Software, Candidate relationship management, Employee assessment software	

Unit–III Digital Social Work	10
Chapter No. 7: Digital Music and Therapeutic Song for Treatment, Blogging: A Tool for Social Justice, online counseling, telephone counseling, video counseling, cyber therapy (avatar therapy),self-guided web-based interventions, electronic social networks, e-mail, and text messages **Chapter No. 8:** Effective Usage of Digital Technology during Pandemic Situation :Zoom, Google Meet, Club House, Microsoft Meet.	

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Social work practice with digital communication technologies: https://www.youtube.com/ HYPERLINK "http://www.youtube.com/%20watch?v=Oja8V5GcoTk"watch?v HYPERLINK "http://www.youtube.com/%20watch?v=Oja8V5GcoTk"=Oja8V5GcoTk

Digital technologies for social inclusion: https://www.un.org/ development/ HYPERLINK "http://www.un.org/%20development/desa/dspd/2021/%2002/digital-technologies-for-social-"desa HYPERLINK "http://www.un.org/%20development/desa/dspd/2021/%2002/digital-technologies-for-social-"/ HYPERLINK "http://www.un.org/%20development/desa/dspd/2021/%2002/digital-technologies-for-social-"dspd HYPERLINK "http://www.un.org/%20development/desa/dspd/2021/%2002/digital-technologies-for-social-"/2021/ 02/digital-technologies-for-social- inclusion- 2/

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Make Timefor What Matters Part 2: Using Technology to Improve Efficiency and Developing Strong Relationships https://schoolsocialwork.net/make-time-for-what-matters- part-2-using-technology-to- improve-efficiency-and-developing-strong-relationships/

Pedagogy : Lecture and Lab, Assignment, Individual and Group, Discussion/Presentation

Formative Assessment:20	
Assessment Occasion/ type	**Weightage in Marks**
Written Test (1)	10
Assignment/Seminar	05
Attendance	05
Total	20

SEMESTER II

BSW C4 : Social Case Work	
Number of Theory Credits	**Number of lecture hours/semester**
4	56

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
• To understand the individual, family and their problems and the social contextual factors affecting them • To understand Social Casework as a method of Social Work practice • To gain knowledge about the basic concepts, tools, techniques, processes and skills of working with individuals • To develop an understanding of application of case work in diverse settings	• Lecture • Assignment • Individual and Group Presentation	• Able to demonstrate familiarity with case work processes, tools and techniques and their application in Professional Social Work Practice. • Able to develop skills of Observation, Listening, Interviewing and Home Visits, Rapport, Building, Resource, Mobilization and Recording.	• Summative Assessment : 60 marks • Formative Assessment : 40 Marks.

Content of Course	Hrs
Unit–I Introduction to Social Case Work	14
Chapter No.1 : Social Case Work: Concept, Nature, Scope, Objectives and Importance **Chapter No.2:** Historical Development of Social Casework **Chapter No.3:** Individual: Nature and Needs **Chapter No.4:** Problems Faced by Individuals and Families	
Unit–II Components, Principles and Process of Social CaseWork	14

Chapter No.5: Components of Social Case Work (Person, Problem, Place, and Process) **Chapter No.6:** Principles of Social Case Work **Chapter No.7:** Process of Social Work: Intake, Psycho-social study, Psycho-Social Assessment/ Social Diagnosis, Treatment/ Intervention, Evaluation, Termination and Follow up **Chapter No. 8:** Concept of Social Role, Functions and Coping Mechanisms	
Unit-III Tools, Techniques and Skills of Social Case Work	12
Chapter No.9 : Case Work Relationship, Use of Authority and Advocacy **Chapter No.10 :** Communication skills, Observation, Listening, Interviewing and Home Visits **Chapter No.11 :** Rapport Building and Resource Mobilization **Chapter No.12 :** Recording in Social Case work	
Unit-IV Approaches and Practice of Social Casework	16
Chapter No.13 : Task Centered Approach **Chapter No.14 :** Social Psychological Approach **Chapter No.15 :** Problem Solving Approach and Integrated approach **Chapter No. 16:** Case work Practice in different settings: Medical, School, Elderly care Homes, Correctional, and Rehabilitation Centres.	

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Pedagogy: Lecture, Assignment, Individual and Group Discussion/Presentation

Formative Assessment:40	
Assessment Occasion/ type	**Weightage in Marks**
Written Tests (2)	10+10
Assignment/Case Studies	10
Seminar	05
Attendance	05
Total	40

BSW C5 : Social Group Work	
Number of Theory Credits	**Number of lecture hours/semester**
4	**56**

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
• To understand the nature and types of groups • To understand Social Group Work as a method of Social Work practice • To know the basic concepts, tools, techniques, processes and Skills of working with groups • To develop an understanding of the process of group development and group dynamics • To develop an understanding of application of group work in diverse settings	• Lecture • Assignment • Individual and Group Presentation	• Able to demonstrate familiarity with Group Work processes, tools and techniques and their application in Professional Social Work Practice • Able to develop skills of Facilitation, Analytical Thinking, Leadership Building, Programme Planning, Evaluation and using Programme Media in groups	• Summative Assessment : 60 marks • Formative Assessment: 40 Marks.

