

MANGALORE



UNIVERSITY

MANGALAGANGOTTHRI

**Department of
Post Graduate Studies and Research in Social Work**

**Program Structures and Syllabus for
Bachelor of Social Work (Basic/Hons.) Programme**

**Under
New Education Policy-2020**

**UG Board of Studies in Social Work
Mangalagangothri
Mangaluru-574 199**

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Prof. Vinay Rajath, D. Department of Sociology, Mangalore University

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Barkur.

Dr Mary M J., Assistant Professor, Govt First Grade College, Vamadapadav

Sri. Prassanna Kumar, Assistant Professor, Govt First Grade College, Vittal.

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C1. Model Programme Structure for Bachelor of Social Works, B.S.W. (Basic/Hons.) with Social Works as Programme Core

Sem.	Discipline Core (DSC) (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	BSWC1 (4) BSWC2 (4) BSWC3 (4) (P)	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs. each)		SEC-1: (2)(1+0+2)	Yoga (1) (0+0+2)	Health & Wellness (1) (0+0+2)	25
II	BSWC4 (4) BSWC5 (4) BSWC6 (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 Works (48 credits)								
III	BSWC7 (4) BSWC8 (4) BSWC9 (4) (P)	OE-3 (3)	L1-3(3), L2-3(3) (4 hrs each)		SEC-2: (1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
IV	BSWC10 (4) BSWC11 (4) BSWC12 (4) (P)	OE-4 (3)	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 Bachelor of Social Works (96 credits)								
V	BSWC13 (4) BSWC14 (4) BSWC15 (4) (P)	BSWE1 (3) Vocational-1 (3)			SEC-3: (2)(1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	22
VI	BSWC16 (4) BSWC17 (4) BSWC18 (4) (P)	BSWE2 (3) Vocational-2 (3) Internship (1)			SEC-4: (2)	Sports (1)(0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	24
Exit Option with Award of Bachelor of Social Works Degree, B.S.W (140 credits)								
VII	BSWC19 (4) BSWC20 (4) BSWC21 (4) (P)	BSWE3 (3) Vocational-3 (3) Resch .Methodology(3)						21
VIII	BSWC22 (3) BSWC23 (3) BSWC24 (3) (P)	BSWE4 (3) Vocational-4 (3) Res. Project(6)*						21
Award of Bachelor of Social Works Degree with Honours, BSW (Hons.) 180 credits								

*In lieu of the research Project, two additional elective papers/ Internship may be offered

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 social work'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 realities 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 allocation 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.

1. 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.

2. 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 in terms 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.

1. Acquisition of graduate attributes and descriptors with demonstrated abilities through field work training.
2. Knowledge of Media and Information Literacy in the context of Social Work practice
3. Application of Programme Media in social work practice
4. Skill development and Entrepreneurship abilities to be taught at undergraduate levels
5. Development of research and analytical abilities through dissertation as a separate paper
6. Responding to dynamic socio-cultural milieu, restructuring of discipline specific papers for students.
7. Field work has been made an integral part of the syllabus, giving an opportunity to the students for practice in diverse settings
8. 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:

- a. To enable students to understand history, philosophy, values, ethics and functions of social work profession and its linkages with other social science disciplines;
- b. To equip students with knowledge on core and ancillary methods of professional social work, and its practice base;
- c. To inculcate in the students values of enquiry and research; and thereby develop problem solving and decision making abilities;
- d. To prepare professionals to practice in diverse social work settings and also address contemporary issues and concerns such as of marginalized and exclusive population;
- e. 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;
- f. 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;
- g. 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
- h. 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.

3. 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 learning 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

4. 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.

5. 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.

