



RANI CHANNAMMA UNIVERSITY

BELAGAVI

**REVISED CURRICULUM FRAMEWORK FOR
UNDER GRADUATE COURSE**

STRUCTURE & SYLLABUS OF BACHELOR OF ARTS

SOCIAL WORK

1ST TO 2ND Semesters

w.e.f.

Academic Year 2024-25 and Onwards

Submitted by

Chairman,
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Preamble

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

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

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

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

Program Outcomes

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

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

Assessment Process

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

Continuous Internal Assessment

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

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

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

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

Activities	Theory		Fieldwork		Total Marks
	C1	C2	C1	C2	
Session Test	2.5 % marks	2.5 % marks	-	-	05
Seminars/Presentations/Activity	2.5 % marks	-			2.5

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

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

Question Paper Pattern (for 40 marks)

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

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

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

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

The pattern of the Question Paper will be as follows:

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

All answers should be either in English or Kannada

PART – A

(3×2=6)

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

1.

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

PART – B

(2×4=8)

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

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

PART – C

(2×13=26)

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

- 09.
- 10.
- 11.

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

SEMESTER – I

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

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

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

SEMESTER – II

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

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

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

SYLLABUS

Semester I

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

Module IV	<p>Approaches and Fields of Social Work: Professional v/s Voluntary Approaches to Social Work.</p> <p>Major Fields of Social Work: Community Development, Correctional Settings, Medical and Psychiatric Social Work, Family, Women and Child-centred Social Work, and Occupational Social Work.</p>	Lecture, Tutorials and Seminars	12
Recommended Learning Resources			
Print Resources	<ol style="list-style-type: none"> 1. Annie Pullen-Sansfaçon (2013), The Ethical Foundations of Social Work, Stephen Cowden Routledge, 2. Banks, S. (1995). Ethics and Values in Social Work: Practical Social Work Series, London: Macmillan Press Ltd. 3. Compton, B. R. (1980). Introduction to Social Welfare and Social Work. Illinois: The Dorsey Press. 4. Desai, Murli, (2006). Ideologies and Social Work: Historical and Contemporary Analyses, Rawat Publication, New Delhi 5. Friedlander, Walter A. (1977) Concepts and Methods of Social Work, New Delhi: Prentice Hall of India Pvt. Ltd 6. Heun, Linda R., Heun, Richard E. (2001) Developing Skills for Human Interaction, London: Charles E. Merrill Co. 7. Jacob, K. K. (Ed.) (1994) Social Work Education in India – Retrospect and Prospect. Udaipur, Himansu Publications. 8. Joseph, Sherry (Ed.) (2000) Social Work: In the Third Millennium (Some Concerns and Challenges), Sriniketan, Department of Social Work, Visva-Bharati. 9. National Association of Social Workers. (2008). Code of Ethics of the National Association of Social Workers. Washington, D.C.: NASW Press. 10. O' Hagan, Kieran, Kingsley, Jessica (2003) Competence in Social Work Practice - A Practical Guide for Professionals, London. 11. Reamer & Fredric (2005) Social Work Values and Ethics, New Delhi: Rawat Publication Singh, D. K. and Bhartiya, A.K. (2010). Social Work: Concept and Methods. Lucknow: New Royal Book Company. 12. Skidmore, Rex A. (1982), Introduction to Social Work, New Jersey, Thackeray, Milton G. Prentice-Hall, Englewood Cliffs. 13. Surendra Singh (Chief Editor). (2012): Encyclopedia of Social Work in India. Lucknow: New Royal Book Company. 14. ತೇಜಪ್ಪ, ಉಮೇಶ, (2018), ವೃತ್ತಿಪರ ಸಮಾಜಕಾರ್ಯ ಇತಿಹಾಸ ಮತ್ತು ವಿಚಾರಧಾರೆಗಳು, ಬೆಂಗಳೂರು ಪ್ರಾಣಿತಿ (೦) ವರ್ಕಿಂಗ್ ಆರ್ಗನೈಸಷನ್ ಫಾರ್ ಅಂಡ್ ಜೈಲ್ಡ್. 15. ಸೋನಕಾಂಬಳೆ, ರಮೇಶ ಎಂ, (2008), ವಿಜಯಪುರ, ಶಾರದಾ ಪಬ್ಲಿಕೇಷನ್ಸ್. 		
Digital Resources	<p>USC Suzanne Dworak-Peck School of Social Work (2014), Introduction to Social Work: Available at https://www.youtube.com/watch?=jJXRB1V5eVw&t=5s</p> <p>UH Class OET (2016) Introduction to Social Work, University of Houtson: Available at https://www.youtube.com/watch?=LtaCmORiP9A</p> <p>The Audiopedia (2017), What is SOCIAL WORK? What does SOCIAL WORK mean? SOCIAL WORK meaning, definition and explanation: Available at https://www.youtube.com/watch?v=xj5-Vdh1B3E</p> <p>USC Suzanne Dworak-Peck School of Social Work (2017), Legacies of Social Change. 100 years of Professional Social Work in the United States: Available at https://www.youtube.com/watch?v=a4VzRSnksmA</p>		
Year	I	Course Code: SW1.1 (Fieldwork Practice component)	Credits 2

Sem.	I	Hours	4 per week
Formative Assessment Marks: 10		Summative Assessment Marks: 40	Duration of ESA: NA (viva)
Course Outcomes	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> 1) Develop conceptual clarity regarding different approaches of providing help to people in need; 2) Get acquainted with the professional role of social workers; 3) Develop self-awareness and orientation to team work; 4) Develop introductory skills in use of programme media; and 5) Develop skills in report writing and use of supervision. 		
Course Content			
<p>This Course comprises:</p> <p>A minimum of 05 Orientation Lectures given by the Faculty on topics such as:</p> <ul style="list-style-type: none"> ➤ Concept, purpose and importance of Field Work Practice in Social Work Education; ➤ Different components of Social Work Practicum from first to final semester of the BSW Course; ➤ Roles and responsibilities of the Student / Social Work Trainee, Faculty Supervisor and Agency Supervisor; ➤ Need and significance of Orientation Visits; ➤ Purpose and types recording in Field Work Practice; ➤ Understanding self-awareness and self-management, time management, and goal setting for effective Field Work Practice; ➤ Ethical principles in Field Work Practice; and ➤ Techniques like rapport building, observation and analysis, advocacy, and networking with individual, group, and community. <p>A minimum of 05 Orientation Visits to various governmental and non-governmental settings of Social Work Practice organized by the Faculty at the beginning of the Course.</p> <p>A minimum of 05 Structured Experiences Laboratory (SEL) to help students understand and acquire the knowledge and skills by covering the following topics through various program media such as role plays, group games, etc.:</p> <ul style="list-style-type: none"> • Becoming a Professional Social Worker (Exploring Why You Are Here); • Teambuilding • Self-Awareness & Understanding Its Importance in Social Work Practice • Values Identification & Understanding Its Importance in Social Work Practice <p>The stipulated hours for a Social Work Practicum are four hours per week.</p>			
Guidelines for Orientation Visits			
<p>A minimum of four (4) hours is expected to be spent by the students in each and every organization. The chief functionary or the chief executive of the organization or his nominee is expected to share the details on all the relevant aspects of the organization. The social work faculty who accompany the students has to encourage, stimulate and also facilitate the students to gather more information on the clientele, services, societal reactions, outcome of the process, etc. Each and every student shall submit an individual hand written report in detail in the common format prepared and approved by the Head of the Department. A classroom discussion is to be organized immediately on the following day of each and every visit to have more clarity on all the aspects of the organization visited. The orientation visits are expected to be organized periodically at the rate of not more than two organizations in a week on the field work days throughout the semester.</p>			

<p>Soon after the completion of “orientation visits to fields of social work”, a student conference shall be conducted to share the orientation visit experiences and learning.</p>	
<p>Note on the Calculation of Workload for Social Work Practicum</p>	
<p>Workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14).</p> <p>The <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14) states that “... each learner should get about forty-five to sixty minutes of individual instruction...” and that “hence teacher-learner ratio suggested is 1:8...” (enclosed as “Annexure 1”). Thus, it may be noted that the instructional hours for “Social Work Practicum” vary depending on the number of students allocated for supervision to each of the faculty. In keeping with the guidelines given in the <i>UGC Model Curriculum for Social Work Education</i>, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. However, wherever the Course/paper is of two credits (for 50 marks) only half an hour instructional hours per student suffices. Hence, the total workload for the faculty for a batch of 16 students is 4 hours per week (i.e. 8 hrs./2 = 4). Hence, the workload for Social Work Practicum per week will be four hours for a batch of sixteen students. Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.</p>	
<p>Recommended Learning Resources</p>	
<p>Print Resources</p>	<ol style="list-style-type: none"> 1. Columbia University. 2015. <i>Hand book for Student Social Work Recording</i>. School of Social Work. 2. Kadushin, Alfred Harkness, Daniel. 2005. <i>Supervision in Social Work</i>. New Delhi: Rawat Publications. 3. Kohli, A.S. 2004. <i>Field Instruction and Social Work: Issues, Challenges and Response</i>. Delhi: Kanishka. 4. Lawani, B.T. 2009. <i>Social Work Education and Field Instructions</i>. Agra: Current Publications. 5. Mathew, G. <i>Supervision in Social Work</i>. Mumbai: TISS. 6. Sajid, S.M. 1999. <i>Fieldwork Manual</i>. New Delhi: Department of Social Work, Jamia Milia Islamia. 7. Roy, Sanjoy. 2012. <i>Field Work in Social Work</i>. Rawat Publication: Jaipur. 8. Subedhar, I.S. 2001. <i>Fieldwork Training in Social Work</i>. New Delhi: Rawat. 9. Tata Institute of Social Sciences. 1998. <i>Field Work Manual for First Year Social Work</i>. Tata Institute of Social Sciences, Mumbai. 10. University Grants Commission. 1978. <i>Review of Social Work Education in India: Retrospect and Prospect</i>. New Delhi: UGC.
<p>Digital Resources</p>	<ol style="list-style-type: none"> 1. IGNOU School of Social Work (2013), Field Work Practicum in Social Work, https://www.youtube.com/watch?v=a6u_YBsoKCs 2. The Maharaja Sayajirao University of Baroda (2019), https:// www.msubaroda.ac.in/asset/storage/admission/FSW_Prospectus_2019.pdf 3. Learning Outcomes based Curriculum Frame work (LOCF) for Bachelor of Social Work (BSW) (2019), https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf

Year	I	Course Code: SW2.1	Credits	3
Sem.	II	Course Title: Social Case Work	Hours	48
Formative Assessment Marks:10		Summative Assessment Marks: 40	Duration of ESA: 2 hours	
Course Outcomes	At the end of the course the student should be able to: 1. To understand individual needs, concept of case work and historical development. 2. To understand components, principles in practice of social case work; 3. To understand, analyse, address, preventive and remedial measures for individual and family problems in case work process. 4. To understand different tools, skills, approaches and fields of Social Case Work Practice.			
Unit No.	Course Content		Suggested Pedagogy	Hours
Module I	Introduction to Social Case Work; Social Casework: Meaning, Definitions, Objectives and Importance, Individual: Nature and Needs, Problems Faced by Individuals and Families. Historical Development of Social Casework.		Lecture, Assignment, Individual and Group, Discussion/Presentation	12
Module II	Components, Principles and Process of Social Case Work; Components of Social Case Work (Person, Problem, Place, and Process), Principles of Social Case Work.		Lecture, Assignment, Individual and Group, Discussion/Presentation	12
Module III	Process of Social Work: Intake, study, Assessment/ Diagnosis, Treatment/ Intervention, Evaluation, Termination and Follow up, Tools, Techniques and Skills of Social Casework: Communication: Observation, Listening, Interviewing and Home Visits. Rapport Building and Resource Mobilization. Casework Relationship, Use of Authority and Advocacy.		Lecture, Assignment, Individual and Group, Discussion/Presentation	12
Module IV	Recording in Social Casework. Casework Practice in different settings: Medical and psychiatric, School, Women and Child, Correctional setting. Role of Social Worker in case work settings.		Lecture, Assignment, Individual and Group, Discussion/Presentation Orientation visits.	12
Recommended Learning Resources				
Print Resources	1. Aptekar, Herbert (1955) The Dynamics of Casework and Counselling, New York:Houghton Mifflin Co. 2. Beistek, F.P. (1957). The Casework Relationship. Chicago: Loyola University Press. 3. Fisher, J. (1978). Effective Casework Practice: and Eclectic Approach, New York:McGraw Hill 4. Fuster, J.M. (2005). Personal Counselling, Better Yourself Books, Mumbai, EleventhEdition.			