Content of Course	Hrs
Unit–I Introduction to Social Group Work	14
Chapter No.1: 1. Social Groups: Meaning, Characteristics and Importance. **Chapter No.2:** Types of Groups: Primary and Secondary, Open and Closed, Formal and Informal **Chapter No.3:** Evolution of Social Group Work **Chapter No.4:** Values of Social Group Work	
Unit–II Social Group Work and its Practice	14
Chapter No. 5: Assumptions and Objectives of Social Group Work **Chapter No. 6:** Models of Social Group Work Practice **Chapter No. 7:** Application of Social Group Work with Different Groups: Children, Adolescents, Older Persons, Women and Persons with Disability **Chapter No. 8:** Areas of Social Group Work Practice in Different Settings	
Unit-III Group Process and Dynamics	12

Chapter No. 9 **:** Stages of Group Development **Chapter No. 10** **:** Group Dynamics **Chapter No. 11** **:** Principles of Social Group Work **Chapter No. 12** **:** Social Group Work Process: Facilitation, Role of Group worker, Leadership and Decision Making	
Unit-IV Skills and Techniques of Social Group Work Practice	
Chapter No.13: Social Group Work Skills: Facilitation, Analytical Thinking and Leadership Building **Chapter No.14 :** Programme Planning and Evaluation **Chapter No.15 :** Use of Programme Media **Chapter No.16 :** Group Discussion, Group Counselling, Group Decision Making, and Recording in Group work	16

BSW C6–Field work Practice 2

Course Title	Social Work Practicum-2	Course Credits	4
Total Contact Hours	16 Hours per week (25 Field work Visits)	Duration of ESA	Viva voce
Formative Assessment Marks	50	**Summative Assessment Marks**	50

Course Objectives	**Pedagogy**	**Course Outcomes**	**Course Assessment**
☐ To understand the basics of fieldwork, concept of self and fieldwork and the professional role of social workers. ☐ To critically understand and appreciate programmes and projects of governmental and non-governmental organizations. • To enhance importance of skills in report writing and documentation	Lecture, Practical exposure, Fieldwork Training, Concurrent Fieldwork to various Agencies	• Able to understand the concept of field work education to develop self awareness • Able to develop skills in field work report writing, record of the observation visits and engage in meaningful discussions during group interactions • Able to understand programmes and projects of governmental and nongovernmental organization	• Semester end examination- Viva Voce: 50 marks • Internal Assessment: 50 marks

Field Work Contents (Tasks/Activities)

Field work practicum of Second Semester comprises Concurrent field work

Concurrent Field Work: The broad aim of concurrent filed work practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations. This learning experience should provide an opportunity of working with communities, groups, individuals/families and managing organization tasks. It is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two days (16 hours) in every week of the semester.

The student shall complete a minimum of 26 days of visits in a semester. The learners shall be placed in agencies/community to initiate and participate in direct service delivery. Submission of reports to their allotted respective faculty supervisors.

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

Workload : *Ratio of Teachers and Students for Social Work practicum shall be 1:8*

***Note: *** In concurrent Field Work Programme, every student has to undergo 16 hours of Field Work Practicum per week. Two hours of Field Work Practicum is carried out by the students is equated to one hour of theory classes conducted in the Community/ Agency / Institution setting (16 hours of Field Work i.e. two hours = 1 hour theory class). (16/2 = 8 Hrs. the work load for the Field work practicum shall be considered as 1: 8 The Ratio of one teacher shall has a batch of 8 students) (Each teacher has to spend 1 hour per student. i.e. 8 students = 8 hours per week). As per UGC Model Curriculum for Social Work Education [2001, p. 14].*

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OE-02: Social Work Concerns for Women and Child Development

Number of Theory Credits	Number of Lecture hours/semester	Number of Practical Credits	Number of Practical hours/Semester
3	52	-	-

Course Objectives	Pedagogy	Course Outcomes	Course Assessment	Pre-requisite Course	Concurrent Course
☐ To understand Social Work concerns for Women Development. ☐ To understand Social Work concerns for child Development • To enhance social work practice with women and child development	Lecture, Practical exposure, Fieldwork Training, Concurrent Fieldwork to various Agencies	• Able to understand Social Work Concerns for women and child development.	• Semester end examination-Viva Voce : 60 marks • Internal Assessment : 40 marks	--	--

