



# **RANI CHANNAMMA UNIVERSITY**

## **BELAGAVI**

**REVISED CURRICULUM FRAMEWORK FOR  
UNDER GRADUATE COURSE**

**STRUCTURE & SYLLABUS OF BACHELOR OF SOCIAL WORK**

**BSW**

**1<sup>ST</sup> TO 2<sup>ND</sup> Semesters**

w.e.f.

**Academic Year 2024-25 and Onwards**

Submitted by

Chairman,  
Board of Studies (UG),  
Bachelor of Social Work  
Rani Channamma University, Belagavi.

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

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

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

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

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

The pattern of the Question Paper will be as follows:

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

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

**PART – A**

**(5×2=10)**

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

1.

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

**PART – B**

**(5×5=25)**

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

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

**PART – C**

**(3×15=45)**

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

- 09.
- 10.
- 11.
- 12.
- 13.

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

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

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

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

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

The pattern of the Question Paper will be as follows:

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

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

**PART – A**

**(3×2=6)**

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

1.

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

**PART – B**

**(2×4=8)**

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

2.

3.

4.

5.

6.

**PART – C**

**(2×13=26)**

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

09.

10.

11.

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

### SEMESTER – I

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

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

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

## SEMESTER - II

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

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

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

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

**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.	-	AECC (T)	Language 1 (As per the common syllabus for BA Programme of Rani Channamma University)	4	3	20	80	100	3
2.	-	AECC (T)	Language 2 (As per the common syllabus for BA Programme of Rani Channamma University)	4	3	20	80	100	3
3.	SW4.1	DSC (T)	Community Organization	4	3	20	80	100	4
4.	SW4.2	DSC (T)	Social Work Administration	4	3	20	80	100	4
5.	SW4.3	DSC (T)	Social Work in Health Setting	4	3	20	80	100	4
6.	SW4.4	DSC (P)	Social Work Practicum – IV (Social Work Camp)	8*	Viva-voce	20	80 (Viva)	100	3
7.	SW4.5 A OR SW4.5B	DSE (T)	Life Skills Education <b>OR</b> Counseling and Crisis Intervention Skills	2	2	10	40	50	2
8.	SW4.6	SEC (P)	Digital Skills for Social Work Practice	8*	Practical	10	40 (Lab)	50	2
<b>Total</b>								<b>700</b>	<b>25</b>

**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 - V

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

**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 - VI**

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.	SW6.1	DSC (T)	Social Work with Tribal, Rural, and Urban Communities	4	3	20	80	100	4
2.	SW6.2	DSC (T)	Social Work with Women and Elderly	4	3	20	80	100	4
3.	SW6.3	DSC (T)	Social Work with Differently-abled Persons	4	3	20	80	100	4
4.	SW6.4	DSC (T)	Disaster Management	4	3	20	80	100	4
5.	SW6.5	DSC (P)	Social Work Practicum – VI (Concurrent Fieldwork)	8*	Viva-voce	20	80 (Viva)	100	3
6.	SW6.6	DSC (P)	Intervention Research Project	8*	Viva-voce	10	40 (Viva)	50	2
<b>Total</b>								<b>550</b>	<b>21</b>

**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.

## COURSE-WISE SYLLABUS

### SEMESTER I

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

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

<p>Digital Resources</p>	<p>USC Suzanne Dworak-Peck School of Social Work (2014), Introduction to Social Work: Available at <a href="https://www.youtube.com/watch?jJXRB1V5eVw&amp;t=5s">https://www.youtube.com/watch?jJXRB1V5eVw&amp;t=5s</a></p> <p>UH Class OET (2016) Introduction to Social Work, University of Houtson: Available at <a href="https://www.youtube.com/watch?LtaCmORiP9A">https://www.youtube.com/watch?LtaCmORiP9A</a></p> <p>The Audiopedia (2017), What is SOCIAL WORK? What does SOCIAL WORK mean? SOCIAL WORK meaning, definition and explanation: Available at <a href="https://www.youtube.com/watch?v=xj5-Vdh1B3E">https://www.youtube.com/watch?v=xj5-Vdh1B3E</a></p> <p>USC Suzanne Dworak-Peck School of Social Work (2017), Legacies of Social Change. 100 years of Professional Social Work in the United States: Available at <a href="https://www.youtube.com/watch?v=a4VzRSnksmA">https://www.youtube.com/watch?v=a4VzRSnksmA</a></p>
--------------------------	--

<b>Year</b>	I	<b>Course Code:</b> SW1.2	<b>Credits</b>	4
<b>Sem.</b>	I		<b>Course Title:</b> Social Sciences' Concepts for Social Work Practice	<b>Hours</b>
Formative Assessment Marks: 20		Summative Assessment Marks: 80	Duration of ESA: 3 hrs.	
<b>Course Outcomes</b>	At the end of the course the student should be able to: 1) Understand the Elements of Social Sciences; 2) Understand the correlation and significance of Social Sciences with Social Work; and 3) Understand Society, culture, Social Issues and Social Development.			
<b>Unit No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>
Module I	<b>Introduction to Social Sciences:</b> Meaning and definition of Social Sciences and its differences with other streams of knowledge. <b>Knowledge of Anthropology for Social Work:</b> Anthropology: Meaning, Definitions, Nature and Scope. Relationship of Anthropology with Social Work. Importance of Socio-Cultural Anthropology. Overview of various Tribes in Karnataka.		Lecture, Tutorials and Group Discussion	16
Module II	<b>Knowledge of Sociology for Social Work:</b> Society: Meaning, Definitions, and Characteristics. Social Stratifications: Meaning, nature and types. Socialization: Meaning, Nature, Agencies and Importance. Social Change: Concept, Nature, Types, and Factors. Social Control: Meaning, Nature, Types and Factors. Relationship of Sociology with Social Work.		Lecture, Tutorials and Group Discussion	14
Module III	<b>Knowledge of Economics for Social Work:</b> Economics: Meaning, Definitions, and Characteristics. Basic Concepts of Economics: Types of Economy (Capitalism, Socialism & Mixed Economy); Per Capita Income, National Income, and Gross Domestic Product (GDP). Economic Planning in India. NITI Aayog and New Economic Policy (LPG). Relationship of Economics with Social Work.		Lecture, Tutorials and Group Discussion	12
Module IV	<b>Knowledge of Political Science for Social Work:</b> State: Meaning and definition, Origin, Elements and functions of modern state. Government: Meaning, Definition and forms of government. Good Governance: Meaning and Definitions, Features, Hindrances and challenges to Good Governance. Relationship of Political Science with Social Work.		Lecture, Tutorials and Seminars	12
<b>Recommended Learning Resources</b>				

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

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

	<p>Madan, G.R. 2002. <i>Indian Social Problems – Vol.I</i> Seventh Edition. New Delhi: Allied Publishers Pvt. Ltd.</p> <p>Merton &amp; Nisbet. <i>Contemporary Social Problems</i> New York: Harcourt Brace Javanovich.</p> <p>Thomas, Gracious (ed.). 2010. <i>Social Work Intervention with Individuals and Groups (Vol. II)</i>. New Delhi: School of Social Work, IGNOU.</p> <p>Veena Das. 1990. <i>Mirrors of Violence: Communities, Riots and Survivors in South Asia</i>. World Bank (OUP): <i>World Development Reports</i>, (Annual).</p>
--	--

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

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

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

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

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

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

### Note on the Assessment of Social Work Practicum

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

### Recommended Learning Resources

Print Resources	<ol style="list-style-type: none"> <li>1. Columbia University. 2015. <i>Hand book for Student Social Work Recording</i>. School of Social Work.</li> <li>2. Kadushin, Alfred Harkness, Daniel. 2005. <i>Supervision in Social Work</i>. New Delhi: Rawat Publications.</li> <li>3. Kohli, A.S. 2004. <i>Field Instruction and Social Work: Issues, Challenges and Response</i>. Delhi: Kanishka.</li> <li>4. Lawani, B.T. 2009. <i>Social Work Education and Field Instructions</i>. Agra: Current Publications.</li> <li>5. Mathew, G. <i>Supervision in Social Work</i>. Mumbai: TISS.</li> <li>6. Sajid, S.M. 1999. <i>Fieldwork Manual</i>. New Delhi: Department of Social Work, Jamia Milia Islamia.</li> <li>7. Roy, Sanjoy. 2012. <i>Field Work in Social Work</i>. Rawat Publication: Jaipur.</li> </ol>
-----------------	---

	<ol style="list-style-type: none"> <li>8. Subedhar, I.S. 2001. <i>Fieldwork Training in Social Work</i>. New Delhi: Rawat.</li> <li>9. Tata Institute of Social Sciences. 1998. <i>Field Work Manual for First Year Social Work</i>. Tata Institute of Social Sciences, Mumbai.</li> <li>10. University Grants Commission. 1978. <i>Review of Social Work Education in India: Retrospect and Prospect</i>. New Delhi: UGC.</li> </ol>
<p>Digital Resources</p>	<ol style="list-style-type: none"> <li>1. IGNOU School of Social Work (2013), Field Work Practicum in Social Work, <a href="https://www.youtube.com/watch?v=a6u_YBsoKCs">https://www.youtube.com/watch?v=a6u_YBsoKCs</a></li> <li>2. The Maharaja Sayajirao University of Baroda (2019), <a href="https://www.msubaroda.ac.in/asset/storage/admission/FSW_Prospectus_2019.pdf">https:// www.msubaroda.ac.in/asset/storage/ admission/FSW Prospectus 2019.pdf</a></li> <li>3. Learning Outcomes based Curriculum Frame work (LOCF) for Bachelor of Social Work (BSW) (2019), <a href="https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf">https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf</a></li> </ol>