	<ol style="list-style-type: none"> 5. Hamilton, G. (1956): Theory and Practice of Social Casework. New York: ColumbiaUniversity Press. 6. Hamilton, Gordon (2013) The Theory and Practice of Social Case Work, RawatPublication, New Delhi 7. Keats, Daphne (2002) Interviewing – A Practical Guide for Students and Professionals,New Delhi: Viva Books Pvt. Ltd 8. Mathew, G. (1992): An Introduction to Social Case Work. Bombay: Tata Institute of Social Sciences. 9. Pearlman, H H. (1957). Social Case Work: A Problem Solving Process. Chicago:University of Chicago. 10. Rameshwari Devi, Ravi Prakash (2004) Social Work Methods, Practice and Perspectives (Models of Case Work Practice), Vol. II, Ch.3, Jaipur: Mangal Deep Publication 11. Richmond, Mary (1917) Social Diagnosis, New York: Free Press 12. Sainsbury, Eric. (1970). Social Diagnosis in Casework. London: Routledge & KeganPaul. 13. Skidmore, R.A. and Thakhary, M.G. (1982): Introduction to Social Work. New Jersey:Prentice Hall. 14. Timms, N. (1964): Social Casework: Principles and Practice. London: Routledge andKegan Paul. 15. Timms, N. (1972): Recording in Social Work. London: Routlege and Kegan Paul. 16. Upadhayay, R K. (2003). Social Case Work: A therapeutic approach. Jaipur: Rawat Publications.
<p>Digital Resources</p>	<ol style="list-style-type: none"> 1. Methods of Working with Individuals and Families: e-pathashala, URL: https://www.youtube.com/watch?v=uHAw1E5QPM 2. Stages of Case Work: MOOCs EMRC Osmania University. URL: https://www.youtube.com/watch?v=5dXLshcX4gU 3. Social Case Work as a Method of Social Work: MOOCs EMRC Osmania University. URL: https://www.youtube.com/watch?v=ausahOeYOMQ 4. Treatment in Social Case work: MOOCs EMRC Osmania University. URL: https://www.youtube.com/watch?v=oKnDldvSjXo 5. Recording in Social Case Work: MOOCs EMRC Osmania University. URL : https://www.youtube.com/watch?v=8B0oagqBD6s 6. Major Components of Social Case Work: MOOCs EMRC Osmania University. URL : https://www.youtube.com/watch?v=AqOgCVaZO0 7. Skills and Techniques of Social Work Practice: MOOCs EMRC Osmania University. URL : https://www.youtube.com/watch?v=Nqo9owG8WkA 8. Social Case Work in School Setting: MOOCs EMRC Osmania University. URL : https://www.youtube.com/watch?v=61Dy8nOip7g 9. Process of Case Work: CH-03: PRABODH (Social Science-I). URL: https://www.youtube.com/watch?v=6-4vFAPTAGw 10. IGNOU Study material available at website: http://www.ignouhelp.in/ignou-msw-study-material/ 11. Basics of Social Case work: URL: http://www.ignou.ac.in/upload/bswe-02-block1-unit-2-small-size.pdf 12. Kumar Renuka: Social Work Methods, URL: http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf

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

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

Recommended Learning Resources

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



RANI CHANNAMMA UNIVERSITY, BELAGAVI

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

Syllabus for Third and Fourth Semesters

May 2025

Program Structure for Social Work as a Major Discipline

SEMESTER – III

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	SW3.1	DSC (T)	Social Group Work with Fieldwork Practice	3	2	10	40	50	3
		DSC (P)		8*	Viva-voce	10	40 (Viva)	50	2
Sub Total						20	80	100	5
2.	-	T	Major 2	4	3	20	80	100	5
3.	-	T	Major 3	4	3	20	80	100	5
4.	-	AECC (T)	Language 1 (As per the common syllabus for BA Programme of Rani Channamma University)	4	3	20	80	100	3
5.	-	AECC (T)	Language 2 (As per the common syllabus for BA Programme of Rani Channamma University)	4	3	20	80	100	3
6.	SW3.2A OR SW3.2B	DSE (T)	Development Communication OR Participatory Learning Approaches and Tools	3	2	10	40	50	2
7.	-	- (T)	Compulsory paper as per the common syllabus for BA Programme of Rani Channamma University	2	2	10	40	50	2
Grand Total								600	25

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

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

SEMESTER – IV

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruc- tion hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	SW4.1	DSC (T)	Community Organization with Fieldwork Practice	3	2	10	40	50	3
		DSC (P)		8*	Viva-voce	10	40 (Viva)	50	2
Sub Total						20	80	100	5
2.	-	T	Major 2	4	3	20	80	100	5
3.	-	T	Major 3	4	3	20	80	100	5
4.	-	AECC (T)	Language 1 (As per the common syllabus for BA Programme of Rani Channamma University)	4	3	20	80	100	3
5.	-	AECC (T)	Language 2 (As per the common syllabus for BA Programme of Rani Channamma University)	4	3	20	80	100	3
6.	SW4.2 A OR SW4.2B	DSE (T)	Life Skills Education OR Counselling and Crisis Intervention Skills	3	2	10	40	50	2
7.	SW4.3	SEC (P)	Digital Skills for Social Work Practice	4	Practical	10	40 (Lab)	50	2
Grand Total								550	23

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

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

SYLLABUS

Semester III

Year	II	Course Code: SW3.1 Part A: Social Group Work (Therory)	Credits	3
Sem.	III		Hours	36
Course Pre-requisites, if any		NA		
Formative Assessment Marks: 10		Summative Assessment Marks: 40	Duration of ESA: 2 hrs.	
Course Outcomes	At the end of the course the student should be able to: <ol style="list-style-type: none"> 1. Develop an understanding of basic concepts of Social Group Work Method; 2. Develop skills to apply Social Group Work Method; and 3. Understand application of Social Group Work Method in various settings. 			
Unit No.	Course Content		Suggested Pedagogy	Hours
Module I	Introduction to Social Group Work: Social Group Work: Meaning, Definitions, Objectives. H. B. Trecker's Principles of Social Group Work Types of Groups in Social Group Work Practice: Support Groups, Education Groups. Growth Groups, Therapy Groups, Socialization Groups & Self-help Groups.		Lecture, Tutorials and Group Discussion	09
Module II	Group Dynamics: Role, Leadership, Decision Making, Sub-group, Isolation, Bond, Contagion, Scapegoat, Conflict & Group Control. Tuckman's Stages of Group Development: Forming, Storming, Norming, Performing and Adjourning.		Lecture, Tutorials and Group Discussion	09
Module III	Process of Social Group Work: Pre-group Formation Phase: <ul style="list-style-type: none"> ● Formulating group's purpose. ● Deciding the composition of the group. ● Determining the size of the group. ● Enrolling & contracting. Initial Phase: <ul style="list-style-type: none"> ● Self-Presentations. ● Orientation about the Group Work. ● Goal Formation. ● Structuring the Group Session. ● Reviewing the Contract. Middle Phase: <ul style="list-style-type: none"> ● Conduct of Group sessions. ● Structuring the time. ● Facilitating Group meetings. ● Assessment of the Group's progress. Evaluation & Termination		Lecture, Tutorials and Group Discussion	09

Module IV	<p>Techniques of Social Group Work Practice: Facilitation, Analytical Thinking, Leadership Building, Counselling, Recording.</p> <p>Skills of Social Group Work</p> <p>Application of Social Group Work in various groups:</p> <ul style="list-style-type: none"> ● Social Group work in a De-addiction setting ● Social Group Work with Youth at Risk 	Lecture, Tutorials and Seminars	09
Recommended Learning Resources			
Print Resources	<ol style="list-style-type: none"> 1. Brown, Allan (1994). Group Work. Hampshire: Ashgate. 2. Charles D. Gravin, Lorraine M. Gutierrez, Maeda J Galinsky (2004) Handbook of Social Work with Groups, Rawat Publications. 3. David Cappuzzi, Douglas R. Gross (2010) Introduction to Group Work, Fourth Edition Mark D. Stauffer, Rawat Publications. 4. Douglas, T. (1972) Group Processes in Social Work: A Theoretical Synthesis. Chicester Johan Wiley and Sons. 5. H.Y.Siddiqui (2008) Group Work: Theories and Practices: Rawat, Publications 6. Konopka, Gisela, 1954. Group Work in the Institution. New York: Association Press. 7. Konopka, Gisela. 1963. Social Group Work: A Helping Process, Englewood Cliffs, N.J Prentice Hall. 8. Phillips (1957) Essentials of Social Group Work Skills: New York: Association Press. 9. Toseland, Ronald and Rivas, F. Robert. 1999. Introduction to Group Work Practice Allyn and Bacon, 3rd edition. 10. Trecker, Herleigh B. 1970. Social Group Work - Principles and Practices, New York Association Press, 11. Trevithick, Pamela.2000. Social Work Skills - A Practice Handbook. Philadelphia: Oper University Press. 12. Wilson, G. and Ryland, G.(1949) Social Group Work Practice. Cambridge: Houghton Mifflin Company. 13. Alissi A.S. (1980): Perspective in Social Group Work Practice: A book of readings. NY. The Free Press. 14. Gunjal, B.S (2017) Social Group Work (A Method Of Social Work), IBH, Prakashana, Bangalore. 15. Shaw, Marllin E. (2nd Ed.) Group Dynamics, New Delhi: Tata – McGraw Hill Publishing. 		

Digital Resources		Methods of Working with Group : Social Group Work, Available at https://www.youtube.com/watch?v=kialAnAFKJY &t=229s Understanding Group Dynamics, Available at https://www.youlube.com/watch?v=uL6x99-VSBA Social group work with young people in Tamil Nadu, India: A case study of civic engagement https://www.youthandpolicy.org/articles/social-group-work/			
Year	II	Course Code: SW3.1		Credits	2
Sem.	III	Part B: Fieldwork Practice (Practical)		Hours	4 per week
Formative Assessment Marks: 10		Summative Assessment Marks: 40		Duration of ESA: NA (viva)	
Course Outcomes	At the end of the course, the student should be able to: a) Develop capacity for observation and analyzing social realities. b) Develop an understanding of needs, problems and programs for different target groups. c) Develop an understanding of the role of a social worker in different settings. d) Develop skills in observation, interview, recording, group discussions and leadership. e) Develop skills in report writing and use of supervision.				
Course Content					
This Course comprises: <ul style="list-style-type: none"> ● Orientation to intensive fieldwork. ● Concurrent Fieldwork Placement in Agency (Government Depts/ NGOs) where they are required to undertake: <ol style="list-style-type: none"> i. One Casework. ii. One need-based activity with the beneficiaries of the Agency <p>The stipulated hours for a Social Work Practicum are four hours per week.</p>					
Note on the Calculation of Workload for Social Work Practicum					
<p>Workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14).</p> <p>The <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14) states that "... each learner should get about forty-five to sixty minutes of individual instruction..." and that "hence teacher-learner ratio suggested is 1:8..." (enclosed as "Annexure 1"). Thus, it may be noted that the instructional hours for "Social Work Practicum" vary depending on the number of students allocated for supervision to each of the faculty. In keeping with the guidelines given in the <i>UGC Model Curriculum for Social Work Education</i>, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. However, wherever the Course/paper is of two credits (for 50 marks) only half an hour instructional hours per student suffices. Hence, the total workload for the faculty for a batch of 16 students is 4 hours per week (i.e. 8 hrs./2 = 4). Hence, the workload for Social Work Practicum per week will be four hours for a batch of sixteen students. Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.</p>					

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

Year	II	Course Code: SW3.2A	Credits: 2
Sem.	III	Course Title: Development Communication	Hours: 36
Formative Assessment Marks: 10		Summative Assessment Marks: 40	Duration of ESA: 2 hrs.
Course Outcomes	At the end of the course the student should be able to: <ol style="list-style-type: none"> 1. Understand the meaning and importance of communication in day-to-day life; 2. To understand the concept of Development Communication. 3. To familiarize the students with the linkages between development, media, and communication. 		
Module No.	Course Content		Suggested Pedagogy
Module I	UNDERSTANDING COMMUNICATION AS A TOOL OF DEVELOPMENT: <ol style="list-style-type: none"> a. Communication: Meaning, Definitions, Process & Type. b. Development: Concept & Meaning c. Development Communication: Concept, Definitions, Objectives & Goals. d. Approaches to Development Communication: Participatory, Bottom-Up approaches e. Role of Communication in Development Process & Social change. 		Lecture, Group Discussion ICT
Module II	UNDERSTANDING MASS MEDIA: <ol style="list-style-type: none"> a. Mass media: Meaning, Definitions, functions. b. Types of Mass Media: Meaning & Features - Print Media, Broadcast Media, Digital Media (New Media), Social Media, Folk Media (Traditional Media). c. Types of Media Ownership: Public, Private & Community Media d. Developmental Journalism: Concept & Characteristics e. Participatory Development Communication: □ Media Literacy □ Civic Journalism □ Mobile Journalism □ Community Media, Online Activism. f. Social Marketing: Meaning & Functions 		Lecture, Tutorials Student presentations Special talks

Module III	<p>MEDIA FOR DEVELOPMENT:</p> <ol style="list-style-type: none"> i. Role of Media - in addressing Poverty & Unemployment issues. ii. Media for Rural Development & Agriculture iii. Disaster Management & Media iv. Women's empowerment & Media v. Role of Media in Conflict Communication & Peace Building. vi. Role of media in promoting Right to Health <p>SOME BEST PRACTICES OF DEVELOPMENT COMMUNICATION:</p> <ul style="list-style-type: none"> ● PARI; People's Archive of Rural India ● Community Radio, Gyan Darshan ● Public Service Campaigns – Anti-Tabacco Campaign ● Street Play 	Lecture, Tutorials Group Discussion ICT. Documentaries & Movies	12
RECOMMENDED LEARNING RESOURCES			
PRINT RESOURCES	<ol style="list-style-type: none"> 1. Sen, Amartya (1999), Development as Freedom, Oxford University Press 2. Fernandes, Walter: Development with People, Indian Social Institute, New Delhi, 1988 3. Hancock. A., (1980) Communication Planning for Development, UNESCO, Paris 4. Melkote, Srinivas & Steeves, H. Leslie, (2015). Communication for Development: Theory and Practice for Empowerment and Social Justice, Sage Publication. 5. Pannu P, Tomar YA (2012) 'Communication Technology for Development', IK International 6. Murthy, DVR, Development Journalism, Laxmi Publication, New Delhi, 2012 7. Servaes, Jan (2008). <i>Communication for Development and Social Change</i>. 8. Manyozo, Linje (2012). <i>Media, Communication and Development: Three Approaches</i>. 9. UNESCO (1980). <i>Many Voices, One World</i> (The MacBride Report). 10. Development Communication: Reframing the Role of the Media" – <i>Journal of International Communication</i> 11. Wilkins, Karin G. (2000). <i>Redeveloping Communication for Social Change: Theory, Practice and Power</i>. 12. Gumucio-Dagron, Alfonso (2001). <i>Making Waves: Stories of Participatory Communication for Social Change</i>. 		
DIGITAL RESOURCES	<ol style="list-style-type: none"> 1. https://en.unesco.org/themes/communication-and-information 2. http://www.fao.org/communication-for-development 3. https://www.bbc.co.uk/mediaaction 4. India Invented, documentary by Arvind Das. 5. Mojo stories on still births, The Babies who do not get a chance to live Mojo Ground Report. 6. "WOMB" is a poignant documentary showcasing the struggles, aspirations, and resilience of Indian women, united against violence and patriarchy. 		