PO1	Ability to Develop Professional Skills
PO2	Ability to Work with Individual, Group & Community
PO3	Application of Scientific Knowledge & Skills
PO4	Application of Social Work Skills & Techniques
PO5	Community Welfare & Social Wellbeing
PO6	Cooperation, Collaboration, Participation, and Critical Evaluation
PO7	Social Work Theory and Practice
PO8	Ecological & Sustainable Development
PO9	Ethical & Psycho- Social Sensibility
PO10	Knowledge of Programme, Media & Information Literacy
PO11	Moral, Ethical & Cultural Issues
PO12	Professional & Social Responsibility
PO13	Professional Knowledge & Attitude
PO14	Social Work Theory and Practice
PO15	Theoretical Understanding
PO16	Understanding of Concept, Nature and Importance
PO17	Understanding of Individual/ Group/ Community Issues
PO18	Understanding Self & Self Guiding Principles
PO19	Understanding Social Issues, Problems & Fields

6.1 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 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:

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

- 6. 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.
- 7. 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.
- 8. 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.

Social Work CBCS Scheme: 2021-22 Onwards

Course Scheme							
Course Code	Course	Instruction Hrs./ Wk/Sem	Exam Hrs	Marks Final Exam	IA	Total Marks	Credit
Semester I							
BSWBWCN 101	Foundations for Social Work	4/56	2	60	40	100	4
BSWBWCN 102	Social Science Concepts and Social Work	4/56	2	60	40	100	4
BSWBWPN 103	Field Work Practice 1	4/56 (8/112)	Viva- Voce	50	50	100	4
BSWBWEN 101	Fields of Social Work Practice	3/42	2	60	40	100	3
Semester II							
BSWBWCN 201	Social Case Work	4/56	2	60	40	100	4
BSWBWCN 202	Social Group Work	4/56	2	60	40	100	4
BSWBWPN 203	Field work Practice 2	4/56 (8/112)	Viva- Voce	50	50	100	4
BSWBWEN 201	Social Work Concerns for Women and Child Development	3/42	2	60	40	100	3
Semester III							
BSWBWCN 301	Community Organization and Social Action	4/56	2	60	40	100	4
BSWBWCN 302	Psychology for Social Work Practice	4/56	2	60	40	100	4
BSWBWPN 303	Field Work Practice 3	4/56 (8/112)	Viva- Voce	50	50	100	4
BSWBWEN 301	Contemporary Social Problems and Concerns	3/42	2	60	40	100	3
Semester IV							
BSWBWCN 401	Social Work Research	4/56	2	60	40	100	4
BSWBWCN 402	Human Rights and Social Justice	4/56	2	60	40	100	4
BSWBWPN 403	Field Work Practice 4	4/56 (8/112)	Viva- Voce	50	50	100	4
BSWBWEN 401	Social Legislation in India	3/42	2	60	40	100	3

Evaluation of the course consists of

1. Theory exam for 2 hours duration for 60 marks
2. Internal Formative Continuous Assessment for 40 marks
 - a. 20 marks for 2 written Internal Assessment Exams
 - b. 20 marks for Activities

Pedagogy: Class Lecture, Assignment, Group discussions/Presentation,

Internal Assessment:

The internal assessment marks for a course shall be based on two tests and two activities as assignments and case studies. The test shall be of at least one hour duration. The total marks of the tests and activities shall be taken as the internal assessment marks. Any two activities may be assigned by the concerned teacher.

List of activities:

1. Assignment and presentation.
2. Class Room Exercise; Group Discussion; Collage preparation; Quiz
3. Educational Visit; Industrial/NGO visit; Visit to the welfare or correction institutions
4. Project work
5. Seminar presentation on the assigned topic
6. Field visit/Interview and report.
7. Visit to the local village

Formative Assessment: 40 Marks	
Assessment type	Weightage in Marks
Written Tests (2)	20 (10+10)
Assignment/Case Studies/ Activity	10
Seminar	05
Class Participation (Attendance)	05
Total	40

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

Note: The work load for the Field work practicum shall be considered as 1: 8 The Ratio of one teacher shall have 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].

Question Paper Pattern (for Social Work BSW)

Time: 2 Hrs

Max. Marks - 60

(Title of the Course)

Note : Answer all Sections

**I. Answer any TEN questions in 2-3 sentences each
(2x10=20)**

1. Q.
2. Q.
3. Q.
4. Q.
5. Q.
6. Q.
7. Q.
8. Q.
9. Q.
10. Q.
11. Q.
12. Q.

II. Answer any FOUR questions in 10-12 sentences each

(5x4=20)

13. Q.
14. Q.
15. Q.
16. Q.
17. Q.
18. Q.

**III. Answer any TWO in 20-25 sentences each
(10x2=20)**

19. Q.
20. Q.
21. Q.
22. Q.

Sd/-
Dr. Madhumala K.