**SEMESTER II**

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

Module IV	<p><b>Social Work with Sexual Minorities:</b> Differences between Sex and Gender; Sexual Minorities: Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual (LGBTQIA+) Advocacy, Legal and Human Rights Campaign. Role of Social Workers.</p> <p><b>Ecology and Development:</b> Concept, Inter linkages and Environmental Issues and solutions. Role of Social Workers in attaining Sustainable Development Goals.</p>	Lecture, Tutorials and Seminars	12
<b>Recommended Learning Resources</b>			
Print Resources	<p>Chakraborty Krishna (2002), Family in India, Jaipur, Rawat Publication.</p> <p>Charles ES and Theresa FD (2000), Ages and Stages: A parent’s Guide to Normal Child development, New York, Wiley.</p> <p>D’Souza PR, Kumar S and Shastri S (2009), Indian Youth in Transforming World, New Delhi, Sage.</p> <p>Dandekar K (1996), The Elderly in India, New Delhi, Sage.</p> <p>Desai M(ed) (1994), Family and Intervention: A Course Compendium, Mumbai, TISS.</p> <p>Dhar, Chowdhury, Rajgopal (2004), The Graying of India; Population of Ageing in the Context of Asia, New Delhi, Sage.</p> <p>Bajpai, A. (2003). Child Rights in India – Law, Policy and Practice, Delhi: Oxford University Press.</p> <p>Bhattacharya, S.K. (2003): Social Defence: An Indian Perspective. New Delhi: Regency Publications.</p> <p>Colin Pritchard (2006), Mental Health Social Work, USA: Routledge.</p> <p>Desai, Arvind (1988): Psychiatric and Modern Life, New Delhi: Sterling Publishers Pvt. Ltd.</p>		

<b>Year</b>	I	<b>Course Code:</b> SW2.2	<b>Credits</b>	4
<b>Sem.</b>	II		<b>Course Title:</b> Human Growth and Development	<b>Hours</b>
Formative Assessment Marks: 20		Summative Assessment Marks: 80	Duration of ESA: 3 hrs.	
<b>Course Outcomes</b>	At the end of the course the student should be able to: a. To understand the Fundamentals of Psychology and Human Behaviour. b. To understand the significance of Social Psychology and Behavioural Adjustment. c. To understand various Psychological situations.			
<b>Unit No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>
Module I	<b>Introduction to Psychology:</b> Meaning and definitions of psychology; Branches of Psychology; Need for knowledge of psychology for Social Workers. <b>Understanding Human Behavior:</b> Heredity and Environment - Concept and Mechanisms, its influence on human growth and behaviour.		Lecture, Tutorials and Group Discussion	16
Module II	<b>Basic Concepts:</b> Motivation, Perception, Cognition, Emotion, Attitude and Learning - Meaning, Definitions and Factors affecting on these Concepts. <b>Social Behaviour:</b> Meaning and significance of Social Psychology - Concepts, Meaning, Definitions and Characteristics of Group, Mob, Leadership, Public Opinion, and Propaganda.		Lecture, Tutorials and Group Discussion	14
Module III	<b>Personality:</b> Meaning, definitions and types of Personality; Erikson's Theory of Personality Development. <b>Adjustment:</b> Definition, meaning, types, and importance in the context of Frustration, Conflict and Stress; Meaning, Definitions and Types of Defense and Adjustment Mechanisms.		Lecture, Tutorials and Group Discussion	12
Module IV	<b>Abnormal Behaviour:</b> Meaning, definition, scope of Abnormal Psychology; Causes (Biogenic, psychogenic and socio-genetic) and types (psychogenic, personality, organic and psychosomatic) of Abnormal Behaviour; Treatment for Abnormal Behaviour (Medical Therapy and Psychotherapy).		Lecture, Tutorials and Seminars	12

<b>Recommended Learning Resources</b>	
Print Resources	<ol style="list-style-type: none"> <li>1. Bhatia, Hansraj. 1970. Elements of Psychology. Mumbai: Somayya Publications.</li> <li>2. Hurlock. E.B. 1995. Child Growth and Development. New York: Tata McGraw-Hill Publishing Company Ltd.</li> <li>3. Kuppuswam, B. 1980. An Introduction to Social Psychology. Mumbai: Media Promoters and Publishers.</li> <li>4. Misra, G. (Ed.) 1990. Social Psychology in India. New Delhi: Sage Publications.</li> <li>5. Morgan, C.T. et al. 1993. Introduction to Psychology. 7th Edition. Tata McGraw-Hill Publishing Company Ltd.</li> <li>6. Prabhu, V. Vinay. 1999. A Student's Handbook of General Psychology. Vinay Publication.</li> <li>7. Coleman, James C. 1976. Abnormal Psychology and Modern Life. Forman and Co, 5<sup>th</sup> edition.</li> <li>8. Kaur, Rajpaul. 2005. Abnormal Psychology. New Delhi: Deep &amp; Deep Publications.</li> </ol>
Digital Resources	<p>Current Opinion in Psychology: <a href="http://bit.ly/2DWs5VT">http://bit.ly/2DWs5VT</a></p> <p>Journal of Applied Developmental Psychology: <a href="http://bit.ly/2nG9mTI">http://bit.ly/2nG9mTI</a></p> <p>Journal of Education Psychology: <a href="http://bit.ly/2FI9Gs3">http://bit.ly/2FI9Gs3</a></p> <p>Journal of Experimental Psychology: <a href="http://bit.ly/2nHuVmO">http://bit.ly/2nHuVmO</a></p> <p>Carlo W (2011), Stages of Human Development, Available at <a href="https://www.youtube.com/watch?v=ld8GLzIWKU">https:// www.youtube.com/watch?v=ld8GLzIWKU</a></p> <p>Leisure Information Network (2014), Ages and Stages of Middle Childhood 6 to 12 Year Olds, Available at <a href="https://www.youtube.com/watch?v=OtpiBtL_7zc">https://www.youtube.com/watch?v=OtpiBtL_7zc</a></p> <p>Michelle Hancock(2016), Middle Childhood Social Emotional Development, Available at <a href="https://www.youtube.com/watch?v=PR-7SM2a_7g">https://www.youtube.com/watch?v=PR-7SM2a_7g</a></p> <p>Amanda Price (2012), Adolescence &amp; Young Adulthood, Available at <a href="https://www.youtube.com/watch?v=n5ERIf-4f_c">https://www.youtube.com/watch?v=n5ERIf-4f_c</a></p> <p>Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of Social Work (BSW)(2019) <a href="https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf">https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf</a></p>

<b>Year</b>	I	<b>Course Code:</b> SW2.3	<b>Credits</b>	4
<b>Sem.</b>	II	<b>Course Title:</b> Local Self-Governance in India	<b>Hours</b>	60
Formative Assessment Marks: 20		Summative Assessment Marks: 80	Duration of ESA: 3 hrs.	
<b>Course Outcomes</b>	At the end of the course the student should be able to: a) Understand the philosophy of Panchayati Raj System in India; b) Understand the origin and development of Panchayati Raj System in India; and c) Understand the legislations and mechanism of Panchayati Raj System in India.			
<b>Unit No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>
Module I	The interrelationship between Decentralization and Democracy; Evolution of Local Self Governance in India– Constitutional Dimensions of Local Self Governance – Salient features of 73 <sup>rd</sup> and 74 <sup>th</sup> Constitutional Amendments - Devolution of Administrative, Legislative, and Financial Powers to the Local Bodies.		Lecture, Tutorials and Group Discussion	16
Module II	Rural Local Bodies: Panchayth Raj Institutions- Basic features of Karnataka Panchayth Raj Act, 1993: Ward Sabha and Grama Sabha; Composition, Powers and Functions of Zila Panchayath, Taluk Panchayath, Gram Panchayath; Constitution of Panchayth; Structural issues of Panchayath Raj institutions - Election, finance, Reservation, and Staff.		Lecture, Tutorials and Group Discussion	14
Module III	Urban Local Bodies: Urban Self Governance- Basic features of the Karnataka Municipalities Act, 1964, Corporation Act 1976- Basic features; Composition, Powers and Functions of Corporation, City Municipalities, Town Municipalities and Town Panchayats; Structural issues of Urban Local Bodies- Election, Finance, Reservation, and Staff.		Lecture, Tutorials and Group Discussion	12
Module IV	Empowerment Socially Excluded Communities through PRIs - Women Empowerment through PRIs: some Experiments. Role of PRIs in Rural Development; Overview of national and state level development programmes implemented through PRIs; and Role of the Social Workers in Strengthening Local Self-Governance.		Lecture, Tutorials and Seminars	12

<b>Recommended Learning Resources</b>	
<b>Print Resources</b>	<p>Anil Datta Mishra and Mihadev Shivappa Dadage (2002), Panchayati Raj: Gandhian Perspective, Mithal Publications, New Delhi.</p> <p>Bakshi P.M. (Ed.), (2004), The constitution of India, Universal Law Publishing Company, Delhi.</p> <p>Bhaviskar, B.S. and Metthew, George. (2009). Inclusion and Exclusion in Local Governance, Sage Publications.</p> <p>Debroy, Bibek. &amp; Kaushik, P.D. (2005). Energizing Rural Development through 'Panchayats', Academic Foundation.</p> <p>Ghosh, Budhadeb and Girish Kumar, State Politics and Panchayaths in India, (New Delhi: Manohar Publications, 2003).</p> <p>Jean Jacques Dethier (Ed) (2000), Governance, Decentralization and Reform in China, India and Russia, Kluwer Academic Publishers, Netherlands.</p> <p>Kuldeep Mathur, From the Government to Governance, (New Delhi: National Book Trust, 2009).</p> <p>Mathew J and Jain L.C. (Eds), Decentralisation and Local Governance, (New Delhi: Blackswan, 2005).</p> <p>Menon, Sudha V. (2007). Panchayati Raj: Perspectives and Experiences, ICFAI Publications.</p> <p>The Constitution of India.</p> <p>The Karnataka Corporation Act 1976.</p> <p>The Karnataka Municipalities Act, 1964.</p> <p>The Karnataka Panchayth Raj Act, 1993.</p> <p>The Panchayath (Extension to Scheduled Area) Act, 1996.</p> <p>UNDP Policy papers on Decentralization.</p>