	7. Period. End of Sentence. https://www.youtube.com/watch?v=Lrm2pD0qofM
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Year	II	Course Code: SW 3.2B	Credits	2
Sem.	III	Course Title: Participatory Learning Approaches and Tools	Hours	36
Formative Assessment Marks: 10		Summative Assessment Marks: 40	Duration of ESA: 2 hrs.	
Course Outcomes	At the end of the course the student should have: <ul style="list-style-type: none"> ● developed an understanding of participatory learning ● developed facilitation skills and practice of these skills. ● understanding & skill development on various participatory training methods 			
Module no.	Course Content		Suggested Pedagogy	Hours
Module I	<p style="text-align: center;">UNDERSTANDING PARTICIPATION</p> <p>a. Participation: Concept, Meaning, Definitions, Nature & Forms of Participation.</p> <p>b. Importance of Participation: Stakeholder Engagement & Grassroot Advocacy</p> <p>c. Level of Participation: Arnstein's Ladder of Participation</p> <p>d. HISTORY OF PARTICIPATORY APPROACHES: From Top Down to Bottom Up - From RRA to PRA to PLA.</p> <p>e. Contributions of Paulo Freire & Robert Chambers</p> <p>f. PARTICIPATORY LEARNING ACTION: Meaning, Definitions, Features & Principles.</p> <p>g. AREAS OF APPLICATION OF PLA</p>		Readings Brain storming Lecture Assignment Participatory Learning Games	12

Module II	<p>TECHNIQUES OF PLA: Part - A</p> <p>a. VISUAL TECHNIQUES: DIAGRAMS: Routine Diagrams, Venn (Chapati) Diagram, Livelihood Analysis Diagrams</p> <p>b. SPATIAL METHODS: MAPPING: Transact Walks, Social Maps, Resource Mapping, Hazard Mapping,</p> <p>c. TIME RELATED TOOLS: Timeline, Time Trends Charts, Seasonal Calendars.</p>	Brain storming Lecture Group discussions Activities Use of ICT	12
Module III	<p>TECHNIQUES OF PLA: (Part – B)</p> <p>a. GROUP / TEAM DYNAMIC METHODS:</p> <ul style="list-style-type: none"> ● MEETINGS: Round Table, Public Meeting, Focus Group Discussion ● PERFORMING ARTS: Role Play, Theatre, Songs, Street Play. <p>b. RECENT TRENDS in PLA: Use of Photography & Videos.</p> <p>c. ROLE OF FACILITATOR & FACILITATION SKILLS.</p>	Lecture Group Discussions, Activities Brain storming Use of ICT	12
RECOMMENDED LEARNING RESOURCES			
PRINT RESOURCES	<ol style="list-style-type: none"> 1. Chambers, R (1983) “Whose Reality Counts? Rural Development: Putting the last first. Longman inc., USA, 1983. Earthscan, London. χ 2. Gosling, L and Edwards, M (2003). Toolkits: A practical guide to assessment, monitoring, review and evaluation. Second edition. Save the Children, UK. 3. Chambers, R (2008). Revolutions in Development Inquiry. Institute of Development Studies, 2008, 4. “Relaxed and Participatory Appraisal: notes on practical approaches and methods for participants in PRA/PLA-related familiarization workshops, Participation Resource Centre at IDS” 5. Freire, Paulo, 1921-1997. (2000). Pedagogy of the Oppressed. New York: Continuum, 2000. 6. Bandyopadhyay, D, Mukherjee, A and Gavai, Mitali Sen (2003). Empowering Panchayats: Handbook for Master Trainers Using Participatory Approach. Concept Publishing House, New Delhi, 7. Kumar, Somesh (2002). Methods for Community Participation: A Complete Guide for Practitioners. Vistar Publications. New Delhi 8. Pretty, J. N., Guijt, I., Thompson, J. and Scoones, I. 1995. Participatory Learning and Action: A Trainers Guide. London: IIED 9. Roger A. Hart (1997) Children’s Participation: The Theory and Practice of Involving Young Citizens in Community Development & Environmental Care, UNICEF. 10. Arnstein, S.R. (1969) A Ladder of Citizen Participation. Journal of the American Institute of Planners, 35, 216-224. 11. Roger. A. Hart (1992) Children’s Participation: From tokenism to Citizenship. UNICEF International Child Development Centre, March, 1992. 12. Cooke, B., & Kothari, U. (2001). Participation: The New Tyranny? Zed Books, London. 		

DIGITAL RESOURCES	<ol style="list-style-type: none"> 1. UNDP (1998). CSOPP Documents: Empowering People: A Guidebook to Participation. http://www.undp.org/csopp/CSO/NewFiles/docemppeople3.html#Anchor-6491 2. Pretty, J; Guijt, I; Scoones, I; and Thompson, J (1995); A Trainer's Guide for Participatory Learning and Action, IIED Participatory Methodology Series, International Institute for Environment and Development, London, IIED. This can be downloaded at http://www.iied.org/participatory-learning-action 3. https://villageearth.org/a-brief-history-of-participatory-community-development-approaches-and-practices/ 4. https://iprpraha.cz/stranka/4245/participatory-methods 5. https://simplystakeholders.com/ladder-of-participation/ 6. https://www.re-dwell.eu/concept-definition/23 7. https://simplystakeholders.com/grassroots-advocacy/ 8. https://simplystakeholders.com/stakeholder-engagement/ 9. https://www.egyankosh.ac.in/bitstream/123456789/59125/1/Unit4.pdf 10. https://nirdpr.org.in/nird_docs/gdp/pra.pdf
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Semester IV

Year	II	Course Code: SW4.1		Credits	3
Sem.	IV	Part A: Community Organization		Hours	36
Formative Assessment Marks:10		Summative Assessment Marks: 40		Duration of ESA: 2 hours	
Course Outcomes	At the end of the course, the student should be able to: <ol style="list-style-type: none"> 1. Understand the concept of Community and Community organization. 2. Understand the process of community organization. 3. Understand various Skills and Techniques of Community organization. 4. Understand Community Organizations in India and the role of NGOs. 				
Unit No.	Course Content		Suggested Pedagogy	Hours	
Module I	Community and Community Organization: <ul style="list-style-type: none"> ● Concept of Community: Meaning, Definitions, Characteristics, and Types (Tribal, Rural and Urban) ● Concept of Community Organization: Meaning, Definitions, Objectives & Principles. ● Community organization as a method of Social Work. 		Lecture, Assignment, Individual and Group, Discussion/Presentation	09	
Module II	Process of Community Organization: <ul style="list-style-type: none"> ● Community Study, Identification, Analysis and Prioritization of 		Lecture, Assignment, Individual and Group, Discussion/Presentation	09	

	Needs; ● Participatory Planning, Implementation, Evaluation and Stabilization of Change Efforts.		
Module III	Skills and Techniques of Community Organization: ● Resource Mobilization, Capacity Building, Conflict Resolution, Organizing and Conducting Meetings, Networking, Recording & Documentation. ● Characteristics of a effective Community Organizer.	Lecture, Assignment, Individual and Group, Discussion/Presentation	09
Module IV	Community Organization in India: ● Historical evolution of Community Organization in India ● Challenges and Strategies to strengthen Community Organization in India.	Lecture, Assignment, Individual and Group, Discussion/Presentation Orientation visits.	09
Recommended Learning Resources			
Print Resources	<ol style="list-style-type: none"> 1. Arthur Dunham. 1958. <i>Community Welfare Organisation - Principles and Practice</i>. New York: Thomas Y. Crowell Co. 2. Chekki A. Dan. 1979. <i>Community Development</i>. New Delhi: Vikas Publishing House Pvt. Ltd. 3. Cox. M. Fred and Erlich L. John. 1987. <i>Strategies of Community Organisation</i>. Illinois: F.E. Peacock Publishers. 4. Gangrade, K.D. 1971. <i>Community Organisation in India</i>. Bombay: Popular Prakashan. 5. Gunjal, B.S. 2013. <i>Community Organization and Social Action</i>. Bangalore: IBH Prakashana. 6. Harper E.B. and Dunham Arthur. 1959. <i>Community Organisation in Action</i>. New York: Association Press. 7. Henderson, Paul: Jones, Davit and Thomas, David N. 1980. <i>The Boundaries of Change in Community Work</i>. Boston: George Allen and Unwin. 8. Marulasiddaiah, H.M. 1987. <i>Community: Area and Regional Development in India</i>. Bangalore: Bangalore University. 9. Ross, M.G. 1967. <i>Community Organisation</i>. New York: Harper and Row. 10. Siddiqui H.Y. 1997. <i>Working with Communities</i>. New Delhi: Hira Publications. 11. Somesh Kumar. 2002. <i>Methods for Community Participation – A Complete Guide for Practitioners</i>. New Delhi: Vistaar Publications. 12. Thomas, Gracious (ed.). 2010. <i>Social Work Intervention with Communities and Institutions (Vol.I)</i>. New Delhi: School of Social Work, IGNOU. 13. Patil, Asha Ramangonda, 2013. <i>Community Organization and Development – An Indian Perspective</i>, PHI Learning Private Limited, Delhi. 14. Joseph, Sheeba and Dash, Bishnu Mohan. 2013. <i>Community Organisation in Social Work</i>, Discovery Publishing House Pvt. Ltd. New Delhi. 		
Digital Resources	<ol style="list-style-type: none"> 1. IGNOU, <i>Block I. Community Organisation</i>, 2017. https://egyankosh.ac.in/handle/123456789/17083 2. Lecture on Social Work with Communities, 2014. https://www.youtube.com/watch?v=HMURRK-pZeM&list=PLNspmbLKJ8Ltk1vsg2l_eNngHlr4nfst&index=25 3. Lecture on Models and Approaches for Community Work, 2014. https://www.youtube.com/watch?v=iMBEu553_Yo&list=PLNspmbLKJ8Ltk1vsg2l_eNngHlr4nfst&index=24 		

	4. Community Organization in India. https://www.socialworkin.com/2023/04/community-organization-in-india.html
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Year	II	Course Code: SW4.1 Part B: Fieldwork Practice	Credits	2
Sem.	IV		Hours	4 per week
Formative Assessment Marks: 10		Summative Assessment Marks: 40	Duration of ESA: NA (viva)	
Course Outcomes	<p>At the end of the course, the student should be able to:</p> <ol style="list-style-type: none"> 1) <i>Understand the Rural Social System with special reference to a specific poverty group.</i> 2) <i>Understand the nature of government intervention in relation to poverty groups in the region, and the related structures of decision-making and intervention.</i> 3) <i>Through experience in group living, appreciate its value in terms of self-development, interpersonal relationships, sense of organization, management, and taking on responsibility.</i> 4) <i>Acquire skills in planning, organizing, and implementing the camp - conscious use of time, communication skills, team spirit, handling relationships, conflicts and differences of opinion, decision making, evaluation, appreciation, sharing of resources, tasks, coping skills in problem situations, co-operation and co-ordination.</i> 			
Course Content				
This Course comprises:				
<ul style="list-style-type: none"> ● Concurrent Fieldwork Placement in Agency (Government Depts/ NGOs) where they are required to undertake: <ol style="list-style-type: none"> i. One Casework 				

- ii. **One Groupwork**
- iii. **One need-based activity with the beneficiaries of the agency**

The stipulated hours for a Social Work Practicum are four hours per week.

Note on the Calculation of Workload for Social Work Practicum

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

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

Recommended Learning Resources

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

Year	II	Course Code: SW4.2A		Credits	2
Sem	IV	Course Title: Life Skills Education		Hours	36
Formative Assessment Marks:		Summative Assessment Marks: 40		Duration of ESA: 2 hrs.	
10					
Course Outcomes	At the end of the course, the student should be able to: <ol style="list-style-type: none"> 1. Define & identify different life skills required in personal and professional life. 2. Develop an awareness of the self and apply life skills to cope with & stress. 3. Use appropriate thinking and problem-solving techniques to solve problems 4. Understand the basics of teamwork and leadership 				
Module No.	Course Content		Suggested Pedagogy	Hours	
Module I	Understanding to Life Skills: <ul style="list-style-type: none"> ● Introduction to Life Skills: Concept, Definition, Meaning. ● Models of life Skills: WHO Model ● Conceptual Background of Life Skills: Four Pillars of Education - <i>Learning to Know, Learning to Do, Learning to Be, Learning to Live Together.</i> ● Importance of Life Skills: Life skills Education for Well-being. 		Lecture, Group Discussion	12	

Module II	<p>Core Life skills: Skills of Self-Management:</p> <p>a) Self-Awareness: Meaning & Techniques for enhancing Self Awareness</p> <p>b) Empathy: Meaning and techniques to enhance empathy)</p> <p>c) Coping with emotions Meaning, expressing emotions, coping with negative emotions, Cultivating positive emotions.</p> <p>d) Coping with stress Types of stress, signs & symptoms, strategies to manage stress</p> <p>Social skills:</p> <p>a) Communication skills</p> <p>b) Interpersonal Skills: Maintaining, sustaining & ending a relationship, conflict resolution.</p> <p>c) Negotiation & Refusal skills Stages of negotiation, Enhancing negotiation skills, refusal skill</p>	Workshops, Role Plays, Time Audit Exercises, Peer Teaching	12
Module III	<p>Thinking Skill</p> <p>a) Creative thinking: <i>Process & Strategies for enhancing Creative thinking,</i></p> <p>b) Critical thinking: <i>Process & Strategies for enhancing Critical thinking</i></p> <p>c) Problem Solving :</p> <p>d) Decision making: <i>Process, Barriers, Techniques, Decision making in a group.</i></p>	Group Exercises, Guest Talks Case Studies,	12
Recommended Learning Resources			
Print Resources	<ol style="list-style-type: none"> 1. Giddens, A. 1991. Modernity and self-identity: self and society in the late modern age. Cambridge: Polity Press. 4. Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. Page 8 of 62 5. UNESCO (1997). Adult Education: The Hamburg Declaration, UNESCO, Paris. 6. UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris. 7. WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva. 8. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. 9. Santrock W. John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata McGraw-Hill Publishing Company Ltd. 10. Life Skills Resource Manual, Schools Total Health Program, (2006). Health Education and Promotion International Inc., Chennai. 11. Kumar J. Keval, (2008).Mass Communication in India, JAICO Publication India Pvt. Ltd 12. Morgan and King, (1993). Introduction to Psychology, Tata McGraw-Hill Publishing Company Ltd, New Delhi. 13. Rao P.L. (2008). Enriching Human Capital through Training and Development, 		