Sd/-
Dr Sridevi K.

Sd/-
Dr. Mary M. J.

Sd/-
Sri. Prasanna Kumar C.

Sd/-
Dr. Vinay Rajath D.
(Chairman)

SEMESTER 1

BSWBWCN 101 Foundations for Social Work

Course Objectives

1. To understand history and evolution of social work profession, both in India and the West
2. To develop insights into the origin and development of ideologies and approaches to social change
3. To develop skills to understand contemporary reality in its historical context

Learning Outcomes

1. Able to understand social work as a profession
2. Able to understand various ideologies of social work
3. Able to demonstrate awareness of values and ethics of the social work profession.

Content of Course	Hrs
Unit-I : An Introduction to Social Work	15
<ol style="list-style-type: none">1 Social Work : Concept, Meaning, Definitions, Objectives, Goals and Functions,2 Introduction to the methods of Social Work.3 Historical development of Social Work in UK, USA, and India	
Unit-II : Principles, Values and Ethics of Social Work	13
<ol style="list-style-type: none">1 Principles of Social Work2 Assumptions, Values and Code of Ethics (NASW) of Social Work3 Professional v/s Voluntary Approaches to Social Work	
Unit-III : Social Work Profession in India	12
<ol style="list-style-type: none">1 Profession: Meaning, Definitions and Attributes2 Professionalization of Social Work in Indian Scenario3 Social Work Profession : Issues and Challenges	
Unit-IV : Fields of Social Work	16
<ol style="list-style-type: none">1 Fields of Social Work – Community Development and Social Work with Marginalized Sections of the Society,2 Correctional Settings and Industrial Social Work3 Medical and Psychiatric Social Work; Family, Women and Child centered Social Work	

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- ಸಮಾಜಕಾರ್ಯ ಮೂಲ ಪರಿಕಲ್ಪನೆಗಳು. ನಿರುತ ಪಬ್ಲಿಕೇಷನ್ಸ್, ಬೆಂಗಳೂರು
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BSWBWCN 102 Social Science Concepts and Social Work

Course Objectives

1. To understand basic sociological concepts and notions of society
2. To know the basic concepts of economics and structure of economy To understand the political framework for social welfare

Learning Outcomes

1. Able to understand the basic sociological concepts and notions of society
2. Able to know the basic concept of economics and structure of economy
3. Able to explore the knowledge about political framework in the context of social welfare

Content of Course	Hrs
Unit-I : Introduction to Sociological Concepts	16
<ol style="list-style-type: none"> 1 Society: Meaning and Definition, Social Stratifications: Meaning and Nature; Caste, Class and Gender 2 Social Institutions : Family, Marriage, Religion, Education 3 Social Change: Types, Characteristics and Factors of Social Change. 4 Socialization and Social Control: meaning and importance of socialization; Nature, of Social Control, formal and informal. 	
Unit-II : Psychology and Social Work	12
<ol style="list-style-type: none"> 1 Psychology: Meaning, Nature, Scope and Importance 2 Concepts: Perception, Learning, Motivation 3 Personality: Meaning, Definitions, Characteristics, Types 4 Understanding Human Behavior: Stages of Human development, Heredity & Environment 	
Unit-III : Knowledge of Economics and Political Science for Social Workers	16
<ol style="list-style-type: none"> 1 Economic System : Capitalist, Socialist and Mixed Economy 2 Banking and Public Finance: Self Help Groups (SHG's), Rural Banks, Co-operative Societies, Medium Small Micro Enterprise (MSME) 3 State: Origin, Concept and its Organs, Concept of Welfare State 	
Unit-IV : Introduction to Anthropological Concepts	12
<ol style="list-style-type: none"> 1 Meaning, Definition, Concept, Importance and Scope of Anthropology 2 Main branches of Anthropology and its relationship with Social Work 3 Importance of Socio Cultural Anthropology: Tribes-Meaning, Definition, and Characteristics. 	