<b>Year</b>	I	<b>Course Code:</b> SW2.4 (Practical)	<b>Credits</b>	4
<b>Sem.</b>	II	<b>Course Title:</b> SOCIAL WORK PRACTICUM - II	<b>Hours</b>	8 per week
Formative Assessment Marks: 20		Summative Assessment Marks: 80	Duration of ESA: NA (viva)	
<b>Course Outcomes</b>	At the end of the course, the student should be able to: <ol style="list-style-type: none"> <li>1) Have an understanding of different approaches to providing help to people in need;</li> <li>2) Be acquainted with the professional role of social workers;</li> <li>3) Develop self-awareness and orientation to teamwork;</li> <li>4) Acquire introductory skills in the use of programme media; and</li> <li>5) Develop skills in report writing and use of supervision.</li> </ol>			
<b>Course Content</b>				
<p>This Course comprises:</p> <ul style="list-style-type: none"> <li>○ <b>Observation Visits</b> to welfare, educational, developmental, industrial, and allied agencies – 6-8;</li> <li>○ <b>Social Case Works</b> - at least one or two guided case works; and</li> <li>○ A minimum of 10 <b>Structured Experiences Laboratory (SEL)</b> to help students understand and acquire the knowledge and skills by covering the following topics through various program media such as role plays, group games, etc.:             <ul style="list-style-type: none"> <li>○ Identifying Basic Key Communication Skill Sets</li> <li>○ Talking, Listening, &amp; Active Listening</li> <li>○ Verbal, Non-Verbal Communication</li> <li>○ Written Communication</li> <li>○ Exploring the Cultural Make-Up of the Field Agency</li> <li>○ Exploring the Role of Culture as a Key Factor</li> <li>○ Setting the Stage for an Effective Social Work Interview</li> <li>○ Exploring the Preparatory Phases of Social Work</li> <li>○ Essential Factors in Data Gathering &amp; Social Work</li> </ul> </li> </ul> <p>The stipulated hours for Social Work Practicum are eight hours per week.</p>				
<b>Guidelines for Orientation Visits</b>				
<p>A minimum of four (4) hours is expected to be spent by the students in each and every organization. The chief functionary or the chief executive of the organization or his nominee is expected to share the details on all the relevant aspects of the organization. The social work faculty who accompany the students has to encourage, stimulate and also facilitate the students to gather more information on the clientele, services, societal reactions, outcome of the process, etc. Each and every student shall submit an individual handwritten report in detail in the common format prepared and approved by the Head of the Department. A classroom discussion is to be organized immediately on the following day of each and</p>				

every visit to have more clarity on all the aspects of the organization visited. The orientation visits are expected to be organized periodically at the rate of not more than two organizations in a week on the field work days throughout the semester.

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

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

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

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

### Note on the Assessment of Social Work Practicum

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

### Recommended Learning Resources

Print Resources	<ol style="list-style-type: none"> <li>1. Columbia University. 2015. <i>Hand book for Student Social Work Recording</i>. School of Social Work.</li> <li>2. Kadushin, Alfred Harkness, Daniel. 2005. <i>Supervision in Social Work</i>. New Delhi: Rawat Publications.</li> <li>3. Kohli, A.S. 2004. <i>Field Instruction and Social Work: Issues, Challenges and Response</i>. Delhi: Kanishka.</li> <li>4. Lawani, B.T. 2009. <i>Social Work Education and Field Instructions</i>. Agra: Current Publications.</li> <li>5. Mathew, G. <i>Supervision in Social Work</i>. Mumbai: TISS.</li> <li>6. Sajid, S.M. 1999. <i>Fieldwork Manual</i>. New Delhi: Department of Social Work, Jamia Milia Islamia.</li> <li>7. Roy, Sanjoy. 2012. <i>Field Work in Social Work</i>. Rawat Publication: Jaipur.</li> <li>8. Subedhar, I.S. 2001. <i>Fieldwork Training in Social Work</i>. New Delhi: Rawat.</li> <li>9. Tata Institute of Social Sciences. 1998. <i>Field Work Manual for First Year Social Work</i>. Tata Institute of Social Sciences, Mumbai.</li> <li>10. University Grants Commission. 1978. <i>Review of Social Work Education in India</i>:</li> </ol>
-----------------	---

	<i>Retrospect and Prospect</i> . New Delhi: UGC.
Digital Resources	<ol style="list-style-type: none"> <li>1. IGNOU School of Social Work (2013), Field Work Practicum in Social Work, <a href="https://www.youtube.com/watch?v=a6u_YBsoKCs">https://www.youtube.com/watch?v=a6u_YBsoKCs</a></li> <li>2. The Maharaja Sayajirao University of Baroda (2019), <a href="https://www.msubaroda.ac.in/asset/storage/admission/FSW_Prospectus_2019.pdf">https:// www.msubaroda.ac.in/asset/storage/ admission/FSW Prospectus 2019.pdf</a></li> <li>3. Learning Outcomes based Curriculum Frame work (LOCF) for Bachelor of Social Work (BSW) (2019), <a href="https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf">https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf</a></li> </ol>



**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**  
**BACHELOR OF SOCIAL WORK (B.S.W)**

**w.e.f**

**Academic Year 2024-25 and onwards**

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

### PROGRAM STRUCTURE FOR BACHELOR OF SOCIAL WORK (BSW)

#### SEMESTER - III

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruc- tion hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	-	AECC (T)	Language 1 (As per the common syllabus for BA Programme of Rani Channamma University)	4	3	20	80	100	3
2.	-	AECC (T)	Language 2 (As per the common syllabus for BA Programme of Rani Channamma University)	4	3	20	80	100	3
3.	SW3.1	DSC (T)	Social Case Work	4	3	20	80	100	4
4.	SW3.2	DSC (T)	Social Group Work	4	3	20	80	100	4
5.	SW3.3	DSC (T)	Social Work with Children and School Setting	4	3	20	80	100	4
6.	SW3.4	DSC (P)	Social Work Practicum – III (Concurrent Fieldwork)	8*	Viva-voce	20	80 (Viva)	100	3
7.	SW3.5A OR SW3.5B	DSE (T)	Development Communication  <b>OR</b> Participatory Learning Approaches and Tools	3	2	10	40	50	2
8.	-	-	Compulsory paper as per the common syllabus for BA Programme of Rani Channamma University	2	2	10	40	50	2
<b>Total</b>								<b>700</b>	<b>25</b>

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

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

**SEMESTER - IV**

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

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

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

**COURSE-WISE SYLLABUS****SEMESTER III**

<b>Year</b>	II	<b>Course Code:</b> SW 3.1		<b>Credits</b>	4
<b>Sem.</b>	III	<b>Course Title:</b> Social Case Work		<b>Hours</b>	48
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.	
<b>Course Outcomes</b>	At the end of the course the student should be able to: a) To understand human behavior and coping capacities of individuals. b) To understand the Case work Principles & Techniques of working with Individuals c) To learn the applicability of Social Case Work in various setting.				
<b>Module No.</b>	<b>Course Content</b>			<b>Suggested Pedagogy</b>	<b>Hours</b>
Module - I	<b>Introduction to Social Case Work:</b> Meaning, Definition, Features of Social Case Work; <b>Historical Development of Social Case Work Method &amp; Contributions of Mary Richmond</b> <b>Components of Social Case Work:</b> The Person, The Problem, The Place & The Process.			Lecture, Tutorials Group Discussion Assignment	12
Module - II	<b>Principles of Social Case Work:</b> Individualization, Acceptance, Client Self-Determination, Controlled Emotional Involvement, Confidentiality, Non-Judgmental Attitude, Purposeful Expression of Feelings. <b>Introduction to Approaches of Case Work:</b> Psycho-social Approach, Problem-solving Approach.			Lecture, Tutorials Group Discussion	12
Module - III	<b>Social Case Work Process:</b> Intake, Study, Assessment, Intervention, Evaluation, Termination, and Follow-up <b>Skills &amp; Techniques of Social Case Work:</b> Interview, Home Visit, Observation, Listening, Communication and Rapport Building.			Lecture, Tutorials Group Discussion Activity Seminars	12
Module - IV	<b>Records:</b> Definition, Purpose & Principles of Recording. <b>Overview of Application of Social Case Work in Various Settings:</b> Family Welfare settings, Health settings, Correctional settings, Industrial settings. <b>Role of Social Worker in case work settings.</b>			Lecture, Tutorials Seminars Visits to the settings	12