	<p>Excel Books, Delhi.</p> <p>14. Singh Madhu, (2003). Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality</p> <p>15. UNESCO and Indian National Commission for Co-operation with UNESCO (2001). Life Skills in Non-formal Education: A Review</p> <p>16. YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi.</p> <p>17. Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal.</p> <p>18. Ropke, I. 1999. 'The Dynamics of Willingness to Consume. Ecological Economics. 28: 399-420.</p>
Digital Resources	<p>1. Life Skills New Mantra of Indian Education: https://www.educationworld.in/life-skills-new-mantra-of-indian-education/</p> <p>2. Retrieved from http://jyotikalash.net/lifestyle.html</p> <p>3. Retrieved from https://www.scientificworldinfo.com/2019/12/essential-life-skills-everyone-should-learn.html</p> <p>4 Life Skill Education - https://www.rajeevelt.com/category/life-skill/</p> <p>5. Life Skills Education- https://iris.who.int/bitstream/handle/10665/63552/WHO_MNH_PSF_93.7A_Rev.2.pdf</p>

Year	II	Course Code: SW4.2B	Credits	2
Sem.	I V	Course Title: Counselling and Crisis Intervention Skills	Hours	36
Formative Assessment Marks: 10		Summative Assessment Marks: 40	Duration of ESA: 2 hrs.	
Course Outcomes	<p>At the end of the course, the student should be able to:</p> <ol style="list-style-type: none"> To gain basic knowledge about theories and approaches of counseling. To understand the process of Counselling. To gain skills for practice of Counselling in different settings 			
Module No.	Course Content		Suggested Pedagogy	Hours
Module I	<p>Introduction to Counselling:</p> <ol style="list-style-type: none"> Definition, Meaning, Scope, Types of counselling Values. Ethics in Counselling Skills needed for counselling, Individual Counselling skills: communication, listening, leading, summarizing, questioning, confrontation. Group counselling skills: group formation, group action, dealing with specific situations in groups. 		Lecture, Tutorials and Group Discussion	12
Module II	<p>Counselling process: Phases of Counseling</p> <ol style="list-style-type: none"> Relationship building Phase Exploration & understanding phase Problem Solving Phase, 		Lecture, Tutorials and Group Discussion	12

	d. Termination & Evaluation Phase.		
Module III	<p>Understanding Crisis & Crisis counselling:</p> <p>a. Crisis: Concept, Meaning & Definitions</p> <p>b. Effects of Crisis, & Trauma on diverse individuals.</p> <p>c. Crisis Counselling: Definition, Essential Skills of Crisis counselling.</p> <p>d. Ethical and Legal Considerations in Crisis Counseling.</p> <p>e. Counselor Self-care in Crisis Situations</p>	Lecture, Tutorials and Group Discussion	12
Recommended Learning Resources			
Print Resources	<ol style="list-style-type: none"> 1. ChunkappuraJoan,Mannarkalam Antony(1997). <i>Psychotherapies and Counselling</i> : Trada Publications Kottayam 2. Chauhan S S (2001).<i>Principles and techniques of Guidance</i> :Vikas publishing House Mumbai 3. Corsini Raymond J, Wedding Danny (1995). <i>Current Psychotherapies</i>:F.E Peacock Publishers, Inc 4. Fuster, J. M., (2002). <i>Personal Counselling</i>. Mumbai : Better Yourself Books 5. Nelson-Jones, R., (2000). <i>Practical Counselling and Helping Skills</i>. Mumbai : Better Yourself Books 6. Rao, S.N., (2002). <i>Counselling and Guidance</i>. New Delhi : Tata McGraw Hill Publishing Company Ltd 7. Robert, G. Madden 1998: <i>Legal Issues in Social Work Counselling and Mental Health</i>, Sage Publications India Pvt., Ltd. 8. Cavaiola, A.A., & Colford, J.E. (2018). <i>Crisis intervention: A practical guide</i>. SAGE Publications, Inc. 9. Eaton-Stull, Y. (2015). Crisis intervention with individuals and groups: Frameworks to guide social workers. In K. Corcoran & A. R. Roberts (Eds.), <i>Social workers' desk reference</i> (pp. 217-223). Oxford. 10. Walsh, J. (2014). <i>Theories for direct social work practice</i> (3rd ed.). Cengage Learning, Inc. 		
Digital Resources	<ol style="list-style-type: none"> 1. https://egyankosh.ac.in/bitstream/123456789/58736/1/Unit1.pdf 2. https://egyankosh.ac.in/bitstream/123456789/58737/1/Unit2.pdf 		

Year	II	Course Code: SW4.3	Credits	2
Sem.	I V	Course Title: Digital Skills for Social Work Practice	Hours	48
Formative Assessment Marks: 10		Summative Assessment Marks: 40	Duration of ESA: 2 hrs.	
Course Outcomes	At the end of the course, the student should be able to: <ol style="list-style-type: none"> 1. Understand and use essential digital tools for documentation, communication, and administration in social work. 2. Apply digital skills in data collection, analysis, and reporting. 3. Utilize social media and digital platforms for advocacy and fundraising. 			
Module No.	Course Content		Suggested Pedagogy	Hours
Module I	Fundamentals of Digital Literacy for Social Work <ul style="list-style-type: none"> ● Digital Literacy: Concepts & Importance ● Operating Systems: Windows, Android ● MS Office Productivity Tools: ● Use of MS Word, Nudi software ● Social Work Documentation: Digital Case Notes, Visit Reports, Meeting Minutes ● Google Docs, Sheets, Slides. 		Lab-based tutorials, individual assignments, practical demos	16

Module II	Fundamentals of Digital Literacy for Social Work <ul style="list-style-type: none"> ● Data Collection Tools: Google Forms, MS Excel: Data Entry & Analysis in Excel: <i>Filters, Charts, graphs and use of basic Statistics</i> ● Power Point Presentations ● Email : ● Introduction to popular Research Database : Google Scholar, JSTOR, Shodhganga, ● Introduction to Social Work : E - journals, & E – books 	Lab-based tutorials, individual assignments, practical demos	16
Module III	Digital Media for Advocacy and Networking <ul style="list-style-type: none"> ● Creating and Managing Campaigns on Facebook, Instagram, WhatsApp, Twitter/X ● Online Fundraising: Introduction to platforms like Ketto, Milaap, GoFundMe ● Building LinkedIn Profile & Online Resume ● Introduction to PARI ● Introduction to NGO Portals (DARPAN, CSRBox, FCRA dashboard). ● Introduction to Tele-social Work and E-Counseling Platforms (Zoom, Google Meet, etc.) 	Lab-based tutorials, individual assignments, practical demos	16
Recommended Learning Resources			
Print Resources	<ol style="list-style-type: none"> 1. “Digital Literacy: A Primer on New Media and Social Work” – TISS Publications 2. “Social Work in Digital World” – NASW Press 		
Digital Resources	<ol style="list-style-type: none"> 1. NDLM (National Digital Literacy Mission) 2. Google Workspace and Microsoft Learn platforms 3. NGO Darpan Portal (https://ngodarpan.gov.in) 4. Canva, Google Sites, LinkedIn Learning 		



RANI CHANNAMMA UNIVERSITY, BELAGAVI

**Daft Syllabus for
Fifth and Sixth Semesters of
Bachelor of Arts with
SOCIAL WORK
as one of the Major Subjects**

2026-27 and onwards

Program Structure for Social Work as a Major Discipline

SEMESTER – V

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	SW5.1 A OR SW5.1 B	P	Social Action and Movements in India OR Legal Knowledge for Social Work Practice	4	3	20	80	100	3
2.	SW5.2 A OR SW5.2 B	P	Social Work Research OR Social Entrepreneurship and NGO Management	4	3	20	80	100	3
3.	SW5.3	P	Fieldwork Practice	8*	Viva-voce	10	40 (Viva)	50	2
Sub Total						50	200	250	8
4.	-	T	Major 2	-	-	50	200	250	8
5.	-	T	Major 3	-	-	50	200	250	8
6.	SW5.4	SEC (P)	Study Visits	4	Practical	10	40 (viva)	50	2
Grand Total								800	26

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

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

SEMESTER – VI

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
7.	SW6.1 A OR SW6.1 B	P	Social Work with Tribal, Rural, and Urban Communities OR Social Work with Differently-abled Persons	4	3	20	80	100	3
8.	SW6.2 A OR SW6.2 B	P	Social Work with Women and Elderly OR Disaster Management	4	3	20	80	100	3
9.	SW6.3	P	Fieldwork Practice	8*	Viva-voce	10	40 (Viva)	50	2
Sub Total						50	200	250	8
10.	-	T	Major 2	-	-	50	200	250	8
11.	-	T	Major 3	-	-	50	200	250	8
12.	SW6.4	SEC (P)	Intervention Research Project	4	Practical	10	40 (viva)	50	2
Grand Total								800	26

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

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

COURSE-WISE SYLLABUS**SEMESTER V**

Year	III	Course Code: SW 5.1A	Credits	4
Sem	V	Course Title: Social Action and Movements in India	Hours	64
Formative Assessment Marks: 20		Summative Assessment Marks: 80	Duration of ESA: 3 hrs.	
Course Outcomes	At the end of the course the student should be able to: <ol style="list-style-type: none"> 1. Understand contemporary relevance and emerging trends in social action. 2. Analyze modern tools, digital platforms, and global influences in social action. 3. Develop practical skills for advocacy, campaigning, and policy engagement. 4. Apply social action strategies to current social issues such as inequality, climate change, and human rights. 			
Module No.	Course Content		Suggested Pedagogy	Hours
Module - I	INTRODUCTION TO SOCIAL ACTION <ol style="list-style-type: none"> i. Meaning, Definition, and Elements of Social Action ii. Principles of Social Action iii. Process of Social Action – Developing Awareness, Organization, Strategizing & Action. iv. Social Movement: Meaning, Definitions and Social Movement as a form of Social Action v. Historical Evolution of Social Action in India. Relevance of Social Action for Social Work Practice.		Lecture, Group Discussion.	16
Module - II	MODELS OF SOCIAL ACTION <p>ELITIST SOCIAL ACTION</p> <ol style="list-style-type: none"> i. Legislative Social Action Model ii. Economic Sanction Model iii. Direct Physical Model (Eg: PIL) <p>POPULAR SOCIAL ACTION MODEL</p> <ol style="list-style-type: none"> i. Conscientization Model ii. Dialectical Model iii. Direct Mobilisation Model <p>GANDHIAN MODEL</p> <ol style="list-style-type: none"> i. Non-violent: Satyagraha Model ii. Citizenship Model of Constructive Work Lok Shakti Model		Lecture, Classroom Presentation, Case Discussion.	16
Module - III	SKILLS, STRATEGIES & TOOLS OF SOCIAL ACTION <ol style="list-style-type: none"> i. SKILLS of Social Action ii. STRATEGIES of Social Action: <ul style="list-style-type: none"> • <i>Networking & Coalition building</i> • <i>Education & Persuasion</i> • <i>Advocacy & Lobbying,</i> 		Lecture, Field-based Examples, Classroom Presentation	16

	<ul style="list-style-type: none"> • <i>Protest & Demonstration</i> • <i>Negotiation & Bargaining</i> <p>iii. POPULAR TOOLS of Social Action:</p> <ul style="list-style-type: none"> • PIL as a tool of Social Action • Use of Print & Electronic Media • Use of Social Media: Digital Activism & Online campaigns. <p>Ethical issues in Digital Activism.</p>		
Module - IV	<p>EMERGING ISSUES & SOCIAL MOVEMENTS:</p> <ul style="list-style-type: none"> • Gender Issues: Nirbhaya Movement, Me too Movement, Pride Movement • Farmers Issues: Farmers' Protest: 2020-21 • Youth Issues: Anti-corruption Movement - 2011 • Environmental Issues: Silent Valley Movement, Save Aarey Movement • Social Exclusion: Mahad Satyagraha (1927), Black Lives Matter • Tribal Rights – Narmada Bachao Andolan • Global Issues – Occupy Wall Street Movement <p>CHALLENGES to SOCIAL ACTION: Political Pressure, Digital Misinformation, Legal Barriers.</p> <ul style="list-style-type: none"> • Social workers as Social Activists <p>Role of NGOs, Civil Society & International Organizations in Social Action.</p>	Lecture, Group Discussion, Documentary screening, Class room Presentations	16
Recommended Reading Resources			
<ul style="list-style-type: none"> • Siddiqui, H.Y. (1985), <i>Social Work and Social Action</i>, New Delhi, • Jawad, R. (2012). <i>Social work and social action</i>. In <i>Religion and faith-based welfare: From wellbeing to ways of being</i> (1st ed., pp. 129–148). Bristol University Press. https://doi.org/10.2307/j.ctt9qgkwz.8 • Mondros, J. B., & Minieri, J. (2023). The Evolution Of Social Action Organizing. In <i>Organizing for Power and Empowerment: The Fight for Democracy</i> (2nd ed., pp. 1–38). Columbia University Press. http://www.jstor.org/stable/10.7312/mond18944.4 • Ramírez, L. G., Flores, Y., Gamboa, M., González, I., Pérez, V., Ramírez-Castañeda, M., & Vital, C. (2011). Social Action. In <i>Chicanas of 18th Street: Narratives of a Movement from Latino Chicago</i> (pp. 166–200). University of Illinois Press. http://www.jstor.org/stable/10.5406/j.ctt1xcpcb.16 • Brown, M. E. (2014). Social Action as Action. In <i>The Concept of the Social in Uniting the Humanities and Social Sciences</i> (pp. 208–222). Temple University Press. http://www.jstor.org/stable/j.ctt14bsvrp.15 • Youngblood, R. L. (1990). From Social Action to Liberation. In <i>Marcos Against the Church: Economic Development and Political Repression in the Philippines</i> (pp. 65–100). Cornell University Press. http://www.jstor.org/stable/10.7591/j.ctvr7f2xs.9 • Rueschemeyer, D. (2009). A General Frame: Social Action. In <i>Usable Theory: Analytic Tools for Social and Political Research</i> (pp. 27–39). Princeton University Press. https://doi.org/10.2307/j.ctvc4j6k.5 			

- Siddique, H. Y. (1997). Working with Communities – Introduction to Community Work. New Delhi: Hira Publications
- Somesh Kumar (2002) Methods for Community Participation: A complete guide for practitioners, New Delhi: Sage Publication (Vistaar)
- HarnamHarper& Brot Shah, Ghanshyam (2004), Social Movements in India: A Review of the Literature, New Delhi, Sage
- Shah, Ghanshyam (2004), Social Movements in India: A Review of the Literature, New Delhi, Sage
- Singh, R (2001), Social Movements-Old and New: A Post-modern Critique, New Delhi, Sage
- Social Action: A Guide for Social Workers – Rawat Publications, 2009.
- Social Work Practice – Rawat Publications, 2003.
- Methods of Social Work – Rawat Publications, 2010.
- Social Action in India – Oxford University Press, 2004.
- Globalization and Social Movements – Wiley-Blackwell, 2008.
- The Power of Social Movements – Cambridge University Press, 2011.