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BSWBWPN 103 Field Work Practice 1

Total Contact Hours	:	8 Hours per week
Formative AssessmentMarks	:	50 (25 Field Work Record + 25 Internal Assessment)
Summative AssessmentMarks	:	50 Viva-voce

Course Objectives

- 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

Course Outcomes

- 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

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 5 **orientation lecture in the** 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 10 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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BSWBWEN 101 Fields of Social Work Practice

Course Objectives

1. To understand the fields of social work
2. To know the different settings of social work
3. To understand the competencies required to work in different settings of social work.

Learning Outcomes

1. Able to understand the fields of social work
2. Able to know the Different settings of field work
3. Able to explore the competencies required to work in different fields of social work

Content of Course	Hrs
Unit-I : Fundamentals of Social Work	12
<ol style="list-style-type: none"> 1. Meaning, Concept, Definitions of Social work 2. Methods of Social work 3. Principles and Skills of Social Work 	
Unit-II : Social Work with Communities	14
<ol style="list-style-type: none"> 1. Concept of Community and Community Development 2. Types of Community; Rural, Urban and Tribal community 3. Competencies required for Community Worker 	
Unit-III : Social Work in School Hospital, Industrial and Correctional Setting	16
<ol style="list-style-type: none"> 1. Concept and meaning of School Social Work, Problems of children in schools; Competencies required for School Social Worker. 2. Hospital Setting: Hospitals: Types, Structure, and Functions. 3. Industrial Setting: Problems of Employees; Adjustment, Emotional and Mental Health issues. 4. Correctional Setting: Children in Conflict with Law, Observation Homes, Role of Social Workers (Probationary Officer) 	

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SEMESTER II

BSWBWCN 201: Social Case Work

Course Objectives

1. To understand the individual, family and their problems and the social contextual factors affecting them
2. To understand Social Casework as a method of Social Work practice
3. To gain knowledge about the basic concepts, tools, techniques, processes and skills of working with individuals
4. To develop an understanding of application of case work in diverse settings

Learning Outcomes

1. Able to demonstrate familiarity with case work processes, tools and techniques and their application in Professional Social Work Practice.
2. Able to develop skills of Observation, Listening, Interviewing and Home Visits, Rapport, Building, Resource, Mobilization and Recording.

Content of Course	Hrs
Unit-I : Introduction to Social Case Work	14
<ol style="list-style-type: none">1. Social Case Work: Concept, Nature, Scope, Objectives and Importance2. Historical Development of Social Casework3. Problems Faced by Individuals and Families	
Unit-II : Components, Principles and Process of Social Case Work	14
<ol style="list-style-type: none">1. Components of Social Case Work (Person, Problem, Place, and Process)2. Principles of Social Case Work3. Process of Social Work: Intake, Psycho-social study, Psycho-Social Assessment/ Social Diagnosis, Treatment/ Intervention, Evaluation, Termination and Follow up	
Unit-III : Tools, Techniques and Skills of Social Case Work	12
<ol style="list-style-type: none">1. Case Work Relationship, Rapport Building and Resource Mobilization-2. Communication skills, Observation, Listening, Interviewing and Home Visits3. Recording in Social Case work	
Unit-IV : Approaches and Practice of Social Casework	16
<ol style="list-style-type: none">1. Task Centered Approach2. Social Psychological Approach3. Problem Solving Approach and Integrated approach4. Role of social Case worker in different settings: Medical, School, Elderly care Homes, Correctional, and Rehabilitation Centres.	

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BSWBWCN 202: Social Group Work

Course Objectives

1. To understand the nature and types of groups
2. To understand Social Group Work as a method of Social Work practice
3. To know the basic concepts, tools, techniques, processes and Skills of working with groups
4. To develop an understanding of the process of group development and group dynamics
5. To develop an understanding of application of group work in diverse settings

Learning Outcomes

1. Able to demonstrate familiarity with Group Work processes, tools and techniques and their application in Professional Social Work Practice
2. Able to develop skills of Facilitation, Analytical Thinking, Leadership Building, Programme Planning, Evaluation and using Programme Media in groups