<b>RECOMMENDED LEARNING RESOURCES</b>	
<b>PRINT RESOURCES</b>	<ol style="list-style-type: none"> <li>1. Friedlander, W.A. 1978. <i>Concepts and Methods of Social Case Work</i>. Englewood Cliffs: Prentice Hall.</li> <li>2. Hamilton, G. 1959. <i>Theory and Practice of Social Case Work</i>. NY: Columbia Univ. Press.</li> <li>3. Jirlimutt, S. 2014. <i>Vyaktigatha Samajakarya Parichaya</i> (Kannada). Belagavi: BIRDS.</li> <li>4. Mathew, Grace. 1992. <i>An Introduction to Social Case Work</i>. Bombay: Tata Institute of Social Sciences.</li> <li>5. Pearlman, H. H. 1957. <i>Social Case Work: A Problem-Solving Process</i>. Chicago: The University of Chicago Press.</li> <li>6. Roberts, Robert and Robert Nee (eds). 1970. <i>Theories of Social Case Work</i>. Chicago: University of Chicago Press.</li> <li>7. Timms, N. 1964. <i>Social Case Work: Principles and Practice</i>. London: Routledge and Kegan Paul.</li> <li>8. Thomas, Gracious (ed.). 2010. <i>Social Work Intervention with Individuals and Groups (Vol.I)</i>. New Delhi: School of Social Work, IGNOU.</li> <li>9. Upadhyay, R.K. 2010. <i>Social Case Work: A Therapeutic Approach</i>. Jaipur: Rawat Publications</li> </ol>
<b>DIGITAL RESOURCES</b>	<p><b>LECTURE VIDEOS AVAILABLE ON YOUTUBE:</b></p> <p>METHODS OF WORKING WITH INDIVIDUALS AND FAMILIES: E-PATHASHALA, URL: <a href="https://www.youtube.com/watch?v=uHAw1E5QPM">https://www.youtube.com/watch?v=uHAw1E5QPM</a></p> <p>STAGES OF CASE WORK: MOOCS EMRC OSMANIA UNIVERSITY. URL: <a href="https://www.youtube.com/watch?v=5dXLshcX4gU">https://www.youtube.com/watch?v=5dXLshcX4gU</a></p> <p>SOCIAL CASE WORK AS A METHOD OF SOCIAL WORK: MOOCS EMRC OSMANIA UNIVERSITY. URL: <a href="https://www.youtube.com/watch?v=ausahOeYOMQ">https://www.youtube.com/watch?v=ausahOeYOMQ</a></p> <p>TREATMENT IN SOCIAL CASE WORK: MOOCS EMRC OSMANIA UNIVERSITY. URL: <a href="https://www.youtube.com/watch?v=oKnDldvSJXo">https://www.youtube.com/watch?v=oKnDldvSJXo</a></p> <p>RECORDING IN SOCIAL CASE WORK: MOOCS EMRC OSMANIA UNIVERSITY. URL : <a href="https://www.youtube.com/watch?v=8B0oagqBD6s">https://www.youtube.com/watch?v=8B0oagqBD6s</a></p> <p>MAJOR COMPONENTS OF SOCIAL CASE WORK: MOOCS EMRC OSMANIA UNIVERSITY. URL : <a href="https://www.youtube.com/watch?v=_AqQgCVaZ00">https://www.youtube.com/watch?v=_AqQgCVaZ00</a></p> <p>SKILLS AND TECHNIQUES OF SOCIAL WORK PRACTICE: MOOCS EMRC OSMANIA UNIVERSITY. URL : <a href="https://www.youtube.com/watch?v=Nqo9owG8WkA">https://www.youtube.com/watch?v=Nqo9owG8WkA</a></p> <p>PROCESS OF CASE WORK: CH-03: PRABODH (SOCIAL SCIENCE-I). URL: <a href="https://www.youtube.com/watch?v=6-4vFApTAGw">https://www.youtube.com/watch?v=6-4vFApTAGw</a></p> <p>IGNOU Study material available on infliplibnet and IGNOU official website.</p>

Year	II	Course Code: SW3.2		Credits	4
Sem.	III	Course Title: Social Group Work		Hours	48
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.	
<b>Course Outcomes</b>	At the end of the course the student should be able to: 1. Develop an understanding of basic concepts of Social Group Work Method. 2. Develop skills to apply Social Group Work Method 3. Understand application of Social Group Work Method in various settings.				
Module No.	Course Content			Suggested Pedagogy	Hours
Module I	<b>Introduction to Social Group Work:</b> <b>Social Groups:</b> Meaning, Characteristics & Importance <b>Types of Social Groups</b> <b>Social Group Work:</b> Meaning, Definitions, Objectives. <b>H. B. Trecker's Principles of Social Group Work</b> <b>Types of Groups in Social Group Work Practice:</b> Support Groups, Education Groups. Growth Groups, Therapy Groups, Socialization Groups & Self-help Groups.			Lectures Tutorials Assignments Group Discussion	12
Module II	<b>Group Dynamics:</b> Role, Leadership, Decision Making, Sub-group, Isolation, Bond, Contagion, Scapegoat, Conflict & Group Control. <b>Tuckman's Stages of Group Development:</b> Forming, Storming, Norming, Performing and Adjourning.			Lectures Tutorials Assignments Group Discussion	12
Module III	<b>Process of Social Group Work:</b> <b>Pre-group Formation Phase:</b> <ul style="list-style-type: none"> <li>• Formulating group's purpose.</li> <li>• Deciding the composition of the group.</li> <li>• Determining the size of the group.</li> <li>• Enrolling &amp; contracting.</li> </ul> <b>Initial Phase:</b> <ul style="list-style-type: none"> <li>• Self-Presentations.</li> <li>• Orientation about the Group Work.</li> <li>• Goal Formation.</li> <li>• Structuring the Group Session.</li> <li>• Reviewing the Contract.</li> </ul> <b>Middle Phase:</b> <ul style="list-style-type: none"> <li>• Conduct of Group sessions.</li> <li>• Structuring the time.</li> <li>• Facilitating Group meetings.</li> <li>• Assessment of the Group's progress.</li> </ul> <b>Evaluation &amp; Termination</b> <b>Stabilization of the Change Efforts.</b>			Lectures Tutorials Assignments Group Discussion	12
Module IV	<b>Techniques of Social Group Work Practice:</b> Facilitation, Analytical Thinking, Leadership Building, Counselling, Recording, Using Program Media. <b>Skills of Social Group Work</b> <b>Application of Social Group Work in various groups:</b> <ul style="list-style-type: none"> <li>• Social Group Work with Women</li> <li>• Social Group work in De-addiction setting</li> <li>• Social Group Work with Youth at Risk</li> </ul>			Lectures Tutorials Assignments Group Discussion Field visits	12

<b>Recommended Learning Resources</b>	
<b>Print Resources</b>	<ol style="list-style-type: none"> <li>1. Brown, Allan (1994). Group Work. Hampshire: Ashgate.</li> <li>2. Charles D. Gravin, Lorraine M. Gutierrez, Maeda J Galinsky (2004) Handbook of Social</li> <li>3. Work with Groups, Rawat Publications.</li> <li>4. David Cappuzzi, Douglas R. Gross (2010) Introduction to Group Work, Fourth Edition Mark D. Stauffer, Rawat Publications.</li> <li>5. Douglas, T. (1972) Group Processes in Social Work: A Theoretical Synthesis. Chicester Johan Wiley and Sons.</li> <li>6. H.Y.Siddiqui (2008) Group Work: Theories and Practices: Rawat, Publications</li> <li>7. Konopka, Gisela, 1954. Group Work in the Institution. New York: Association Press.</li> <li>8. Konopka, Gisela. 1963. Social Group Work: A Helping Process, Englewood Cliffs, N.J Prentice Hall.</li> <li>9. Phillips (1957) Essentials of Social Group Work Skills: New York: Association Press.</li> <li>10. Toseland, Ronald and Rivas, F. Robert. 1999. Introduction to Group Work Practice Allyn and Bacon, 3rd edition.</li> <li>11. Trecker, Herleigh B. 1970. Social Group Work - Principles and Practices, New York</li> <li>12. Association Press,</li> <li>13. Trevithick, Pamela.2000. Social Work Skills - A Practice Handbook. Philadelphia: Oper University Press.</li> <li>14. Wilson, G. and Ryland, G.(1949) Social Group Work Practice. Cambridge: Houghton Mifflin Company.</li> <li>15. Alissi A.S. (1980): Perspective in Social Group Work Practice: A book of readings. NY. The Free Press.</li> <li>16. Gunjal, B.S (2017) Social Group Work (A Method Of Social Work), IBH, Prakashana, Bangalore.</li> <li>17. Shaw, Marllin E. (2nd Ed.) Group Dynamics, New Delhi: Tata – McGraw Hill</li> <li>18. Publishing.</li> </ol>
<b>Digital Resources</b>	<p>Methods of Working with Group : Social Group Work, Available at <a href="https://www.youtube.com/watch?v=kialAnAFKJY&amp;t=229s">https://www.youtube.com/watch?v=kialAnAFKJY &amp;t=229s</a></p> <p>Understanding Group Dynamics, Available at <a href="https://www.youube.com/watch?v=uL6x99-VSBA">https://www.youube.com/watch?v=uL6x99-VSBA</a></p> <p>Social group work with young people in Tamil Nadu, India: A case study of civic engagement <a href="https://www.youthandpolicy.org/articles/social-group-work/">https://www.youthandpolicy.org/articles/social-group-work/</a></p>

<b>Year</b>	II	<b>Course Code:</b> SW3.3	Credits : 4
<b>Sem.</b>	III	<b>Course Title:</b> Social Work with Children and School Setting	Hours : 48
Formative Assessment Marks: 20		Summative Assessment Marks: 80	Duration of ESA: 3 hrs.
<b>Course Outcomes</b>	At the end of the course the student should be able to: <ol style="list-style-type: none"> <li>1. Develop knowledge of children's developmental needs;</li> <li>2. Obtain insight to the living conditions of children, and the impacting structural conditions;</li> <li>3. Understand the School as a social system &amp; its relationship to the home &amp; community; and</li> <li>4. Appreciate the roles &amp; responsibilities of school social workers.</li> </ol>		
<b>Module No.</b>	<b>Course Content</b>	<b>Suggested Pedagogy</b>	<b>Hours</b>
<b>Module I</b>	<b>UNDERSTANDING CHILD &amp; CHILDHOOD:</b> <ol style="list-style-type: none"> <li>1. Child: Meaning &amp; Definitions: <i>Biological &amp; Legal Definitions of Child</i></li> <li>2. Developmental Stages of Childhood.</li> <li>3. Overview of Behavioural Problems in Children: <b>ODD, CD, PTSD, ADHD, AUTISM, ANXIETY, DEPRESSION.</b></li> <li>4. Importance of Early Interventions – Role of ICDS.</li> </ol>	Lecture, Tutorials Group Discussion	14
<b>Module II</b>	<b>CHILDREN IN DIFFICULT CIRCUMSTANCES:</b> <ol style="list-style-type: none"> <li>1. <b>Causes, Effects &amp; Magnitude</b> <ol style="list-style-type: none"> <li>a) Orphan Children</li> <li>b) Street Children</li> <li>c) Child Labour</li> <li>d) Child Beggars</li> <li>e) Children with Disabilities</li> <li>f) Children and Abuse: <i>Sexual, Emotional, Physical</i></li> <li>g) Violence &amp; Children: <i>Communal violence &amp; Armed Conflicts</i></li> <li>h) Children in Conflict with Law</li> <li>i) Discrimination &amp; Child: Gender, Caste</li> <li>j) Child Trafficking</li> </ol> </li> </ol> <b>CHILDREN &amp; RIGHTS:</b> <ul style="list-style-type: none"> <li>• Child Rights: Meaning &amp; Importance.</li> <li>• Convention of the Rights of the Children - UNICEF</li> <li>• Fundamental Rights of Children in India.</li> <li>• National Commission for Protection of Child Rights</li> <li>• Child Rights &amp; Role of NGOs</li> </ul>	Lecture, Tutorials Group Discussion Documentaries ICT	12
<b>Module III</b>	<b>UNDERSTANDING SCHOOL SETTING:</b> <ol style="list-style-type: none"> <li>1. School: Meaning &amp; Definitions, Classifications of Schools in India: <i>Public, Aided, &amp; Private.</i></li> <li>2. School as a Social Institution</li> <li>3. Public Schools in India: Administrative structure, Role &amp; Need of Public Schools.</li> <li>4. Overview of: RTE, Sarva Shiksha Abhiyan. SDMC &amp; Current Government schemes in school.</li> </ol>	Lecture, Tutorials Group Discussion School visits	10