Year	III	Course Code: SW 5.1B		Credits	4
Sem	V	Course Title: Legal Knowledge for Social Work Practice		Hours	6 4
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.	
Course Outcomes	<p>At the end of the course, the student should be able to:</p> <ol style="list-style-type: none"> To understand the concepts of Social Justice and Social legislation. To gain knowledge of the legal system and its procedure. Develop awareness on Legislations Pertaining to Women and Children. Be acquainted with Legal Services in India and the role of a Social Worker. 				
Module No.	Course Content			Suggested Pedagogy	Hours
Module - I	<p>Social Justice and Social Legislation:</p> <ul style="list-style-type: none"> Social Justice: Meaning & characteristics Social legislation: Meaning & characteristics Social justice as an essential basis of social legislation Process of Making legislation Social legislations in a welfare state with special reference to India. <p>Salient Features of Bharatiya Nyaya Sanhita (BNS) and Bharatiya Nagarik Suraksha Sanhita (BNSS).</p>			Lecture, Tutorials Group Discussion Assignment	16
Module - II	<p>Legal System:</p> <ul style="list-style-type: none"> Criminal Justice System: Police-Structure, Reporting, Case Registration (FIR) & Investigation, Arrest and Bail. Structure and Functions of Courts- Local Courts, District Courts, High Court and Supreme Court. Prosecution: Screening, decision to prosecute, deciding the charges, Public Prosecutor. Correction: Preventive, Curative, Promotive and Rehabilitative (After care Service). <p>Lok Adalat: Evolution, Jurisdiction, Powers and Functions.</p>			Lecture, Tutorials Group Discussion	16
Module - III	<p>Laws Related to Marginalized and Vulnerable Groups:</p> <ul style="list-style-type: none"> Child Labour Prohibition & Regulation Act (1986). Protection of Children from Sexual Offences Act (2012). 			Lecture, Tutorials Group Discussion	16

	<ul style="list-style-type: none"> • Juvenile Justice Act, 2015 • Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989. • The Forest Rights Act, 2006. • The Transgender Persons (Protection of Rights) Act, 2019. <p>Labour Laws: Minimum Wages Act, Factories Act.</p>	Classroom Presentation	
Module - IV	<p>Legal Services in India:</p> <ul style="list-style-type: none"> • Legal Aid: Concept of legal-aid, history of legal-aid, persons needing legal-aid, legal-aid schemes, NLSA and SLSA, • Public Interest Litigation: Meaning, Objectives, Process and Problems. • Right to Information Act- Provisions and implementation. <p>Role of Social Worker in Legal Services</p>	Lecture, Tutorials Group Discussion Classroom Presentation	16
Recommended Learning Resources			
Print Resources	<ol style="list-style-type: none"> 1. Aranha, T., Social Advocacy - Perspective of Social Work, Bombay: College of Social Work. 2. Buxi, U. 1982, Alternatives in Development: Law the Crisis of the Indian Legal System, New Delhi: Vikas Publishing House. 3. Curry, J. C. 1977, The Indian Police, New Delhi: Manu Publications. 4. Desai, A. E. (Ed.) 1986, Violation of Democratic Rights in India, Vol. 1. 5. Fleming, M. 1978, Of Crimes and Rights, New York: W.W. Norton and Company. 6. Ratanlal and Dhirajlal, 2023, The Bharatiya Nyaya Sanhita, LexisNexis Store. 7. Iyer, V. R. K 1980., Some Half Hidden Aspects of Indian Social Justice, Lucknow: Eastern Book Company. 8. Iyer, V. R. K 1984., Justice in Words and Justice in Deed for Depressed Classes, New Delhi: Indian Social Institute. 9. Iyer, V. R. K 1981., Law Versus Justice: Problems and Solutions, New Delhi: Deep and Deep. 10. Iyer, V. R. K 1980., Justice and Beyond, New Delhi: Deep and Deep. 11. Kelkar R. V. 2006., Lectures on Criminal Procedure, Lucknow, Eastern Book Company. 12. Khanna, H. R. 1980, The Judicial System, New Delhi: II P A. 13. Mathew, P. D., II P.A Legal Aid Series, Delhi: Indian Social Institute 14. McDonald. W. F. (Ed.) 1979, The Presentator, California: Berkeley: Hill 15. Newman, G. 1999, Global Report on Crime and Justice, New York: Oxford University Press. 16. Nirmal Anjali. 1992, Role and Functioning of Central Police Organisations, New Delhi: Uppal. 17. Peak, K. J. 1998, Justice Administration- Police, Courts and Correction, New Jersey: Prentice-Hall. 		

	<p>18. Basu N D, 2023, Bharatiya Nagarik Suraksha Sanhita, Bharat Law House Delhi.</p> <p>19. Singh. L. M. (Ed.) 1973, Law and Poverty: Cases and Materials, Bombay: Tripathi.</p> <p>20. Western, P. B. 1976, The Criminal Justice System: An Introduction and Guidelines, California: Good Year Publishers.</p> <p>21. Government of India, 1973, Report of the Legal Aid Committee.</p> <p>22. Bakshi PM (2007), Constitution of India, Delhi: Universal Law Publishing House.</p> <p>23. Basu, D. D. (2015). Introduction to Constitution of India. 22nd Edition. Mumbai: LexisNexis.</p> <p>24. Gangrade KD (1978), Social Legislation in India, New Delhi, Concept Pub.</p> <p>25. Gaur K. D. (2004) A Text Book on the Indian Penal Code, Delhi: Universal Law Publication Co.</p> <p>26. Government of India. (1956), Social Legislation, New Delhi, Govt of India</p> <p>27. Mahajan, G. (Ed.). (1998). Democracy, Difference and Social Justice. New Delhi Cambridge University Press</p> <p>28. Naik G.P. (1992), Social Legislation in India, Bangalore: Lambani Publish. Print Wel Publications.</p> <p>29. Relevant Bare Acts</p> <p>30. Vyas, R. N. (1998), The Soul of Indian Constitution: A Critical Evaluation, Jaipur. Rawat Publication.</p>
<p>Digital Resources</p>	<p>Ministry of Social Justice and Empowerment, Government of India https://socialjustice.gov.in/</p> <p>Glimpses of Indian Social Legislation and Social Welfare</p> <ul style="list-style-type: none"> • https://onlinecourses.swayam2.ac.in/e-learning/preview/cec26_hs43 • https://egyankosh.ac.in/handle/123456789/67131 • https://egyankosh.ac.in/bitstream/123456789/67125/1/Unit-3.pdf <p>India Code - Digital Repository of All Central and State Acts</p> <ul style="list-style-type: none"> • https://www.india.gov.in/services <p>National Commission for Women Government of India: https://www.ncw.gov.in</p> <p>Legal Services Authorities: https://nalsa.gov.in/legal-aid/</p> <ul style="list-style-type: none"> • Right to Information: https://rti.gov.in

Year	III	Course Code: SW 5.2A		Credits	4
Sem	V	Course Title: Social Work Research		Hours	64
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.	
Course Outcomes	At the end of the course the student should be able to: <ul style="list-style-type: none"> • Understand the nature, scope, and importance of Social Work Research. • Apply qualitative and quantitative methods in Social Research. • Develop tools for data collection and conduct field-based research. • Analyze and interpret data using basic statistical techniques. 				
Module No.	Course Content			Suggested Pedagogy	Hours
Module - I	Foundations of Social Work Research <ul style="list-style-type: none"> • Meaning, Definition and Functions of Research • Social Work Research: Nature & Scope • Role of Research in Social Work Practice (Evidence-Based Practice) • Types of Research: <ul style="list-style-type: none"> • Basic v/s Applied • Qualitative v/s Quantitative • Action Research v/s Participatory Research • Ethics in Social Work Research: <ul style="list-style-type: none"> • Informed Consent • Confidentiality • Vulnerable Populations Plagiarism and Academic Integrity			Lecture, Group Discussion, Classroom Presentation	16
Module - II	Research Design and Methodology <ul style="list-style-type: none"> • Identification & Formulation of Research Problem • Sources of Data: Primary and Secondary • Review of Literature: <ul style="list-style-type: none"> • Online Databases: Google Scholar, JSTOR, Shodhganda • Research Questions & Hypothesis Formulation • Research Design: <ul style="list-style-type: none"> • Exploratory • Descriptive • Experimental • Evaluative • Intervention Research • Sampling: Meaning & Importance <ul style="list-style-type: none"> • Types of Sampling: Probability & Non-Probability 			Lecture, Group Discussion Classroom Presentation	16
Module - III	Methods of Data Collection and Processing <ul style="list-style-type: none"> • Tools of Data Collection: <ul style="list-style-type: none"> • Interview Guide 			Lecture, Classroom Presentation	16

	<ul style="list-style-type: none"> • Interview Schedule vs Questionnaire • Observation – Structured vs Unstructured • Focus Group Discussion <p>Role of Pilot Study (Pre-testing) Mobile Data Collection (MDC): Kobo Toolbox & Google Forms</p> <ul style="list-style-type: none"> • Scaling Techniques: Meaning & Types • Steps in Data Processing: <ul style="list-style-type: none"> • Editing • Coding • Data Master Chart / Sheet • Classification • Tabulation • Use of Digital Tools (MS Excel basics) 		
<p>Module - IV</p>	<p>Data Analysis, Interpretation and Report Writing</p> <ul style="list-style-type: none"> • Meaning and Importance of Data Analysis • Basic Statistics: Measures of Central Tendency (Mean, Median, Mode) <ul style="list-style-type: none"> • Introduction to Graphs and Charts (use of digital tools) • Interpretation of Data • Structure of Research Report: <ul style="list-style-type: none"> • Preliminary section • Summary /Abstract • Main Report • Introduction & Problem statement <ul style="list-style-type: none"> ○ Literature Review ○ Methodology ○ Analysis ○ Findings & Discussion ○ Conclusion & Recommendations • Referencing Styles (APA & MLA format): Significance of Referencing • Research Presentation Skills 	<p>Lecture, Classroom Presentation</p>	<p>16</p>
<p>Recommended Learning Resources</p>			
<ol style="list-style-type: none"> 1. Black, J. and Champion, D. (1976). Methods and Issues in Social Research. New York, N.Y.: Wiley. 2. Bryman, Alan (2016), Social Research Methods. 5th Edition. London: Oxford University Press. 3. Cook, Thomas D Cook and Reichardt, eds (1979). Qualitative and Quantitative Methods in Evaluation Research. CA: Sage. 4. Creswell, J W (1994). Research Design: Qualitative and Quantitative Approaches. CA: Sage Publications. 5. Denzin, N.K. and Lincoln, Y.S. Eds (2017). The Sage Handbook of Qualitative Research. Sage. 6. Gupta, S.C., (2012), Fundamentals of Statistics, 7th revised ed., Himalaya Publishing House, New Delhi. 7. Kerlinger, F. (1986). Foundations of Behavioral Research. New York: Holt, Rinehart and Winston. 8. Kothari, C. R., (2004), Research Methodology –Methods and Techniques, 2nd ed., 9. Kumar, R., (2006), Research Methodology, 2nd ed., Pearson Education, New Delhi. 			

10. Laldas, D. K., (2000), Practice of Social Research, Rawat Publication, New Age International (P) Ltd., New Delhi.
11. Neuman, W. L. (2014). Social Research Methods- Qualitative and Quantitative Approach. 7th Edition. New Delhi: Pearson Education India.
12. ಸತೀಶ ಗೌಡ ಎಂ, ಸಮಾಜಕಾರ್ಯ ಸಂಶೋಧನೆ, ಸುವಿ ಪಬ್ಲಿಕೇಶನ್, ಶಿಕಾರಿಪುರ.