Content of Course	Hrs
Unit-I : Introduction to Social Group Work	14
<ol style="list-style-type: none"> 1. Social Groups: Meaning, Characteristics and Importance. 2. Types of Groups: Primary and Secondary, Open and Closed, Formal and Informal 3. Evolution of Social Group Work 4. Values of Social Group Work 	
Unit-II : Social Group Work and its Practice	14
<ol style="list-style-type: none"> 1. Assumptions and Objectives of Social Group Work 2. Models of Social Group Work Practice 3. Types of groups in social group work practice 4. Application of Social Group Work with Different Groups: Children, Adolescents, Older Persons, Women and differently abled 	
Unit-III : Group Process and Dynamics	12
<ol style="list-style-type: none"> 1. Stages of Group Development 2. Group Dynamics 3. Principles of Social Group Work 4. Social Group Work Process 	
Unit-IV : Skills and Techniques of Social Group Work Practice	
<ol style="list-style-type: none"> 1. Social Group Work Skills 2. Programme Planning and Evaluation 3. Use of Programme Media 4. Recording in Group work; Role of Social Group Worker 	16

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BSWBWPN 203 Field work Practice 2

Total Contact Hours	:	8 Hours per week
Formative Assessment Marks	:	50 (25 Field Work Record + 25 Internal Assessment)
Summative Assessment Marks	:	50 Viva-voce

Course Objectives

- 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

Pedagogy - Lecture, Practical exposure, Fieldwork Training, Concurrent Fieldwork to various Agencies

Course Outcomes

- 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

Field Work Contents (Tasks/Activities)

Field work practicum of Second Semester comprises Concurrent field work

Concurrent Field Work: The broad aim of concurrent field 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.

The student shall complete a minimum 15 days of field work (8 hrs/week) in a semester. The learners shall be placed in agencies/community to initiate and participate in direct service delivery. Reports should be submitted to the 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.

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BSWBWEN 201: Social Work Concerns for Women and Child Development

Course Objectives

- 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

Course Outcomes

- Able to understand Social Work Concerns for women and child development.

Content of Course	Hrs
Unit – I : Social Construction of Gender	12
<ol style="list-style-type: none"> 1. Concept of Sex and Gender, Gender Discrimination, Gender Stereotyping, 2. Gender: Roles and Perspective 3. Contemporary Issues of Women 	
Unit – II : Issues Related to Female Children and Women in India	16
<ol style="list-style-type: none"> 1. Female Foeticide, Female Infanticide, Child Marriage, Problems of Children 2. Concerns of Domestic workers. 3. Problems of Elderly Women: Need for social work intervention 4. Child Care and protective Services, Convention on the Rights of the Child(CRC) Government Welfare Programmes and Schemes for Child Development 	
Unit - III : Social Work and Women Empowerment	14
<ol style="list-style-type: none"> 1. Women Empowerment: Concept and meaning 2. Women Empowerment: Education, Social, Economic and Political empowerment. 3. Government Welfare Programmes and Schemes for Women Empowerment in Karnataka 	

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ಪಬ್ಲಿಕೇಷನ್ಸ್, ಬೆಂಗಳೂರು

ಗೋಪಾಲ್ ಸಿ. ಆರ್. ವೃಂದಗತ ಸಮಾಜಕಾರ್ಯ, ನಿರುತ ಪಬ್ಲಿಕೇಷನ್ಸ್, ಬೆಂಗಳೂರು

BSWBWCN 301: Community Organization and Social Action**Objectives**

1. To understand the fundamental concepts and components of community, Community organization and social action
2. To understand the models of community organization and social action
3. To understand the relationship of community organization and social action with other methods of social work
4. To understand various social movements in India.