	<p>5. Understanding issues faced by students in Public Schools:</p> <ol style="list-style-type: none"> <li>Poverty, Malnutrition,</li> <li>Gender issues</li> <li>Chronic Absenteeism</li> <li>School Dropouts</li> <li>Scholastic Backwardness</li> <li>Anxiety, Depression &amp; Phobia</li> </ol>		
Module IV	<p><b>SCHOOL SOCIAL WORK:</b></p> <ol style="list-style-type: none"> <li>Meaning, Definitions &amp; Values</li> <li>Roles of School Social Work: <ol style="list-style-type: none"> <li>Promotive Role</li> <li>Preventive Role</li> <li>Curative &amp; Rehabilitative Role</li> </ol> </li> <li>Skills of School Social Worker</li> <li>Areas of Intervention by Social Work Professionals in School Settings: <ol style="list-style-type: none"> <li>Interventions with Students, Parents, Teachers, Administrators &amp; Community</li> </ol> </li> </ol>	Lecture, Tutorials and Seminars	12
<b>RECOMMENDED LEARNING RESOURCES</b>			
<b>PRINT RESOURCES</b>	<ol style="list-style-type: none"> <li>De Clercq, Barbara et al. "Childhood personality types: vulnerability and adaptation over time." <i>Journal of child psychology and psychiatry, and allied disciplines</i> vol. 53,6 (2012): 716-22. doi:10.1111/j.1469-7610.2011.02512.x</li> <li>Lenzer, G. (2017). THE SOCIOLOGY OF CHILDREN. In K. O. Korgen (Ed.), <i>The Cambridge Handbook of Sociology: Specialty and Interdisciplinary Studies</i> (pp. 239–245). chapter, Cambridge: Cambridge University Press.</li> <li>Boocock, Sarane Spence &amp; Scoot, Kimberly Ann (2005). <i>KIDS IN CONTEXT - THE SOCIOLOGICAL STUDY OF CHILDREN AND CHILDHOODS</i>, Rowman &amp; Littlefield Publishers, Nov 2005.</li> <li>Gran, Brian. (2020). THE SOCIOLOGY OF CHILDREN'S RIGHTS, Wiley.Com</li> <li>Arati Mann (2015) "School Social Workers in India: Ignored but Crucial Professionals", <i>International Journal of Innovative Research &amp; Development</i>, Oct, 2015. Vol - 4, Issue – 11., ww. Ijird.com.</li> <li>Robinson, M (1978), <i>School and Social Work</i>, Routledge and Kegan Paul, London, P. 16 – 20</li> <li>Bowen, N. (1996, Jan). A Role For School Social Workers In Promoting Student Success Through School Family Partnership. <i>Social Work in Education</i> Vol. 21, No.1, 34-47</li> <li>Gandhi, A. (1990), <i>School Social Work</i>, New Delhi: Commonwealth Publishers</li> <li>Shaffer, G. L. (2006). History of school social work. in L. Bye &amp; M. E. Alvarez, <i>School Social Work: Theory to Practice</i>, pp. 2 -20. Pacific Grove, CA: Thompson/Brooks/Cole.</li> <li>C.R. Massat, M.S. Kelly &amp; R. Constable (8th Ed.), <i>School social work practice, policy, and research</i> (pp. 45-57). Chicago, IL: Lyceum Books, Inc</li> <li>Meenu Anand. (2021) <i>STRENGTHENING SOCIAL WORK PRACTICE IN SCHOOLS IN INDIA: REFLECTIONS FROM THEORY</i>, <i>Educere BCM Journal of Social Work</i> Vol 17, Issue 2 December 2021.</li> </ol>		

	<p>12. Anand, M. (2017). Social Work in schools: Integrating gender concerns. In Adusumalli, Malathi and Meenu Anand (Eds.), Gender and social work: Positions and practices(pp 117-137). New Delhi: Regal Publications.</p> <p>13. Clark, J.P. and Alvarez, M. (2010). Response to intervention: A guide for school social workers. OUP</p>
<p><b>DIGITAL RESOURCES</b></p>	<p>1. Freire, Paulo, 1921-1997. ( 2000). PEDAGOGY OF THE OPPRESSED. New York :Continuum, <i>EBOOK available for free download at</i> <a href="https://envs.ucsc.edu/internships/internship-readings/freire-pedagogy-of-the-oppressed.pdf">https://envs.ucsc.edu/internships/internship-readings/freire-pedagogy-of-the-oppressed.pdf</a></p> <p>2. SCHOOL AND PEER Unit 2 @ egyan Kosh. <i>Ebook available for download at</i> <a href="https://www.egyankosh.ac.in/bitstream/123456789/104729/1/Unit%202.pdf">https://www.egyankosh.ac.in/bitstream/123456789/104729/1/Unit%202.pdf</a></p> <p>3. Kelly, Michael &amp; Raines, James &amp; Stone, Susan &amp; Frey, Andy. (2010). School Social Work: An Evidence-Informed Framework for Practice. <i>Article available for free download at:</i></p> <p>4. <a href="https://www.researchgate.net/publication/234026974_School_Social_Work_An_Evidenc_e-Informed_Framework_for_Practice">https://www.researchgate.net/publication/234026974_School_Social_Work_An_Evidenc_e-Informed_Framework_for_Practice</a></p> <p>5. Kuppens, S., Moore, S. C., Gross, V., Lowthian, E., &amp; Siddaway, A. P. (2020). The Enduring Effects Of Parental Alcohol, Tobacco, And Drug Use On Child Well-Being: A Multilevel Meta-ANALYSIS. <i>Development and psychopathology</i>, 32(2), 765–778. <a href="https://doi.org/10.1017/S0954579419000749">https://doi.org/10.1017/S0954579419000749</a></p> <p>6. Hannah Todman, Hugh McLaughlin, Understanding the Needs of Children Living with Parental Substance Misuse: Perspectives from Children and Practitioners, <i>The British Journal of Social Work</i>, Volume 54, Issue 7, October 2024, Pages 3073–3095, <a href="https://doi.org/10.1093/bjsw/bcae079">https://doi.org/10.1093/bjsw/bcae079</a></p> <p>7. Rosenberg, J. (2009). WORKING IN SOCIAL WORK: THE REAL-WORLD GUIDE TO PRACTICE SETTINGS. New York, NY: Routledge.</p> <p>8. <i>Note: The Rosenberg text is available for free as an e-book via the link below. To get the full text, click on the EBSCOhost e-book link.</i> <a href="http://bit.ly/workinginsw">http://bit.ly/workinginsw</a></p> <p>9. National Association of Social Workers (2012). NASW STANDARDS FOR SOCIAL WORK SERVICES IN THE SCHOOLS. WASHINGTON, DC: Available at <a href="http://www.naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf">http://www.naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf</a></p> <p>10. Class handouts and required readings listed in the syllabus and/or found on Sakai course web site: <a href="https://www.unc.edu/sakai/">https://www.unc.edu/sakai/</a></p>

<b>Year</b>	II	<b>Course Code:</b> SW3.4 (Practical)	<b>Credits</b>	4
<b>Sem.</b>	III		<b>Course Title:</b> SOCIAL WORK PRACTICUM – III (Concurrent Fieldwork)	<b>Hours</b>
Formative Assessment Marks: 20		Summative Assessment Marks: 80	Duration of ESA: NA (viva)	
<b>Course Outcomes</b>	<p>At the end of the course, the student should be able to:</p> <p>a) Develop capacity for observation and analyzing social realities.</p> <p>b) Develop an understanding of needs, problems and programs for different target groups.</p> <p>c) Develop an understanding of the role of a social worker in different settings.</p> <p>d) Develop skills in observation, interview, recording, group discussions and leadership.</p> <p>e) Develop skills in report writing and use of supervision.</p>			
<b>COURSE CONTENT</b>				
<p>This Course comprises:</p> <ul style="list-style-type: none"> <li>• Orientation to intensive field work.</li> <li>• Concurrent Fieldwork Placement in Agency (Government Depts/ NGO's) where they are required to undertake: <ul style="list-style-type: none"> <li>i. <b>One Case work.</b></li> <li>ii. <b>One Need based activity with the beneficiaries of the Agency</b> <ul style="list-style-type: none"> <li>• <b>The stipulated hours for a Social Work Practicum are eight hours per week.</b></li> </ul> </li> </ul> </li> </ul>				
<b>Note on the Calculation of Workload for Social Work Practicum</b>				
<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> <li>• 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.</li> <li>• Since the Paper is of Practical nature, the total workload for the faculty for a batch of eight students is 04 hours per week (i.e. 8 hrs./2 = 4). Hence, <b>the workload for Social Work Practicum per week will be four hours for a batch of eight students.</b> 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.</li> </ul>				
<b>Note on the Assessment of Social Work Practicum</b>				
The assessment of Social Work Practicum shall strictly be as per the guidelines given at the beginning of this curriculum.				