Year	III	Course Code: SW 5.2B		Credits	4
Semester	V	Course Title: Social Entrepreneurship and NGO Management		Hours	64
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.	
Course Outcomes	<p>At the end of the course the student should be able to:</p> <ul style="list-style-type: none"> • Understand the concepts and principles of social entrepreneurship. • Develop entrepreneurial mindset and identify social business opportunities. • Help students understand the concept, structure, functions, and importance of Non-Governmental Organizations (NGOs) in social development and social work practice. • Develop basic knowledge and skills in NGO management, including planning, administration, leadership, fundraising, documentation, and project implementation. 				
Module No.	Course Content			Suggested Pedagogy	Hours
Module - I	<p>Foundations of Social Entrepreneurship:</p> <ul style="list-style-type: none"> • Meaning and Definitions of Entrepreneurship. • Meaning, Characteristics and Scope of Social Entrepreneurship. • Difference between Entrepreneurship and Social Entrepreneurship. • Evolution of Social Entrepreneurship in India • Need and Importance of Social Entrepreneurship in Social Work Practice <p>Qualities and Skills of Social Entrepreneur</p>			Lecture, Case Discussion Classroom Presentation	16
Module - II	<p>Process of Social Enterprise Development:</p> <ul style="list-style-type: none"> • Idea Generation and Opportunity Recognition. • Project Formulation and Business Plan Writing. • Resource Mobilization: Grants, CSR, Crowd funding, Impact Investment. • Marketing and Scaling of Social Enterprises. • Challenges and Opportunities for Social Entrepreneurship in India. <p>Case Studies of Social Entrepreneurship: Teach for India, Mitti Café: Inclusive Livelihoods Through Food Services</p>			Lecture, Case Discussion Field-based Example Classroom Presentation	16
Module - III	<p>Introduction to NGO Management:</p> <ul style="list-style-type: none"> • Meaning, Definitions Characteristics and Scope of NGOs • Types of NGOs: Voluntary organizations, Trusts, Societies, Foundations, Community-Based Organizations 			Lecture, Classroom	16

	<ul style="list-style-type: none"> • Role of NGOs in Social Welfare and Community Development (Tribal/Rural/Urban) • NGO registration procedures: <ul style="list-style-type: none"> ○ The Societies Registration Act, 1860 ○ The Indian Trusts Act, 1882 ○ The Companies Act, 2013 (Section 8) FCRA	Presentation	
Module - IV	Administration and Management of NGOs: <ul style="list-style-type: none"> • Organizational Structure • Planning, Organising, Leading & Controlling. • Budgeting, Fundraising & Financial management • Project Proposal Writing & Project Implementation • Documentation in NGOs. • Public Relations and Networking in NGOs Corporate Social Responsibility – Meaning, Mechanism & Significance	Lecture, Seminar	16
Recommended Reading Resources			
<ol style="list-style-type: none"> 1. Carsrud, A. L., and Brannback, M.E. (2007) <i>Entrepreneurship</i>, Westport, Connecticut: Greenwood Publishing Group 2. Drucker, P. (2014). <i>Innovation and Entrepreneurship</i> Routledge: New York. 3. Hisrich, R. (2011) <i>Entrepreneurship 6/E</i> New Delhi: Tata McGraw-Hill 4. Lussier R. N., Corman, J. and Kimball, D. (2014) <i>Entrepreneurial New Venture Skills</i>, New York Routledge 5. Nieuwenhuizen, C (2009) <i>Entrepreneurial Skills</i>, Lansdowne, Cape Town: Juta and Company Ltd. 6. Pandya, R. (2016) <i>Skill Development and Entrepreneurship in India</i>, New Delhi: New Century Publications. 7. Choudhary, D. Paul Choudhary, D. P. (2011). <i>Social welfare administration</i>. Atma Ram & Sons. 8. Goel, S. L., & Kumar, R. Goel, S. L., & Kumar, R. (2004). <i>NGO management and development</i>. Deep & Deep Publications. 9. Tripathi, P. C., & Reddy, P. N. Tripathi, P. C., & Reddy, P. N. (2012). <i>Principles of management</i>. McGraw Hill Education. 10. Bhattacharya, Sanjay Bhattacharya, S. (2009). <i>Social work administration and development</i>. Rawat Publications. 11. Kramer, Ralph M. Kramer, R. M. (1981). <i>Voluntary agencies in the welfare state</i>. University of California Press. 12. Lewis, David Lewis, D. (2001). <i>The management of non-governmental development organizations</i>. Routledge. 13. NITI Aayog. (2021). <i>Handbook for voluntary organizations</i>. Government of India. 14. Ministry of Corporate Affairs – Information related to Section 8 Companies and NGO registration. 15. NGO Darpan Portal – Government portal for NGO registration and collaboration. 16. Patel, Mohan Patel, M. (2010). <i>NGO and social welfare</i>. ABD Publishers. 			

Year	III	Course Code: SW5.3 (Practical)	Credits	2
Sem.	V	Course Title: Fieldwork Practice	Hours: 8 hrs per week	
Formative Assessment Marks: 10		Summative Assessment Marks: 40	Duration of ESA: NA (viva)	
Course Outcomes	<p>At the end of the course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Familiarization with agency, its objectives and Programmes. 2. Familiarization with different settings of social work. 3. Able to understand the social work intervention with target population. 4. Build the capacity to work in chosen setting. 			
COURSE CONTENT				
<p>Concurrent Field Work: Every student of V Semester BSW shall be placed in an agency for Concurrent field work one day in a week. The broad aim of concurrent field work practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to real situations. This learning experience should provide an opportunity to work with communities, groups, individuals/families and managing organization tasks. It is an opportunity to develop intervention skills in real situations. This entails learning social work practice for two days in every week of the semester. The learner is expected to complete a minimum of 12 days of visits in this semester.</p> <p>Placement may be in different fields of social work including specialized area of social work i.e., Hospitals, social development agencies, industries, correctional settings, women empowerment, school settings, etc.</p>				
Note on the Calculation of Workload for Social Work Practicum				
<ul style="list-style-type: none"> ● The workload for Social Work Practicum shall be strictly calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14). ● The <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14) states that "... each learner should get about forty-five to sixty minutes of individual instruction..." and that "hence teacher-learner ratio suggested is 1:8..." (enclosed as Annexure 1). Thus, it may be noted that the instructional hours for "Social Work Practicum" vary depending on the number of students allocated for supervision to each of the faculty. ● In keeping with the guidelines given in the <i>UGC Model Curriculum for Social Work Education</i>, for a batch of eight students, the faculty is expected to provide four hours of individual and group instruction as is specified in the syllabus. ● Since the Paper is of Practical nature and has two credits allocated, the total workload for the faculty for a batch of eight students is 02 hours per week (i.e. 4 hrs./2 = 2). Hence, the workload for Social Work Practicum per week will be two hours for a batch of eight students. Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum. 				
Note on the Assessment of Social Work Practicum				

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

Recommended Learning Resources

PRINT RESOURCES

1. Kohli, A.S. 2004. Field Instruction and Social Work: Issues, Challenges and Response. Delhi: Kanishka.
2. Lawani, B.T. 2009. Social Work Education and Field Instructions. Agra: Current Publications.
3. Mathew, G. Supervision in Social Work. Mumbai: TISS.
4. Roy, S. 2012. Fieldwork in Social Work. Jaipur: Rawat Publications.
5. Sajid, S.M. 1999. Fieldwork Manual. New Delhi: Department of Social Work, Jamia Milia Islamia.
6. Singh, R.R. (ed.) 1985. Fieldwork in Social Work Education: A Perspective for Human Service Profession. New Delhi: Concept Publishing.
7. Subedhar, I.S. 2001. Fieldwork Training in Social Work. New Delhi: Rawat.
8. University Grants Commission. 1978. Review of Social Work Education in India: Retrospect and Prospect. New Delhi: UGC.

Year	III	Course Code: SW5.4 (SEC-Practical)		Credits	2
Sem	V	Course Title: STUDY VISITS		Hours	4 hrs per week
Formative Assessment Marks: 10		Summative Assessment Marks: 40		Duration of ESA: (viva)	
Course Outcomes	At the end of the course, the student should be able to: <ul style="list-style-type: none"> • Gain understanding regarding the various fields of practice for social workers • Develop appropriate attitude towards the work ethics required as a practitioner in the future. 				
COURSE CONTENT					
This Course comprises:					
STUDY VISITS					
<p>Study Visits are structured, faculty-supervised visits to social welfare agencies, government departments, NGOs, community settings, and specialised institutions, designed to expose students to the breadth and diversity of social work practice in North Karnataka and beyond. Each study visit is preceded by an orientation session, followed by a guided observation, and concluded with a written report and group debriefing.</p> <p>The Fifth Semester study visits are designed to be more analytical and purposeful than those in earlier semesters. Students are expected not merely to observe but to critically examine agency structures, evaluate programmes, identify gaps, and document findings in a professional format.</p>					
Categories of Study Visits:					
Category 1: Government Welfare Agencies and Departments (Minimum 2 Visits)					
<ul style="list-style-type: none"> • District Social Welfare Office, Belagavi — including programmes for SC/ST welfare, women's welfare, old-age homes, child welfare. • District Women and Child Development (WCD) Office — ICDS, Anganwadi operations, Poshan Abhiyan, Beti Bachao Beti Padhao. • District Child Protection Unit (DCPU) / Child Welfare Committee (CWC) / Juvenile Justice Board. • Observation Home / Special Home for Juveniles (Belagavi). • District Legal Services Authority (DLSA) / Lok Adalat. 					
Category 2: Voluntary / Non-Governmental Organisations (Minimum 2 Visits)					
<ul style="list-style-type: none"> • NGOs engaged in child welfare and child rights (e.g., CRY-affiliated organisations, SOS Children's Villages of India). • Organisations working for women's empowerment, gender-based violence prevention, and self-help group (SHG) development. • Organisations working in the area of disability rehabilitation and differently-abled welfare. • NGOs in rural/tribal development, livelihood promotion, and agricultural welfare in the Belagavi region. • HIV/AIDS-related organisations, substance abuse rehabilitation centres, or mental health NGOs. 					

Category 3: Healthcare and Medical Social Work Institutions (Minimum 2 Visits)

- Government District Hospital, Belagavi — Medical Social Work unit, psychiatric OPD, de-addiction ward.
- KLE's Dr. Prabhakar Kore Hospital and Medical Research Centre — Medical Social Work department.
- Primary Health Centre (PHC) or Community Health Centre (CHC) in a rural block near Belagavi.

Process of Study Visits

1. Pre-Visit Orientation: Faculty conducts a two-hour briefing covering the agency background, objectives of the visit, expected observations, and professional etiquette.
2. Visit Execution: Students visit the agency as a group under faculty supervision. They observe programmes, interact with agency staff, review agency records (where permitted), and interact with service users/beneficiaries with appropriate consent.
3. Visit Report Writing: Within five days of each visit, each student submits an individual structured visit report (minimum 1,500 words) covering: agency profile, programmes observed, client population, social work roles identified, critical observations, and personal learnings.
4. Group Debriefing Seminar: A two-hour facilitated group debriefing session is held within one week of the visit. Each student presents key learnings. Faculty guides critical reflection and links observations to theoretical frameworks.
5. Comparative Analysis Assignment: At the end of the semester, students submit a comparative analysis report (minimum 3,000 words) drawing lessons across all agencies visited and situating their observations in the theoretical and policy literature.

Note on the Calculation of Workload for Social Work Practicum

- The workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the *UGC Model Curriculum for Social Work Education* (2001, p. 14).
- The *UGC Model Curriculum for Social Work Education* (2001, p. 14) states that "... each learner should get about forty-five to sixty minutes of individual instruction..." and that "hence teacher-learner ratio suggested is 1:8..." (enclosed as Annexure 1). Thus, it may be noted that the instructional hours for "Social Work Practicum" vary depending on the number of students allocated for supervision to each of the faculty.
- In keeping with the guidelines given in the *UGC Model Curriculum for Social Work Education*, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus.
- Since the Paper is of Practical nature, the total workload for the faculty for a batch of eight students is 02 hours per week (i.e. $4 \text{ hrs.} / 2 = 2$). Hence, **the workload for Social Work Practicum per week will be two hours for a batch of eight students.** Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

Note on the Assessment of Social Work Practicum

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

SEMESTER VI

Year	III	Course Code: SW 6.1A	Credits	4
Semester	VI	Course Title: Social Work with Tribal, Rural, and Urban Communities	Hours	64
Formative Assessment Marks: 20		Summative Assessment Marks: 80	Duration of ESA: 3 hrs.	
Course Outcomes	At the end of the course the student should be able to: <ul style="list-style-type: none"> • Understand issues being faced by Tribal, Rural and Urban communities in India. • Demonstrate the knowledge of role of social workers in these communities • To develop research topics on the issues faced by different communities 			
Module No.	Course Content		Suggested Pedagogy	Hours
Module - I	INTRODUCTION TO COMMUNITIES: Meaning, Definitions and Types of communities Major characteristics of communities in India <ul style="list-style-type: none"> • Tribal Communities. • Rural Communities. Urban Communities.		<ul style="list-style-type: none"> • Lectures, 	10
Module - II	TRIBAL COMMUNITIES IN INDIA: Major Tribal Areas & Communities in India Tribal Issues in India: <ul style="list-style-type: none"> • Land Alienation & Displacement: Mining, Dam & National Forest in Forest Areas • Economic Marginalization & Poverty • Education Gaps • Health & Nutritional Deficits • Cultural Erosion and Identity Crisis Major Tribal Movements & its Impact <ul style="list-style-type: none"> • BODO Movement, • Maoist Movement, • Anti-POSCO Movement Constitutional Provisions for the protections of Tribes <ul style="list-style-type: none"> • National Policy on Tribal Development • Government Welfare Schemes. Role of Social Workers in Tribal Development.		<ul style="list-style-type: none"> • Lectures, • Field Examples, Classroom Presentation 	18
Module - III	RURAL COMMUNITIES IN INDIA: <ul style="list-style-type: none"> • Rural Social Structure • Problems in Rural India: Agriculture Distress, Poor Basic Infrastructure, Inadequate Health care, Educational Gaps, 		<ul style="list-style-type: none"> • Lectures, • Case Discussion, • Field-based Examples, 	18

	<p>Casteism and Gender Discrimination, Lack of Technology.</p> <ul style="list-style-type: none"> • Role of Panchayati Raj in Rural development. • Role Of Co-Operatives in Rural Development <p>Role of NGOs in Rural Development</p>	Classroom Presentation	
Module - IV	<p>URBAN COMMUNITIES IN INDIA:</p> <ul style="list-style-type: none"> • Urban Community: Definition, Meaning & Characteristics • Urbanization: Concept & Causes • Consequences of Rapid Urbanization: Migration, Slums, Urban Poverty, Social Disorganization, Corruption. • Environmental Conditions of Urban India: Causes and types of urban pollution • Urban Welfare programmes. • Role of Civil society & NGOs in Urban Development 	<ul style="list-style-type: none"> • Lectures, • Case Discussion, • Field-based Examples, Classroom Presentation 	18

Recommended Reading Resources

1. Gore, M.S.et.al (ed.) (1990) Social Implications of Development: The Asian Experience, Vindya Prakashan Pvt. Ltd, Allahabad.
2. Joshī, V. (Ed.). (1998). Tribal Situation in India: Issues in Development: with Special References to Western India. Jaipur: Rawat Publications.
3. Pandey, G. (1979): Government's Approach to Tribal's Development: Some Rethinking, Prashasanika, 8 (1), 56-68, 1979.
4. Radhakrishna, M. (2016). First Citizens: Studies on Adivasis, Tribals, and Indigenous Peoples in India. New Delhi: Oxford University Press
5. Rath, G. C. (Ed.). (2006). Tribal development in India: The contemporary debate.
6. Shah, Ghanshyam (2004). Social Movements in India: A Review of the Literature, Sage Publications, New Delhi.
7. Singh, K.N. and Singh, S.N. (1976). Effective Communication media for Rural Audiences, Dharamsi Morarji Chemical Company.
8. Vittal, N. Communication for Rural Development in India: some facts, NIRD, Hyderabad
9. Ministry of Rural Development. (2016). Ministry of Rural Development, Government of India. Retrieved from rural.india.in: <https://rural.nic.in/>
10. Ministry of Social Justice and Empowerment. (2003). National Portal of India. Retrieved from India.govt.in-National Commission for Denotified, Nomadic and Semi-Nomadic Tribes (NCDNSNT): <https://www.india.gov.in/national-commission-denotified-nomadic-and-semi-nomadic-tribes-ncdnsnt?page=6>
11. Ministry of Tribal Affairs. (1999). Ministry of Tribal Affairs, Government of India. Retrieved from tibal.nic.in: <https://tribal.nic.in/>
12. Behura, N. .. (2006). Tribals and the Indian Constitution. Jaipur: Rawat Publications.
13. Chitambar, J. (1973). Introductory to Rural Sociology. New Delhi: Wiley Eastern Private Ltd.
14. D.C, S. (2004). Tribal Issues in India. New Delhi: Rawat Publications.