Learning Outcomes

1. Able to demonstrate familiarity with community organization and social action as methods of social work profession
2. Able to develop skills of collecting and collating information to understand community, its structure and components.
3. Able to gain the experience and exposure to practice community organization and social action at micro and macro levels
4. Able to understand the relationship of community organization and social action with other methods of social work

Course Outline	
Unit I: Community	12 Hrs
1. Community: Concept, Meaning and Definition 2. Components, Characteristics and Functions of Community 3. Major Forms of Community: Tribal, Rural, Urban- their Features and Differences	
Unit II: Community Organization	14 Hrs
1. Community Organization: Concept, Meaning, Definition and Scope 2. Models and Principles of Community organization 3. Process of Community organization 4. Role of Community organizer	
Unit III: Social Action	14 Hrs
1. Social Action: Concept, Meaning, Definition and Scope 2. Principles and Strategies of Social Action 3. Models of Social Action- Popular and Elitist; Need Based and Right Based Approaches	
IV: Social Movements in India	16 Hrs
1. Social Movements: Concept, Meaning, Definition and Scope of Social Movement 2. Agrarian and Peasant Movements: Anthyodaya, Sarvodaya, Bhodan movement 3. Environmental Movements: Narmada Bachao Andolan, Chipko movement 4. Dalit movements and Women Movements in Karnataka	

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BSWBWCN 302 Psychology for Social Work Practice

Course Objectives

1. To understand psychological concepts and its relevance to Social Work
2. To understand the basic concepts and processes in social psychology and its relevance to Social Work
3. To understand determinants and processes of personality development
4. To understand social attitudes and psycho-social behaviour

Learning Outcomes

1. Able to understand psychological concepts and its relevance to Social Work
2. Able to understand the basic concepts and processes in social psychology and its relevance to Social Work
3. Able to understand determinants and processes of personality development
4. Able to understand social attitudes and psycho-social behavior

Course Outline	
Unit I: Introduction to Psychology	16 Hrs
<ol style="list-style-type: none"> 1. Psychology: Concept, Definition and Relevance to Social Work 2. Perception and Learning: Definition, Perspective and Factors 3. Motivation: Concept and Factors affecting Motivation 4. Emotion and Intelligence: Concept, Factors affecting Emotion and Intelligence 	
Unit II: Human Growth and Personality	12 Hrs
<ol style="list-style-type: none"> 1. Human Growth and Development: Meaning and Stages 2. Personality: Concept, Determinants and types 3. Psychoanalytic Theories of Personality: Sigmund Freud and Carl Jung 	
III: Introduction to Social Psychology	14 Hrs
<ol style="list-style-type: none"> 1. Social Psychology: Concept, Definition and Relevance to Social Work 2. Influence of Intra and Inter Groups on individual behavior 3. Social Perception and Social Cognition: Definitions, Features and Factors 	
IV: Social Attitude and Collective Behaviour	14 Hrs
<ol style="list-style-type: none"> 1. Social Attitude: Meaning, Definition, Features and Formation; Stereotypes and Prejudices 2. Collective and Social Behaviour: Characteristics and Dynamics 3. Leadership: Meaning, Definitions, Traits and Functions, Dynamics of Leadership 	

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BSWBWPN 303 Field Work Practice 3

Total Contact Hours : 8 Hours per week
Formative Assessment Marks : 50 (25 Field Work Record + 25 Internal Assessment)
Summative Assessment Marks : 50 Viva-voce

Objectives

1. To work in agencies working in different types of areas of Social Work practice
2. To develop work plan in consultation with agency supervisor
3. To develop capacity for observation and analysis of social realities
4. To practice the methods of working with individuals and groups
5. To develop understanding of the needs, problems and Programmes for different target groups
6. To develop understanding of the role of Social Workers in different settings
7. To develop Skills in report writing and use of supervision both at agency and faculty level

Learning Outcomes

1. Able to understand Programmes and projects of governmental and non-governmental organizations and critically appraise them
2. Able to prepare work plan and its execution
3. Able to develop professional attitude conducive to deal with human problems
4. Able to develop sensitivity towards the needs and problems of different target groups
5. Able to develop understanding of the role of Social Workers in different settings.
6. Able to apply programme Media Skills in Social Work interventions.
7. Able to develop skills to write reports of work performed during field work and make use of supervision