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

<b>Year</b>	II	<b>Course Code:</b> SW3.5A		<b>Credits:</b> 2
<b>Sem.</b>	III	<b>Course Title:</b> Development Communication		<b>Hours:</b> 36
Formative Assessment Marks: 10		Summative Assessment Marks: 40		Duration of ESA: 2 hrs.
<b>Course Outcomes</b>	<b>At the end of the course the student should be able to:</b> 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.			
<b>Module No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>
<b>Module I</b>	<b>UNDERSTANDING COMMUNICATION AS A TOOL OF DEVELOPMENT:</b> a. <b>Communication:</b> Meaning, Definitions, Process & Type. b. <b>Development:</b> Concept & Meaning c. <b>Development Communication:</b> Concept, Definitions, Objectives & Goals. d. <b>Approaches to Development Communication:</b> Participatory, Bottom-Up approaches e. <b>Role of Communication in Development Process &amp; Social change.</b>		Lecture, Group Discussion ICT	12
<b>Module II</b>	<b>UNDERSTANDING MASS MEDIA:</b> a. <b>Mass media:</b> Meaning, Definitions, functions. b. <b>Types of Mass Media:</b> Meaning & Features - Print Media, Broadcast Media, Digital Media (New Media), Social Media, Folk Media (Traditional Media). c. <b>Types of Media Ownership:</b> Public, Private & Community Media d. <b>Developmental Journalism:</b> Concept & Characteristics e. <b>Participatory Development Communication:</b> • Media Literacy • Civic Journalism • Mobile Journalism • Community Media, Online Activism. f. <b>Social Marketing:</b> Meaning & Functions		Lecture, Tutorials Student presentations Special talks	12
<b>Module III</b>	<b>MEDIA FOR DEVELOPMENT:</b> 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 <b>SOME BEST PRACTICES OF DEVELOPMENT COMMUNICATION:</b> • 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

<b>RECOMMENDED LEARNING RESOURCES</b>	
<b>PRINT RESOURCES</b>	<ol style="list-style-type: none"> <li>1. Sen, Amartya (1999), <i>Development as Freedom</i>, Oxford University Press</li> <li>2. Fernandes, Walter: <i>Development with People</i>, Indian Social Institute, New Delhi, 1988</li> <li>3. Hancock. A., (1980) <i>Communication Planning for Development</i>, UNESCO, Paris</li> <li>4. Melkote, Srinivas &amp; Steeves , H. Leslie, (2015). <i>Communication for Development: Theory and Practice for Empowerment and Social Justice</i>, Sage Publication.</li> <li>5. Pannu P, Tomar YA (2012) ‘<i>Communication Technology for Development</i>’, IK International</li> <li>6. Murthy, DVR, <i>Development Journalism</i>, Laxmi Publication, New Delhi, 2012</li> <li>7. Servaes, Jan (2008). <i>Communication for Development and Social Change</i>.</li> <li>8. Manyozo, Linje (2012). <i>Media, Communication and Development: Three Approaches</i>.</li> <li>9. UNESCO (1980). <i>Many Voices, One World</i> (The MacBride Report).</li> <li>10. <i>Development Communication: Reframing the Role of the Media" – Journal of International Communication</i></li> <li>11. Wilkins, Karin G. (2000). <i>Redeveloping Communication for Social Change: Theory, Practice and Power</i>.</li> <li>12. Gumucio-Dagron, Alfonso (2001). <i>Making Waves: Stories of Participatory Communication for Social Change</i>.</li> </ol>
<b>DIGITAL RESOURCES</b>	<ol style="list-style-type: none"> <li>1. <a href="https://en.unesco.org/themes/communication-and-information">https://en.unesco.org/themes/communication-and-information</a></li> <li>2. <a href="http://www.fao.org/communication-for-development">http://www.fao.org/communication-for-development</a></li> <li>3. <a href="https://www.bbc.co.uk/mediaaction">https://www.bbc.co.uk/mediaaction</a></li> <li>4. <b>India Invented</b>, documentary by Arvind Das.</li> <li>5. Mojo stories on still births, <b>The Babies who do not get a chance to live</b>   Mojo Ground Report.</li> <li>6. <b>"WOMB"</b> is a poignant documentary showcasing the struggles, aspirations, and resilience of Indian women, united against violence and patriarchy.</li> <li>7. <b>Period</b>. End of Sentence. <a href="https://www.youtube.com/watch?v=Lrm2pD0qofM">https://www.youtube.com/watch?v=Lrm2pD0qofM</a></li> </ol>

<b>Year</b>	II	<b>Course Code: SW 3.5B</b>		<b>Credits</b>	2
<b>Sem.</b>	III	<b>Course Title: Participatory Learning Approaches and Tools</b>		<b>Hours</b>	36
Formative Assessment Marks: 10		Summative Assessment Marks: 40		Duration of ESA: 2 hrs.	
<b>Course Outcomes</b>	At the end of the course the student should have: <ul style="list-style-type: none"> <li>developed an understanding of participatory learning</li> <li>developed facilitation skills and practice of these skills.</li> <li>understanding &amp; skill development on various participatory training methods</li> </ul>				
<b>Module no.</b>	<b>Course Content</b>			<b>Suggested Pedagogy</b>	<b>Hours</b>
Module I	<p align="center"><b>UNDERSTANDING PARTICIPATION</b></p> <p>a. <b>Participation:</b> Concept, Meaning, Definitions, Nature &amp; Forms of Participation.</p> <p>b. <b>Importance of Participation:</b> Stakeholder Engagement &amp; Grassroot Advocacy</p> <p>c. <b>Level of Participation:</b> Arnstein’s Ladder of Participation</p> <p>d. <b>HISTORY OF PARTICIPATORY APPROACHES:</b> From Top Down to Bottom Up - From RRA to PRA to PLA.</p> <p>e. Contributions of Paulo Freire &amp; Robert Chambers</p> <p>f. <b>PARTICIPATORY LEARNING ACTION:</b> Meaning, Definitions, Features &amp; Principles.</p> <p>g. <b>AREAS OF APPLICATION OF PLA</b></p>			Readings Brain storming Lecture Assignment Participatory Learning Games	<b>12</b>
Module II	<p><b>TECHNIQUES OF PLA: Part - A</b></p> <p>a. <b><u>VISUAL TECHNIQUES: DIAGRAMS:</u></b> Routine Diagrams, Venn (Chapati) Diagram, Livelihood Analysis Diagrams</p> <p>b. <b><u>SPATIAL METHODS: MAPPING:</u></b> Transact Walks, Social Maps, Resource Mapping, Hazard Mapping,</p> <p>c. <b><u>TIME RELATED TOOLS:</u></b> Timeline, Time Trends Charts, Seasonal Calendars.</p>			Brain storming Lecture Group discussions Activities Use of ICT	<b>12</b>
Module III	<p><b>TECHNIQUES OF PLA: (Part – B)</b></p> <p>a. <b>GROUP / TEAM DYNAMIC METHODS:</b></p> <ul style="list-style-type: none"> <li><b>MEETINGS:</b> Round Table, Public Meeting, Focus Group Discussion</li> <li><b>PERFORMING ARTS:</b> Role Play, Theatre, Songs, Street Play.</li> </ul> <p>b. <b>RECENT TRENDS in PLA:</b> Use of Photography &amp; Videos.</p> <p>c. <b>ROLE OF FACILITATOR &amp; FACILITATION SKILLS.</b></p>			Lecture Group Discussions, Activities Brain storming Use of ICT	<b>12</b>

<b>RECOMMENDED LEARNING RESOURCES</b>	
<b>PRINT RESOURCES</b>	<ol style="list-style-type: none"> <li>1. Chambers, R (1983) “Whose Reality Counts? Rural Development: Putting the last first. Longman inc., USA, 1983. Earthscan, London. ♣</li> <li>2. Gosling, L and Edwards, M (2003). Toolkits: A practical guide to assessment, monitoring, review and evaluation. Second edition. Save the Children, UK.</li> <li>3. Chambers, R (2008). Revolutions in Development Inquiry. Institute of Development Studies, 2008,</li> <li>4. “Relaxed and Participatory Appraisal: notes on practical approaches and methods for participants in PRA/PLA-related familiarization workshops, Participation Resource Centre at IDS”</li> <li>5. Freire, Paulo, 1921-1997. (2000). Pedagogy of the Oppressed. New York: Continuum, 2000.</li> <li>6. Bandyopadhyay, D, Mukherjee, A and Gavai, Mitali Sen (2003). Empowering Panchayats: Handbook for Master Trainers Using Participatory Approach. Concept Publishing House, New Delhi,</li> <li>7. Kumar, Somesh (2002). Methods for Community Participation: A Complete Guide for Practitioners. Vistar Publications. New Delhi</li> <li>8. Pretty, J. N., Guijt, I., Thompson, J. and Scoones, I. 1995. Participatory Learning and Action: A Trainers Guide. London: IIED</li> <li>9. Roger A. Hart (1997) Children’s Participation: The Theory and Practice of Involving Young Citizens in Community Development &amp; Environmental Care, UNICEF.</li> <li>10. Arnstein, S.R. (1969) A Ladder of Citizen Participation. Journal of the American Institute of Planners, 35, 216-224.</li> <li>11. Roger. A. Hart (1992) Children’s Participation: From tokenism to Citizenship. UNICEF International Child Development Centre, March, 1992.</li> <li>12. Cooke, B., &amp; Kothari, U. (2001). Participation: The New Tyranny? Zed Books, London.</li> </ol>
<b>DIGITAL RESOURCES</b>	<ol style="list-style-type: none"> <li>1. UNDP (1998). CSOPP Documents: Empowering People: A Guidebook to Participation. <a href="http://www.undp.org/csopp/CSO/NewFiles/docemppeople3.html#Anchor-6491">http://www.undp.org/csopp/CSO/NewFiles/docemppeople3.html#Anchor-6491</a></li> <li>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 <a href="http://www.iied.org/participatory-learning-action">http://www.iied.org/participatory-learning-action</a></li> <li>3. <a href="https://villageearth.org/a-brief-history-of-participatory-community-development-approaches-and-practices/">https://villageearth.org/a-brief-history-of-participatory-community-development-approaches-and-practices/</a></li> <li>4. <a href="https://iprpraha.cz/stranka/4245/participatory-methods">https://iprpraha.cz/stranka/4245/participatory-methods</a></li> <li>5. <a href="https://simplystakeholders.com/ladder-of-participation/">https://simplystakeholders.com/ladder-of-participation/</a></li> <li>6. <a href="https://www.re-dwell.eu/concept-definition/23">https://www.re-dwell.eu/concept-definition/23</a></li> <li>7. <a href="https://simplystakeholders.com/grassroots-advocacy/">https://simplystakeholders.com/grassroots-advocacy/</a></li> <li>8. <a href="https://simplystakeholders.com/stakeholder-engagement/">https://simplystakeholders.com/stakeholder-engagement/</a></li> <li>9. <a href="https://www.egyankosh.ac.in/bitstream/123456789/59125/1/Unit4.pdf">https://www.egyankosh.ac.in/bitstream/123456789/59125/1/Unit4.pdf</a></li> <li>10. <a href="https://nirdpr.org.in/nird_docs/gdp/pra.pdf">https://nirdpr.org.in/nird_docs/gdp/pra.pdf</a></li> </ol>