15. Dahama, O. (1976). Extension and Rural Welfare. Agra: Ram Prasad and Sons.

1. Dayal, R. (1960). Community Development, programmes in India. Allahabad: Kitab Mahal publications Ltd.
2. Desai, A. R. (1956). Rural sociology: Its Need in India. Sociological Bulletin, Volume: 5 issue: 1, page(s): 9-28.
3. Dube, S. (1958). Indian's Changing villages. London: Routledge.

Year	III	Course Code: SW 6.1B		Credits	4
Semester	VI	Course Title: Social Work with Differently-abled Persons		Hours	6 4
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.	
Course Outcomes	At the end of the course the student should be able to: <ol style="list-style-type: none"> Explain key concepts and models of disability. Analyze barriers faced by Differently Aabled Persons in society. Identify rehabilitation services and support systems. Apply Social Work methods in Disability settings. Demonstrate sensitivity towards inclusion and accessibility. Use inclusive and respectful language. 				
Module No.	Course Content			Suggested Pedagogy	Hours
Module - I	INTRODUCTION TO DISABILITY: <ol style="list-style-type: none"> Disability: Meaning & Definitions Evolution of dignified Etymology: Person-first vs Identity-first <ul style="list-style-type: none"> Impairment vs Disability vs Handicap vs Differently-Abled. Models of disability: <ul style="list-style-type: none"> Medical model Social model Rights-based model Bio-psychosocial model Disability Inclusion and Accessibility: <ul style="list-style-type: none"> Accessibility Audit – Meaning & features 			Lecture Group Discussion on Stigma & Inclusion Documentary screening Barrier Identity Activity on campus	16
Module - II	TYPES & CAUSES OF DISABILITIES: <ol style="list-style-type: none"> Physical, Sensory & Intellectual Disabilities <ul style="list-style-type: none"> Locomotor disability Visual impairment Hearing impairment Intellectual disability Multiple disabilities Mental health & Invisible Disabilities: <ul style="list-style-type: none"> Mental Illness Learning Disabilities Behavioural Disabilities: ASD, ADHD Causes of Disabilities <ul style="list-style-type: none"> Genetic causes Prenatal and perinatal causes Malnutrition Accidents & trauma Infectious diseases Environmental causes 			Lecture Group Discussion Visit to Special school, Rehabilitation center	16

	<p>D). Magnitude of Disability in India:</p> <ul style="list-style-type: none"> • Prevalence & Incidence of Disability 		
Module - III	<p>Disability Rights, Policies & Welfare Services:</p> <p>A). International Frameworks</p> <ul style="list-style-type: none"> • UN Convention on the Rights of Persons with Disabilities (UNCRPD) • Sustainable Development Goals (SDGs) and disability inclusion <p>B). Indian Legal Framework -</p> <ul style="list-style-type: none"> • Rights of Persons with Disabilities Act, 2016 • National Trust Act - 1999 • Rehabilitation Council of India Act – 1992 • Inclusive Education Policies • National government Institutions working in the Area of Disability <p>C). Welfare & Rehabilitation Services</p> <ul style="list-style-type: none"> • Government Schemes & Benefits • Reservation Policies • Disability Certification: UDID card • Disability pension 	<p>Lecture</p> <p>Audio – Visual learning</p> <p>Group Discussion</p> <p>Seminars</p>	16
Module - IV	<p>SOCIAL WORK PRACTICE & DISABILITY:</p> <p>Key challenges faced by Differently Abled:</p> <ul style="list-style-type: none"> • Stigma & Stereotypes: Social Attitudes • Social exclusion & Marginalization • Family adjustment & Caregiver burden • Education & Employment challenges • Mental health among differently abled persons • Gender and disability <p>Rehabilitation: Meaning & Definition</p> <ul style="list-style-type: none"> • Rehabilitation Approaches (Models): CBR vs IBR vs HBR <p>Role of NGOs in Disability Sector</p> <p>Application of various Social Work methods with Differently abled.</p>	<p>Lecture</p> <p>Seminars</p> <p>Poster making on Challenges</p> <p>Experiential Learning</p> <p>Visit to NGO's working on Disability issues</p>	16
Recommended Learning Resources			

<p>Print Resources</p>	<ol style="list-style-type: none"> 1. Oliver, Michael — Understanding Disability 2. Lennard Davis — The Disability Studies Reader 3. Tom Shakespeare — Disability Rights and Wrongs 4. Anita Ghai — Disability in South Asia 5. Nandini Ghosh — Interrogating Disability in India 6. WHO — World Report on Disability 7. Michael Oliver — “The Social Model of Disability” 8. Tom Shakespeare — “The Social Model of Disability” 9. Anita Ghai — Disability and Gender in India 10. Amita Dhanda — Legal capacity and disability rights 11. WHO & World Bank reports on disability 12. Arora, M.K. (2022). Neurodevelopmental disorders in the Indian context: different disorders speak different stories. New Delhi: Prestige Publications. 13. Caplan, A. L. Is medical care the right prescription for chronic illness? In: S. Sullivan and M. E. Lewin (eds.) The economics and ethics of long-term care and disability(pp.73-89) Lanham, Md.:University Press of America. 14. Ghai, A. (2015). Rethinking disability in India; New Delhi: Routledge. 15. Mohopatra C. S., 2004 'Disability management in India' National Institute for the Mentally Handicapped (NIMH). 16. Nagi, S. Z. Some conceptual issues in disability and rehabilitation In: M. OCR for page 32 Linton, S. (1995). 17. Claiming disability: Knowledge and identity NY: New York University Press; 199 pp. 18. Status of Disability in India -2012, Rehabilitation Council of India, New Delhi. 19. Aberecht, G. (2006). (Ed.). Encyclopedia of disability. Chicago: Sage Publications
<p>Digital Resources</p>	<p>DOCUMENTARIES / FILMS / TED TALKS:</p> <p>FILMS & DOCUMENTARIES</p> <ul style="list-style-type: none"> ● Crip Camp ● Rising Phoenix ● Black ● Margarita with a Straw ● Taare Zameen Par ● The Reason I Jump <p>TED Talks</p> <ul style="list-style-type: none"> ● Stella Young — “I’m Not Your Inspiration” ● Haben Girma — Accessibility and inclusion ● Temple Grandin — Autism and neurodiversity <p>ONLINE LEARNING RESOURCES</p> <ul style="list-style-type: none"> ● WHO Disability Resources ● UNCRPD Official Site ● RPWD Act India ● NCPEDP India ● Enable India <p>NGOs & ORGANIZATIONS</p> <ul style="list-style-type: none"> ● National Centre for Promotion of Employment for Disabled People (NCPEDP) ● Enable India ● Sense International India ● Action For Autism ● CBM Global Disability Inclusion ● UNICEF Disability Inclusion

Year	III	Course Code: SW 6.2A		Credits	4
Semester	VI	Course Title: Social Work with Women and the Elderly		Hours	64
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.	
Course Outcomes	At the end of the course the student should be able to: <ul style="list-style-type: none"> • Understand that Women is not a Homogenous group • Understand the concept of Gerontological Social Work. • Develop understanding of the role of Social Workers in Women Empowerment and Elderly care. 				
Module No.	Course Content			Suggested Pedagogy	Hours
Module - I	WOMEN IN INDIA: WOMEN NOT A HOMOGENOUS GROUP: <ul style="list-style-type: none"> • Socio-Cultural Stratification • Economic Stratification • Geographic & Demographic diversification • Ability, Identity & Vulnerability Stratification Kimberlé Crenshaw Converging Identity Women in India & Contemporary Issues: <ul style="list-style-type: none"> • Issues faced by Tribal Women • Issues faced by Rural Women • Issues faced by Urban Women Women Empowerment: <ul style="list-style-type: none"> • Meaning, Definition and Challenges 			Lecture Tutorials Group Discussion Documentary screening	20
Module - II	ELDERLY IN INDIA: <ul style="list-style-type: none"> • Definitions: Aging, Active Aging, Gerontology, Geriatrics & Gerontological Social Work. • THE SILVER TSUNAMI: National & Global Demographic shifts toward an Aging Society. • AGEISM: Stereotypes in Media, Family and Institutional Settings. ISSUES FACED BY ELDERLY IN INDIA: Biological and Physical Aspects of Aging: <ul style="list-style-type: none"> ○ Chronic Illness & Disabilities Mental health in late life: <ul style="list-style-type: none"> ○ Alzheimer's and other Dementias Psychological Aspects of Aging <ul style="list-style-type: none"> • Coping mechanisms in late life, Addiction Social Aspects of Aging -Social shifts <ul style="list-style-type: none"> • Retirement, Changing family dynamics (<i>Empty Nest Syndrome</i>), Social Isolation & Widowhood. Dimensions of Elder Abuse in India: Physical, Emotional, Systemic Financial Exploitation & Chronic Self-Neglect.			Lecture Tutorials Group Discussion Documentary screening Assignments	20

Module - III	<p>Legislation related to Women and the Elderly:</p> <ul style="list-style-type: none"> • The Dowry Prohibition Act, 1961 • The Indecent Representation of Women (Prohibition) Act, 1986 • Protection of Women from Domestic Violence Act, 2005 • Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 • Role of Shakti Scheme -2023 in women empowerment in Karnataka • Maintenance and Welfare of Parents and Senior Citizens Act, 2007 <p>Other Constitutional Safeguards for Women & Elderly – Reservation</p>	Lecture Tutorials Assignments Class presentation	12
Module - IV	<p>WOMEN AND ELDERLY WELFARE:</p> <p>ROLE OF GOVERNMENT:</p> <ul style="list-style-type: none"> • Ministry of Women & Child Development: <i>Key Schemes</i> • Ministry of Social Justice & Empowerment: <i>Key Schemes</i> • National Policy for Women & the Elderly • National Commission for Women • National Council for Senior Citizens <p>ROLE OF SOCIAL WORKER, NGO'S in Women Empowerment and Elderly Care</p>	Lecture Group Discussion Assignments Field visits	12
Recommended Learning Resources			
Print Resources	<ol style="list-style-type: none"> 1) Altekar, A. S. (1956) The Position of Women in Hindu Civilization, Delhi: Motilal Banarsidass Publishers. 2) Desai, Neera. (1987) Women in Modern India, Mumbai: Himalaya Publishing House. 3) Sharma, R. N. & Sharma, R. K. (2004) Women, Law and Social Change in India, New Delhi: Atlantic Publishers. 4) Lal Das, D. K. (2008) Women and Human Rights, New Delhi: Deep & Deep Publications. 5) Mukhopadhyay, Carol Chapnick. (1994) Women, Education and Family Structure in India, New Delhi: Rawat Publications. 6) Jayapalan, N. (2001) Indian Society and Social Institutions – Vol. I, New Delhi: Atlantic Publishers. 7) Majumdar Maya (2004) Social Status of Women in India, New Delhi: Dominant Publishers and Distributers 8) Desai Murli (1986) Family and Intervention – Some Case Studies, Mumbai: TISS 9) Williamson, Robert C. (1967) Marriage and Family Relations, New York: John Wiley & Sons, Inc. 10) Bali, P. Arun, (2001) Care of the Elderly in India, Shimla: Indian Institute of Advanced Studies. 11) Dandekar, Kumudini. (1996) The Elderly in India, New Delhi: Sage Publications. 12) Desai, Murli and Raju, Siva (2000) Gerontological Social Work in India – Some Issues and Perspectives, Delhi: BR Publishing House 13) Gangadhar B. Sonar (2010) Social Work with Elderly, in Fields of Social Work Practice, 		