Field Work Tasks and Activities

1. Familiarization with agency and develop an agency profile with focus on:
 - 1.1 Organizational genesis, organizational types and structure, ideological orientation, programmes and policies
 - 1.2 Client group/s
 - 1.3 Problems are being focused
 - 1.4 Services are being provided
 - 1.5 The role of social worker
 - 1.6 Network with other agencies.
2. Observe agency functioning
3. Practice the methods of working with individuals and groups in the agency
4. Practice the Skills in observation, listening, group discussion and report writing.
5. Assist the organization wherever desirable in its ongoing interventions.
6. Seek guidance from agency supervisor and attend weekly Individual Conference with field work supervisor.
7. Minimum 15 days of field work (8 hrs/week) need to be carried out
8. Students Required to Learn following components
 - 8.1 Aims and Objectives of the Organization, Organization Structure, Sources of Funding, Genesis and Types of Organization, Problems faced by the Organization,
 - 8.2 Legal Status of the Organization
 - 8.3 Functions of Social Work

BSWBWEN 301 Contemporary Social Problems and Concerns

Course Objectives

1. To understand the genesis and manifestation of social problems
2. To understand preventive and remedial measures for contemporary social problems
3. To understand the role of social work in addressing social problems

Learning Outcomes

1. Able to understand the genesis and manifestation of social problems
2. Able to understand preventive and remedial measures for contemporary social problems
3. Able to understand role of social work in addressing social problems

Course Outline	
Unit I: Understanding Social Problems	12 Hrs
<ol style="list-style-type: none"> 1. Social Problems: Concept, Definition and Characteristics 2. Contemporary Social Problems: Nature and Causative Factors 3. Impact of Social Problems - Individual, family and society 	
Unit II Contemporary Social Problems I	14 Hrs
<ol style="list-style-type: none"> 1. Alcoholism and Drug Addiction: Causes, Types and Impact 2. Prevention, Remedy and Role of Social Workers in de-addiction 3. Terrorism, Fundamentalism and Extremism: causes, impact, 4. Role of Social Workers 	
Unit III: Contemporary Social Problems II	16 Hrs
<ol style="list-style-type: none"> 1. Displacement and Migration: Causes, Types and Impact; Role of Social Workers 2. Human Trafficking: Types, Causes; Role of Social Workers 3. Suicide: Causes and Types; Farmers Suicide causes and impact 4. Role of Social Workers 	

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Semester IV

BSWBWCN 401 Social Work Research

Course Objectives

1. To gain understanding of nature and relevance of social science research and its application in the study of social phenomena
2. To learn steps and process of formulation of research design and carry out the same
3. To learn method of conducting a review of literature
4. To develop familiarity with qualitative and quantitative research methods
5. To learn how to prepare tools for collection of data
6. To learn process of data collection, organization, presentation, analysis and report writing

Learning Outcomes

1. Able to demonstrate ability to be able to conduct research, and to do this with an understanding of the application of different methods and tools
2. Able to develop skills of data collection, organization, presentation, analysis and report writing

Course Outline	
Unit I: Basic Concepts	12 Hrs
<ol style="list-style-type: none">1. Social Research: Concept, Scope and ethics of research2. Types of research - Qualitative Research, Quantitative Research3. Social Work Research: Concept, Scope and significance	
Unit II: Social Work Research Methodology	16 Hrs
<ol style="list-style-type: none">1. Identification of research problem and Steps in Formulation of a Research Proposal2. Review of Literature3. Hypothesis and types4. Types of Research Designs: Exploratory, Descriptive, diagnostic and Experimental	
Unit III: Sampling and Data Collection	12 Hrs
<ol style="list-style-type: none">1. Types of Sampling -Probability and Non-Probability2. Sources of Data: Primary and Secondary3. Tools of Data Collection: Observation, Survey, Interview and Questionnaire	
Unit IV: Data Processing and Statistics	16 Hrs
<ol style="list-style-type: none">1. Processing and Presentation of Data2. Measures of Central tendency- Mean, Mode, Median3. Measures of Dispersion: Range, Mean Deviation, Standard Deviation4. Analysis, Interpretation and Report Writing	

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BSWBWCN 402 Human Rights and Social Justice

Course Objectives

1. To help students understand the concept of human rights and its significance to the Social Work profession
2. To sensitize students for the application of human rights to the various practice domains of the profession
3. To develop Understanding on Human Right based Social Work interventions