**SEMESTER IV**

<b>Year</b>	II	<b>Course Code:</b> SW 4.1		<b>Credits</b>	04
<b>Sem.</b>	IV	<b>Course Title:</b> Community Organization		<b>Hours</b>	48
Course Pre-requisites, if any		NA			
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 Hrs	
<b>Course Outcomes</b>	At the end of the course the student should be able to: <ol style="list-style-type: none"> <li>1. Understand the concept of Community and Community organization.</li> <li>2. Understand the process of community organization.</li> <li>3. Understand various Skills and Techniques of Community organization.</li> <li>4. Understand Community Organization in India and Role of NGO's.</li> </ol>				
<b>Module No.</b>	<b>Course Content</b>			<b>Suggested Pedagogy</b>	<b>Hours</b>
Module - I	<b>Community and Community Organization:</b> <ul style="list-style-type: none"> <li>• Concept of Community: Meaning, Definitions, Characteristics and Types (Tribal, Rural and Urban)</li> <li>• Concept of Community Organization: Meaning, Definitions, Objectives &amp; Principles.</li> <li>• Difference between community organization and community development.</li> <li>• Community organization as a method of Social Work.</li> </ul>			Lecture, Tutorials and Group Discussion	14
Module - II	<b>Process of Community Organization:</b> <ul style="list-style-type: none"> <li>• Community Study, Identification, Analysis and Prioritization of Needs;</li> <li>• Participatory Planning, Implementation, Evaluation and Stabilization of Change Efforts,</li> <li>• Roles of Community Organizer through the Stages of Community Organization.</li> </ul>			Lecture, Tutorials and Group Discussion	12
Module - III	<b>Skills and Techniques of Community Organization:</b> <ul style="list-style-type: none"> <li>• Resource Mobilization, Capacity Building, Conflict Resolution, Organizing and Conducting Meetings, Networking, Recording &amp; Documentation.</li> <li>• Characteristics of a effective Community Organizer.</li> </ul>			Lecture, Tutorials and Group Discussion	12
Module - IV	<b>Community Organization in India:</b> <ul style="list-style-type: none"> <li>• Community Organization in India: Historical Perspective &amp; Scope.</li> <li>• Challenges and Strategies to strengthen Community Organization in India.</li> <li>• Role of NGOs in Community Organization.</li> </ul>			Lecture, Tutorials and Seminars	10
<b>Recommended Learning Resources</b>					
<b>Print Resources</b>	<ol style="list-style-type: none"> <li>1. Arthur, Dunham. 1958. <i>Community Welfare Organisation - Principles and Practice</i>. New York: Thomas Y. Crowell Co.</li> <li>2. Chekki A. Dan. 1979. <i>Community Development</i>. New Delhi: Vikas Publishing House Pvt. Ltd.</li> </ol>				

	<ol style="list-style-type: none"> <li>3. Cox. M. Fred and Erlich L. John. 1987. <i>Strategies of Community Organisation</i>. Illinois: F.E. Peacock Publishers.</li> <li>4. Gangrade, K.D. 1971. <i>Community Organisation in India</i>. Bombay: Popular Prakashan.</li> <li>5. Gunjal, B.S. 2013. <i>Community Organization and Social Action</i>. Bangalore: IBH Prakashana.</li> <li>6. Harper E.B. and Dunham Arthur. 1959. <i>Community Organisation in Action</i>. New York: Association Press.</li> <li>7. Henderson, Paul: Jones, Davit and Thomas, David N. 1980. <i>The Boundaries of Change in Community Work</i>. Boston: George Allen and Unwin.</li> <li>8. Marulasiddaiah, H.M. 1987. <i>Community: Area and Regional Development in India</i>. Bangalore: Bangalore University.</li> <li>9. Ross, M.G. 1967. <i>Community Organisation</i>. New York: Harper and Row.</li> <li>10. Siddiqui H.Y. 1997. <i>Working with Communities</i>. New Delhi: Hira Publications.</li> <li>11. Somesh Kumar. 2002. <i>Methods for Community Participation – A Complete Guide for Practitioners</i>. New Delhi: Vistaar Publications.</li> <li>12. Thomas, Gracious (ed.). 2010. <i>Social Work Intervention with Communities and Institutions (Vol.I)</i>. New Delhi: School of Social Work, IGNOU.</li> <li>13. Patil, Asha Ramangonda, 2013. <i>Community Organization and Development – An Indian Perspective</i>, PHI Learning Private Limited, Delhi.</li> <li>14. Joseph, Sheeba and Dash, Bishnu Mohan. 2013. <i>Community Organisation in Social Work</i>, Discovery Publishing House Pvt. Ltd. New Delhi.</li> </ol>
<p style="text-align: center;">Digital Resources</p>	<ol style="list-style-type: none"> <li>1. IGNOU, <i>Block I. Community Organisation</i>, 2017. <a href="https://egyankosh.ac.in/handle/123456789/17083">https://egyankosh.ac.in/handle/123456789/17083</a></li> <li>2. Lecture on Social Work with Communities, 2014. <a href="https://www.youtube.com/watch?v=HMURRK-pZeM&amp;list=PLNspmbLKJ8Ltk1vsg2l_eNngHlr4nfst&amp;index=25">https://www.youtube.com/watch?v=HMURRK-pZeM&amp;list=PLNspmbLKJ8Ltk1vsg2l_eNngHlr4nfst&amp;index=25</a></li> <li>3. Lecture on Models and Approaches for Community Work, 2014. <a href="https://www.youtube.com/watch?v=jMBEu553_Yo&amp;list=PLNspmbLKJ8Ltk1vsg2l_eNngHlr4nfst&amp;index=24">https://www.youtube.com/watch?v=jMBEu553_Yo&amp;list=PLNspmbLKJ8Ltk1vsg2l_eNngHlr4nfst&amp;index=24</a></li> <li>4. Community Organization in India. <a href="https://www.socialworkin.com/2023/04/community-organization-in-india.html">https://www.socialworkin.com/2023/04/community-organization-in-india.html</a></li> </ol>

<b>Year</b>	II	<b>Course Code:</b> SW4.2		<b>Credits</b>	4
<b>Sem.</b>	IV	<b>Course Title:</b> Social Work Administration		<b>Hours</b>	48
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.	
<b>Course Outcomes</b>	At the end of the course, the student should be able to: <ol style="list-style-type: none"> <li>1. Develop an understanding of basic concepts of Social Work Administration.</li> <li>2. To enhance the skills of administration in different welfare organizations.</li> <li>3. To understand policies &amp; procedures involved in establishing &amp; maintaining human service organizations.</li> </ol>				
<b>Module No.</b>	<b>Course Content</b>			<b>Suggested Pedagogy</b>	<b>Hours</b>
Module I	<b>Introduction to Social Work Administration.</b> <ul style="list-style-type: none"> <li>• Administration: <i>Meaning, Definitions &amp; Features.</i></li> <li>• Social Work Administration: <i>Meaning, Definitions, Objectives, Features, Principles, Functions and Scope.</i></li> <li>• Significance of Social Work Administration as a method of Social Work.</li> </ul>			Lecture, Tutorials and Group Discussion	12
Module II	<b>Structure of Social Welfare Administration.</b> <ul style="list-style-type: none"> <li>• Social Welfare Administration at different levels: Local, State, Central &amp; International.</li> <li>• Overview of Legislations relating to Establishment of Social Welfare Organizations:               <ol style="list-style-type: none"> <li>i. The Societies Registration Act, 1860;</li> <li>ii. The Indian Trust Act, 1882;</li> <li>iii. The Cooperative Societies Act, 1904;</li> <li>iv. Section 25 of the Companies Act, 1956.</li> </ol> </li> </ul>			Lecture, Tutorials and Group Discussion	12
Module III	<b>Components of Social Work Administration</b> Meaning, Definitions, Types and objectives of <b>Planning, Organization, Staffing, Directing, Coordinating, Reporting, Budgeting, Evaluation, Monitoring, Feedback &amp; Transparency.</b>			Lecture, Tutorials and Group Discussion	12
Module IV	<b>Skills and Techniques of Social Work Administration</b> <ul style="list-style-type: none"> <li>• Programme / Project Development.</li> <li>• Fund Raising., Resource Management.</li> <li>• Public Relations, Networking, Referral Services.</li> <li>• Decision Making, Conflict Resolution.</li> </ul>			Lecture, Tutorials and Seminars	12