Content of Course	Hrs
Unit – I Social Construction of Gender	13
Chapter No.01: Status of Women in India, Factors affecting Women Status **Chapter No.02:** *Concept of* Sex and Gender, Gender Discrimination, Gender Stereotyping, **Chapter No 03:** Gender: Roles and Perspective **Chapter No.04:** Contemporary Issues of Women	
Unit – II Problems and Issues Related to Female Children and Women in India	13
Chapter No.05: Female Foeticide, Female Infanticide, Sex Ratio, Child Marriage **Chapter No.06:** Women and Children in difficult circumstances. **Chapter No.07:** Domestic workers: issues and concerns. **Chapter No.08:** Problems of Elderly Women: Need for social work intervention	
Unit - III Social Work and Women Empowerment	13
Chapter No.09: Women Empowerment: Concept and meaning **Chapter No.10:** Women Empowerment: Education, Social, Economic and Political empowerment. **Chapter No.11:** Government Welfare Programmes and Schemes for Women Empowerment in Karnataka **Chapter No.12:** Reception Centre, Adoption Centers, State Home for Women. **Chapter No. 13:** Functions and Responsibilities of State Commission for Women, Karnataka State Women Development Corporation (KSWDC)	

Unit - IV Problems of Children and Child Protection System	13
Chapter No. 14: Problems of Children: Concept, Bio Psychosocial needs and problems of Children. **Chapter No. 15:** Child Care and protective Services, Convention on the Rights of the Child (CRC) **Chapter No. 16:** Ministry of Women and Child Development: National Commission for women	

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Pedagogy: Lecture, Assignment, Individual and Group, Discussion/Presentation

Formative Assessment:40	
Assessment Occasion/ type	**Weightage in Marks**
Written Tests (2)	10+10
Assignment/Case Studies	10
Seminar	05
Attendance	05
Total	40

SEC (Value Based)-01 Health and Wellness

Course Title	SEC (Value Based)-1 Health and Wellness	Course Credits	1
Total Contact Hours	30 Hours	Duration of ESA	1½Hours

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
• To introduce the fundamental concepts of physical education, health and wellness. • To provide a general understanding on nutrition, first aid and stress management. • To familiarize the students regarding yoga and other activities for developing wellness. • To create awareness regarding hypo-kinetic diseases, and various measures of health and wellness assessment.	Lecture, Assignment/ Seminar, Individual	• Understand the importance of Health and wellness • Help individual groups and community to maintain sound health and overcome lifestyle and other diseases	• Semester end Examination : 35 Marks • Internal Assessment: 15Marks

SEC (Value Based)-01 Health and Wellness

Unit–I Introduction to Health and Wellness	30 Hrs
Chapter No. 01 Defining Health and Wellness, Personal Health Assessment, Factors Contributing to Health Behavior Change. Dimensions of health and wellness **Chapter No. 02** Relationship between lifestyle and health. Physiological and psychological bases of stress. Key components of fitness.	**10**
Unit-II: Ways to achieve and maintain ideal body composition **Influential Factors for Ideal Body Composition**	**10**
Chapter No. 03 Risk factors and risk reduction strategies associated with the major communicable and non-communicable disease and threats to health and well-being. Influences of psycho-social, economic, physical, hereditary, race, gender, and culture on health. Bio-psycho-social model	
Unit-III Lifestyle Disease and its Management	**10**
Chapter No. 04 : Lifestyle/Hypo-kinetic Diseases and its Management-Diabetes-Hypertension - Obesity - Osteoporosis - CHD – Back pain Health related Physical Fitness and Assessment Body mass Index/ Skin fold Measurement, BMR, Pulse Rate, Blood Pressure, Health Related Physical Fitness Test.	

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NASW Social Workers Promote Healthy Minds & Bodies https:/www.socialworkers. org /Events/ Campaigns/Social-Workers-Promote-Healthy-Minds-and-Bodies

The contribution of mental health social work to health and care services (2020) https://www.youtube.com/watch?v=oXqQJzHGqyU Health care Education https://www.youtube.com/ HYPERLINK "http://www.youtube.com/%20watch?v=ew_A4_nBugQ"watch?v HYPERLINK "http://www.youtube.com/%20watch?v=ew_A4_nBugQ"=ew_A4_nBugQ

National Health policies and programmes-For NTA UGC NET social work https://www. HYPERLINK "http://www.youtube.com/%20watch?v=VeKFo9x_ZyQ" HYPERLINK "http://www.youtube.com/%20watch?v=VeKFo9x_ZyQ"youtube HYPERLINK "http://www.youtube.com/%20watch?v=VeKFo9x_ZyQ". HYPERLINK "http://www.youtube.com/%20watch?v=VeKFo9x_ZyQ" HYPERLINK "http://www.youtube.com/%20watch?v=VeKFo9x_ZyQ"com/ HYPERLINK "http://www.youtube.com/%20watch?v=VeKFo9x_ZyQ"watch?v HYPERLINK "http://www.youtube.com/%20watch?v=VeKFo9x_ZyQ"=VeKFo9x_ZyQ

Role of Hospital Social Workers https://www.youtube.com/watch?v=kCcyUv-XIY4Social Work and the Health Care System

Pedagogy : Lecture and Lab, Assignment, Individual and Group Discussion/Presentation

Formative Assessment : 20	
Assessment Occasion/ type	**Weightage in Marks**
Written Test (1)	10
Assignment/Seminar	05
Attendance	05
Total	20