	<p>edited by B. S. Gunjal and G. M. Molankal, Bangalore: Baraha Publishing House.</p> <p>14) Berkman, B. & Harootyan, L. (2003) <i>Social Work and Health Care in an Aging Society</i>, New York: Springer Publishing Company.</p> <p>15) Rajan, S. Irudaya (2017) <i>Ageing in India</i>, New Delhi: Cambridge University Press.</p> <p>16) Ramamurti, P. V. & Jamuna, D. (1996) <i>Handbook of Indian Gerontology</i>, New Delhi: Serials Publications.</p> <p>17) Mishra, S. (2014) <i>Social Work with Elderly</i>, New Delhi: Sage Publications.</p> <p>18) Achenbaum, W. A. (1995) <i>Crossing Frontiers: Gerontology Emerges as a Science</i>, Cambridge: Cambridge University Press.</p> <p>19) Cox, H. G. (1993) <i>Later Life: The Realities of Aging</i>, New Jersey: Prentice Hall.</p> <p>Reports and Institutional Publications</p> <p>HelpAge India. (2022). <i>State of elderly in India report</i>.</p> <p>National Commission for Women. (n.d.). <i>Annual reports and publications</i>.</p> <p>Ministry of Women and Child Development. (n.d.). <i>Women welfare schemes and reports</i>. Government of India.</p> <p>National Institute of Social Defence. (n.d.). <i>Programmes for senior citizens</i>. Government of India.</p> <p>Legal and Policy Documents</p> <p>Government of India. (2005). <i>The Protection of Women from Domestic Violence Act, 2005</i>. Ministry of Law and Justice.</p> <p>Government of India. (2007). <i>The Maintenance and Welfare of Parents and Senior Citizens Act, 2007</i>. Ministry of Law and Justice.</p> <p>Government of India. (2013). <i>The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013</i>. Ministry of Law and Justice.</p> <p>Government of India. (2016). <i>The Rights of Persons with Disabilities Act, 2016</i>. Ministry of Law and Justice.</p>
<p>Digital Resources</p>	<p>National Commission for Women https://share.google/WfKYnlLqPAQsakov8r National Council Ageing With Dignity Department of Social Justice & Empowerment – Government of India https://share.google/0EO9xmYkH04r2T5y HelpAge India https://youtube.com/@helpage_india?si=91pWPAICGPI52yYZ Gerontological Social Work, Osmania University https://youtube.com/playlist?list=PLC4PaTsQiLcblCygQdV4VybkFRqexDRW0&si=E30iH2PJM VXoOhTe</p>

Year	III	Course Code: SW 6.2B		Credits	4
Sem	VI	Course Title: Disaster Management		Hours	64
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.	
Course Outcomes	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> Differentiate between hazards, vulnerabilities, and disasters within the Indian geographic context. Apply the Disaster Management Cycle (Preparedness, Response, Recovery) to real-world community settings. Execute Community-Based Disaster Risk Management (CBDRM) tools like Social Vulnerability Mapping. 				
Module No.	Course Content			Suggested Pedagogy	Hours
Module - I	<p>CONCEPTUAL FOUNDATIONS OF DISASTERS & THE INDIAN CONTEXT:</p> <p>CORE CONCEPTS MEANING & DEFINITIONS</p> <ul style="list-style-type: none"> Hazard, Risk, Vulnerability, Capacity, Resilience & Disaster, <p>TYOLOGY OF DISASTERS IN INDIA:</p> <ul style="list-style-type: none"> NATURAL: Floods, Cyclones, Droughts, Tsunami Landslides, Earthquake, Heatwaves. HUMAN-MADE: Political (Militancy, Wars, Riots), Road/Rail/Air accidents, Industrial, Biological (Pandemics) Disasters <p>VULNERABILITY PROFILES OF INDIA</p> <ul style="list-style-type: none"> Geographic Vulnerability: Coastal Areas, Himalayan Terrain, Drought-Prone Deccan Plateau, International Borders. 			Lecture, Tutorials Group Discussion Assignment Documentary screening	16
Module - II	<p>UNDERSTANDING IMPACT OF DISASTERS:</p> <ul style="list-style-type: none"> ENVIRONMENTAL, PHYSICAL, ECONOMIC IMPACTS PSYCHOSOCIAL IMPACT OF OF DISASTERS: <ul style="list-style-type: none"> Trauma, Grief, Loss, Stress, PTSD <p>VULNERABLE GROUPS IN DISASTER</p> <ul style="list-style-type: none"> Children, Elderly, PWD's and Women <p>SOCIO-ECONOMIC MARGINALIZATION DISASTER IMPACT:</p> <ul style="list-style-type: none"> Disproportionate impact of Disasters on - Dalits, Adivasis, Urban Slum Dwellers, and Landless Agricultural Laborers. <p>MAJOR DISASTERS IN POST - INDEPENDENT INDIA</p>			Lecture, Group Discussion Case studies Documentary screening	16
Module - III					

	<p>DISASTER MANAGEMENT & SOCIAL WORK INTERVENTIONS:</p> <ul style="list-style-type: none"> • Meaning & Definition & Principles of Disaster Management <p>PHASES OF DISASTER MANAGEMENT & SOCIAL WORK INTERVENTIONS:</p> <p>PRE-DISASTER PHASE:</p> <ul style="list-style-type: none"> • Prevention, Mitigation & Preparedness. <p><u>Social Work key Interventions:</u></p> <ul style="list-style-type: none"> • Conducting Participatory Rural Appraisal (PRA) activities: Hazard/Vulnerability mapping, Historical Timelines of crises in the area, and Community Resource Inventories. • Setting up Village Disaster Management Plans • Setting up Early Warning Communication Systems. <p>DURING-DISASTER PHASE:</p> <ul style="list-style-type: none"> • Rescue, Relief & Ingestion <p><u>Social Work key Interventions</u> Setting and organizing Relief Camps: Camp Management: ensuring safety, sanitation, privacy in the camps, Managing volunteers. Resource Mobilization: Managing Supply Chains, Preventing Elite Capture of Relief Goods. Addressing the needs of Vulnerable groups: Pregnant Women, Infants, the Elderly and Persons with Disabilities (Pwds). Psychosocial Interventions : Crisis Intervention</p> <p>POST-DISASTER PHASE:</p> <ul style="list-style-type: none"> • Recovery & Rehabilitation <p><u>Social Work key Interventions</u> Developing Post-Disaster Needs Assessment Methodologies Structural vs. Non-structural Rehabilitation:</p> <ul style="list-style-type: none"> • Restoring livelihoods, • Rebuilding Disaster resilient housing, <p>Psycho-Social Intervention– Counselling & Supportive Therapy, Support Groups</p>	<p>Lecture, Group Discussion Activity Seminars</p>	<p>22</p>
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Module - IV	<p>DISASTER MANAGEMENT POLICY & INSTITUTIONAL MECHANISMS IN INDIA:</p> <ul style="list-style-type: none"> • Sendai Framework for Disaster Risk Reduction • Disaster Management Act - 2005. • National Disaster Management Authority (NDMA) • State Disaster Management Authority (Karnataka) • Role of District Administration & Gram Panchayats in Disaster Management • Role of NGOs in Disaster Management 	Lecture, Tutorials Seminars Visits to the settings	10
Recommended Learning Resources			
<ol style="list-style-type: none"> 1. Andharia, J. (2020). Blurred boundaries, shared practices: Disaster studies as an emerging discipline and disaster management as a field of practice. In <i>Disaster studies: Exploring intersectionalities in disaster discourse</i> (pp. 33–76). Routledge. 2. Asian Disaster Preparedness Center. (2004). <i>Community-based disaster risk management: Field practitioners' handbook</i>. ADPC. 3. Banasode, C. (2022). <i>Disaster management and social work</i>. Jain Publications. 4. Blaikie, P., Cannon, T., Davis, I., & Wisner, B. (2004). <i>At risk: Natural hazards, people's vulnerability and disaster</i>. Routledge. 5. Coppola, D. P. (2015). <i>Introduction to international disaster management</i> (3rd ed.). Butterworth-Heinemann. 6. Dominelli, L. (2015). <i>Environmental social work</i>. Routledge. 7. Goel, S. L. (2006). <i>Encyclopedia of disaster management</i> (Vol. 10). Deep and Deep Publications. 8. Government of India. (2005). <i>The Disaster Management Act, 2005</i>. Ministry of Law and Justice. 9. Haddow, G. D., Bullock, J. A., & Coppola, D. P. (2017). <i>Introduction to emergency management</i> (6th ed.). Butterworth-Heinemann. 10. Johnston Wong, H. C. (2018). <i>Disaster social work: From crisis response to building resilience</i>. Nova Science Publishers. 11. Kapur, A. (2010). <i>Vulnerable India: A geographical study of disasters</i>. Sage Publications. 12. Mathbor, G. M. (2007). Enhancement of community preparedness for natural disasters: The role of social work in building community resilience. <i>International Social Work</i>, 50(3), 357–369. 13. National Disaster Management Authority. (2023). <i>National disaster management guidelines: Mental health and psychosocial support services in disasters</i>. Government of India. 14. National Institute of Disaster Management. (2021). <i>Model curriculum on disaster risk reduction and management (Skill enhancement course)</i>. Ministry of Home Affairs, Government of India. 15. Parasuraman, S., & Acharya, N. (2000). Analysing forms of vulnerability in a disaster. <i>The Indian Journal of Social Work</i>, 61(4), 575–594. 16. Singh, S. R. (2008). <i>Disaster management</i>. Rawat Publications. 17. United Nations International Strategy for Disaster Reduction. (2005). <i>Hyogo framework for action 2005–2015: Building the resilience of nations and communities to disasters</i>. UNISDR. 			

Year	III	Course Code: SW6.3 (Practical)	Credits	2
Sem.	VI		Course Title: Fieldwork Practice	Hours
Formative Assessment Marks: 10		Summative Assessment Marks: 40		Duration of ESA: NA (viva)
Course Outcomes	<p>At the end of the course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Familiarization with agency, its objectives and Programmes. 2. Familiarization with different settings of social work. 3. Able to understand the social work intervention with target population. 4. Build the capacity to work in chosen setting. 			
COURSE CONTENT				
<p>Concurrent Field Work: Every student of V Semester BSW shall be placed in an agency for Concurrent field work one day in a week. The broad aim of concurrent field work practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to real situations. This learning experience should provide an opportunity to work with communities, groups, individuals/families and managing organization tasks. It is an opportunity to develop intervention skills in real situations. This entails learning social work practice for two days every week of the semester. The learner is expected to complete a minimum of 12 days of visits in this semester.</p> <p>Placement may be in different fields of social work including specialized area of social work i.e., Hospitals, social development agencies, industries, correctional settings, women empowerment, school settings, etc.</p>				
Note on the Calculation of Workload for Social Work Practicum				
<ul style="list-style-type: none"> ● The workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14). ● The <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14) states that "... each learner should get about forty-five to sixty minutes of individual instruction..." and that "hence teacher-learner ratio suggested is 1:8..." (enclosed as Annexure 1). Thus, it may be noted that the instructional hours for "Social Work Practicum" vary depending on the number of students allocated for supervision to each of the faculty. ● In keeping with the guidelines given in the <i>UGC Model Curriculum for Social Work Education</i>, for a batch of eight students, the faculty is expected to provide four hours of individual and group instruction as is specified in the syllabus. ● Since the Paper is of Practical nature and has two credits allocated, the total workload for the faculty for a batch of eight students is 02 hours per week (i.e. $4 \text{ hrs.}/2 = 2$). Hence, the workload for Social Work Practicum per week will be two hours for a batch of eight students. Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum. 				

Note on the Assessment of Social Work Practicum	
<p>The assessment of Social Work Practicum shall strictly be as per the guidelines given at the beginning of this curriculum.</p>	
Recommended Learning Resources	
PRINT RESOURCES	<ol style="list-style-type: none"> 1. Kohli, A.S. 2004. Field Instruction and Social Work: Issues, Challenges and Response. Delhi: Kanishka. 2. Lawani, B.T. 2009. Social Work Education and Field Instructions. Agra: Current Publications. 3. Mathew, G. Supervision in Social Work. Mumbai: TISS. 4. Roy, S. 2012. Fieldwork in Social Work. Jaipur: Rawat Publications. 5. Sajid, S.M. 1999. Fieldwork Manual. New Delhi: Department of Social Work, Jamia Milia Islamia. 6. Singh, R.R. (ed.) 1985. Fieldwork in Social Work Education: A Perspective for Human Service Profession. New Delhi: Concept Publishing. 7. Subedhar, I.S. 2001. Fieldwork Training in Social Work. New Delhi: Rawat. 8. University Grants Commission. 1978. Review of Social Work Education in India: Retrospect and Prospect. New Delhi: UGC.

Year	III	Course Code: SW6.6 (Practical)	Credits	2
Sem.	VI		Course Title: RESEARCH PROJECT	Hours
Formative Assessment Marks: 10		Summative Assessment Marks: 40		Duration of ESA: (viva)
Course Outcomes	<p>At the end of the course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Identify & formulate a relevant intervention research problem, based on field experience 2. Identify and operationalize outcome variables. 3. Apply appropriate methods to measure and evaluate impact. 4. Analyze findings and draw meaningful conclusions. 5. Prepare and present a systematic research report. 			
COURSE CONTENT				
INSTRUCTIONS :				
1. Selection of Topic and Problem Identification				
<ul style="list-style-type: none"> • Students shall identify a field-based problem from their practicum setting (<i>individual, group, or community level</i>). • The topic should be relevant, feasible, and researchable within the available time frame. • Students must formulate: <ul style="list-style-type: none"> ◦ Title of the study ◦ Statement of the problem ◦ Objectives of the study • A brief Review of Literature should be undertaken to understand existing knowledge and gaps. 				
1. Measuring Impact of Intervention				
<ul style="list-style-type: none"> • Students shall adopt an appropriate research design • Tools for data collection may include: <ul style="list-style-type: none"> ◦ Questionnaires ◦ Interview schedules ◦ Observation methods ◦ Standardized scales (where applicable) • Students will: <ul style="list-style-type: none"> ◦ Conduct baseline (pre-intervention) assessment ◦ Implement intervention ◦ Conduct post-intervention assessment • Data should be analyzed and interpreted to assess the effectiveness of the intervention 				
6. Research Report Writing				
Students shall prepare a comprehensive research report with the following structure:				

1. Title Page
2. Declaration
3. Certificate/
4. Introduction
5. Review of Literature
6. Methodology
7. Data Analysis and Interpretation
8. Major Findings, Recommendations and Conclusion
9. References (APA format)
10. Annexures (Tools, Schedules, Etc.)

- The report should follow academic writing standards.
- Proper referencing and avoidance of plagiarism must be ensured.

6. Presentation and Viva Voce

- Students shall present their intervention research findings.
- Viva voce will assess:
 - Conceptual clarity
 - Methodological understanding
 - Practical application
 - Interpretation of findings

ASSESSMENT PATTERN

Formative Assessment Marks – 10 Marks:

- Research Proposal & Review of Literature – 05 Marks
- Data Collection & Analysis – 05 Marks

Summative Assessment Marks – 40 Marks

- Viva-voce Examination for Final Research Report Evaluation