Learning Outcomes

1. Able to understand the concept of human rights and its significance to the Social Work profession
2. Able to understand the application of human rights to the various practice domains of the profession
3. Able to Understand on Human Right based Social Work interventions

Course Outline	
Unit I: Human Rights: Concept and Origin	14 Hrs
<ol style="list-style-type: none"> 1. Concept of Rights and its Origin 2. Human Rights: Concept and Principles 3. Classification of Human rights 	
Unit II: Human Rights in Indian Constitution	14 Hrs
<ol style="list-style-type: none"> 1. Human Rights and Indian Constitution 2. International Conventions, Declarations, Various Commissions, Organizations 3. Human Rights: National and International Perspectives 	
Unit III: Concept of Social Justice	14 Hrs
<ol style="list-style-type: none"> 1. Social Justice: Concept, Definitions and Scope; principles of Social Justice 2. Social Justice and Social Legislation; Civil Rights and Human Rights 3. Social Injustice: Concept and Causes; Issues of Social Justice in India 	
Unit IV: Legislations to Promote Social Justice	14 Hrs
<ol style="list-style-type: none"> 1. Legislations Pertaining to Women and Children 2. Legislations Pertaining to People with Disability, the Underprivileged and Health Related Legislations 3. Role of Social Worker in Promoting Social Legislation and Social Justice 	

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BSWBWPN 403 Field Work Practice 04

Total Contact Hours : 8 Hours per week
Formative Assessment Marks : 50(25 Field Work Record + 25 Internal Assessment)
Summative Assessment Marks: 50 Viva-voce

Objectives

1. To develop work plan in consultation with agency supervisor
2. To continue practicing the methods of working with individuals and groups
3. To identify and utilize human, material and financial resources
4. To develop process-oriented skills of working with individuals, families and groups with special reference to social support system
5. To develop skills of observation, interviewing, group discussion and leadership
6. To develop skills of report writing and use of supervision (both agency and faculty)

Learning Outcomes

1. Able to understand social work interventions in different areas
2. Able to prepare work plan and its execution
3. Able to form small groups with different age and gender groups
4. Able to apply programme media skills in social work interventions
5. Able to write process oriented reports and engage in meaningful discussions during supervisory conferences
6. Able to develop the ability to link theoretical learning with practical realities

Field Work Tasks and Activities

1. Familiarization with agency
 - 1.1 Client group
 - 1.2 What problems are being focused
 - 1.3 What services are being provided
 - 1.4 What is the role of social worker
 - 1.5 Network with other agencies.
2. Working with group using programme Media
 - 2.1 Organize programme media activities
 - 2.2 Observe group dynamics
 - 2.3 Practice skills in group discussion, programme planning and action.
3. Report writing
4. Individual/group conferences.

BSWBWEN 401: Social Legislation in India

Objectives

1. To study and understand legislative structure and frame
2. To study and understand the Process of making legislation
3. To study and understand social legislation in the context of Social Justice
4. To understand provisions of various social legislations in India

Learning Outcomes

1. Able to promote knowledge in understanding the cause and effect of discrimination and oppression
2. Able to prepare modules and strategies for advocacy to bring sustainable social change

Course Outline	
Unit I: Legislation	12 Hrs
<ol style="list-style-type: none">1. Legislation: Concept, Meaning and Functions of Legislation2. Process of Making Legislation3. Importance of Parliament and State Legislative bodies	
Unit II: Social Legislation	14Hrs
<ol style="list-style-type: none">1. Social Legislation: Concept, Meaning; Needs and Objectives of Social Legislation2. Importance of Social Legislation in Welfare State; Legal-aid and Public Advocacy3. Social Legislation as an Instrument of Social Change	
Unit III: Social Legislations in India	16 Hrs
<ol style="list-style-type: none">1. Dowry Prohibition Act (1961) and its Amendments; Protection of Women from Domestic Violence Act (2005); Prevention of sexual Harassment of women at Work place 2013 (prevention, prohibition and redressal)2. Child Labour Prohibition and Regulation Act (1986) and its Amendments; Juvenile Justice Act (2015) Care and Protection;3. Right to Information Act (2005) and Right to Education Act (2009).	

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