<b>Recommended Learning Resources</b>	
<b>Print Resources</b>	<ol style="list-style-type: none"> <li>1. Chowdhary, D. Paul. 1979. Social Welfare Administration. Delhi: Atma Ram &amp; Sons.</li> <li>2. Devi, Rameshwari and Parkash Ravi. 1998. Social Work and Social Welfare Administration, Methods and Practices, Vol. I. Jaipur: Mangaldeep Publications.</li> <li>3. Gangarade, K.D. 1990. Development of Voluntary Action in India, in Social Welfare Administration in India; Issues and Challenges. Mumbai: Tata Institute of Social Sciences.</li> <li>4. Pathak, S.H. 1981. Social Welfare: An Evolutionary and Development Perspectives. Delhi: McMillan.</li> <li>5. Roy, Bunker. 1990. Voluntary Agencies and Government, in Social Welfare Administration in India; Issues and Challenges. Mumbai: Tata Institute of Social Sciences.</li> <li>6. Thomas, Gracious (ed.). 2010. Social Work Intervention with Communities and Institutions (Vol.I). New Delhi: School of Social Work, IGNOU.</li> <li>7. Goel, S. L. and Jain, R. K. 1988 Social Welfare Administration: Theory and: Practice, Vol. I and II, New Delhi: Deep and Deep Publications.</li> <li>8. Government of India Evaluation of Social Welfare Programmes, Encyclopedia of Social Work. Vol. 1,297 - 310.</li> <li>9. Haimann, A. 1982 Professional Management and Practice, Delhi: Eurasia Publications.</li> <li>10. Hasenfeld, Y and Human Service Organizations. Ann English, R. (Eds.) 1978 Arbor: University of Michigan Press.</li> <li>11. Jackson, J. 1989 Evaluation for Voluntary Organizations. Delhi: Information and News Network.</li> <li>12. Kapoor, K. K. 1986 Directory of Funding Organizations, Delhi: Information and News Network.</li> <li>13. Lauffer, A. 1977 Understanding Your Social Agency, London: Sage Publications.</li> <li>14. Singh, M. K. 2015. Social Policy and Social Welfare Administration, Vayu Education of India, First Edition.</li> </ol>
<b>Digital Resources</b>	<ol style="list-style-type: none"> <li>1. Department of Woman &amp; Child Development <a href="http://dwcd.kar.nic.in">http://dwcd.kar.nic.in</a></li> <li>2. Directorate of Employment &amp; Training <a href="http://emptrg.kar.nic.in">http://emptrg.kar.nic.in</a></li> <li>3. Directorate of Municipal Administration <a href="http://municipaladmn.gov.in">http://municipaladmn.gov.in</a></li> <li>4. Directorate of Welfare of Disabled and Senior Citizens <a href="http://welfareofdisabled.kar.nic.in">http://welfareofdisabled.kar.nic.in</a></li> <li>5. NSSO South Zone <a href="http://www.nssso.kar.nic.in">http://www.nssso.kar.nic.in</a></li> <li>6. Rural Dev. &amp; Panchayat Raj Dept. <a href="http://rdpr.kar.nic.in">http://rdpr.kar.nic.in</a></li> <li>7. Social Welfare Department <a href="http://sw.kar.nic.in">http://sw.kar.nic.in</a></li> <li>8. Introduction to Social Welfare Administration, Osmania University, <a href="https://youtu.be/bKKM_b15kIA?si=HjFU-jSIOLKXviGV">https://youtu.be/bKKM_b15kIA?si=HjFU-jSIOLKXviGV</a></li> </ol>

<b>Year</b>	II	<b>Course Code:</b> SW4.3	<b>Credits</b>	4
<b>Sem.</b>	IV	<b>Course Title:</b> Social Work in Health Setting	<b>Hours</b>	48
Formative Assessment Marks: 20		Summative Assessment Marks: 80	Duration of ESA: 3 hrs.	
<b>Course Outcomes</b>	At the end of the course, the student should be able to: <ol style="list-style-type: none"> <li>1. Develop an understanding of the holistic concept of Health.</li> <li>2. Understand the health care services at different levels.</li> <li>3. Gain knowledge about various Diseases and Prevention.</li> <li>4. Understand the Role of the Social Worker in health setting.</li> </ol>			
<b>Module No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>
Module I	<b>Introduction to Health:</b> <ul style="list-style-type: none"> <li>● Health: Meaning, Definitions, Determinants &amp; Dimensions - Physical, Mental, Social.</li> <li>● Right to Health as a Human Right.</li> <li>● Concept of Public Health</li> <li>● Current Health profile of India: Challenges &amp; Concerns</li> </ul>		Lecture, Tutorials and Group Discussion on select readings	12
Module II	<b>Understanding the Public Health system:</b> <b>Public Health System: Structure and Functions</b> <ul style="list-style-type: none"> <li>● Public health care services at grassroot level – role of ASHA Worker, ART, ICTC.</li> <li>● Critical Analysis of current scenario of Health Care Services in India</li> </ul> <b>Public Health Programs: Overview</b> <b>National Health Policy of India: Overview</b> <ul style="list-style-type: none"> <li>● National Organizations working in Health Settings in India</li> </ul> Role of WHO in promoting Health Role of NGO and Voluntary Sector in Health Care		Lecture, Tutorials and Group Discussion	12
Module III	<b>Social work in Health Setting:</b> <b>Communicable Diseases:</b> <ul style="list-style-type: none"> <li>● Causes, Symptoms &amp; Prevention of Communicable Diseases such as Leprosy, Tuberculosis, Sexually Transmitted Diseases (STDs), HIV/AIDS.</li> </ul> <b>Non-communicable Diseases:</b> <ul style="list-style-type: none"> <li>● Causes, Symptoms &amp; Prevention of Non-communicable Diseases - Hypertension, Diabetes, Heart Disease, &amp; Neurological problems, Cancer</li> </ul> <b>Women and Health: Malnutrition, Anemia, IMR, MMR</b>		Lecture, Tutorials and Group Discussion	12

Module IV	<p style="text-align: center;"><b>Role of the Social Worker in Health Setting:</b></p> <ul style="list-style-type: none"> <li>● Health Education: Definition, Aims, Methods, Principles and significance.</li> <li>● Medical Social Work: Definitions &amp; Scope.</li> <li>● Psychiatric Social Work: Definitions &amp; Scope.</li> <li>● Overview of other Roles: Counselor, Researcher, Advocacy, Community Health Worker.</li> </ul>	Lecture, Tutorials and Seminars	12
<b>RECOMMENDED LEARNING RESOURCES</b>			
<b>Print Resources</b>	<ol style="list-style-type: none"> <li>1. K. Park. (2019) Park's <i>Text Book of preventive and social medicine</i> 25th edition: Jabalpur, Bhanot Publishers.</li> <li>2. Mahajan &amp; Gupta (2013). Revised by Rabindranath Roy, Textbook of Indranil Saha and MC Gupta <i>Preventive and Social Medicine</i> New Delhi: Jaypee brothers' medical publishers (p) Ltd.</li> <li>3. Sarah Gehlert &amp; Teri Browne (2019) Third edition. <i>Handbook of Health Social Work</i>. San Francisco: Jossey Bass</li> <li>4. Kumar R. (1992). <i>Social and Preventive Health Administration</i>, New Delhi: Ashish Publications.</li> <li>5. Mohd. Akram. (2014). <i>Sociology of Health</i>. New Delhi: Rawat Publications.</li> <li>6. Sharon D.P., (2011). <i>Social Work and Community Practice</i>, Florida: Apple Academic Press.</li> <li>7. Surendra Singh, P.D. shra, (2000). <i>Health and Disease: Dynamics and Dimensions</i>, New</li> <li>8. Royal Book Company.</li> <li>9. Bajpai, P.K. (Ed)(1998), <i>Social Work Perspectives on Health</i>, Rawat Publications, Jaipur.</li> <li>10. Mathur, J.S(1971), <i>Introduction to Social and Preventive Medicine</i>, Oxford and I.B.H. Publishing Company, New Delhi.</li> <li>11. Ramachandru, G (1997), <i>Health Planning in India</i>, A.P.H. Publishing Corporation, New Delhi.</li> <li>12. UNICEF: <i>Health and Basic Services</i>, UNICEF South Central Asia Regional Office, New Delhi.</li> </ol>		
<b>Digital Resources</b>	<ol style="list-style-type: none"> <li>1. <i>Social work in health care</i>. Encyclopedia of Bioethics. <a href="https://www.encyclopedia.com/science/encyclopediasalmanac/transcriptsandmaps/social-work-health-care">https://www.encyclopedia.com/science/encyclopediasalmanac/transcriptsandmaps/social-work-health-care</a></li> <li>2. Parast Majidi Sajjad &amp; Allai Behrouz (2014) <i>The Role of Social Work in Health Care System</i>. Journal of Social Science for Policy Implications Vol. 2, No. 2, pp. 5968. <a href="http://jsspi.com/journals/jsspi/Vol_2_No_2_June_2014/4.pdf">http://jsspi.com/journals/jsspi/Vol_2_No_2_June_2014/4.pdf</a></li> </ol>		

<b>Year</b>	II	<b>Course Code:</b> SW4.4 (Practical)	<b>Credits</b> 4
<b>Sem.</b>	IV	<b>Course Title: SOCIAL WORK PRACTICUM – IV (Social Work Camp)</b>	<b>Hours</b> 8 hrs per week
Formative Assessment Marks: 20		Summative Assessment Marks: 80	Duration of ESA: VIVA
<b>Course Outcomes</b>	<p><b>At the end of the course, the student should be able to:</b></p> <ol style="list-style-type: none"> <li>1) <i>Understand the Rural Social System with special reference to a specific poverty group.</i></li> <li>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></li> <li>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></li> <li>5. <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></li> </ol>		
<b>Module No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b> <b>Hours</b>
Module I	<p><b>PRE-CAMP: Process &amp; Activities:</b></p> <ol style="list-style-type: none"> <li>a. Camp: Meaning, functions, Types of camps</li> <li>b. Social Work Camp: Meaning, Objectives &amp; Functions,</li> <li>c. Overview of Social Work, Principles, skills &amp; Methods</li> <li>d. Understanding social structures &amp;</li> <li>e. Survey &amp; Questionnaire - Data Collection &amp; Analysis</li> </ol>		Lecture, Group discussion Activities 20
Module II	<p><b>PRE-CAMP: Process &amp; Activities:</b></p> <ol style="list-style-type: none"> <li>a. Communication Workshop: Anchoring skills, Interviewing skills, Rapport Building skills</li> <li>b. Session on Participatory Approaches: PRA skills, FGD skills, Interview skills. Resource Mapping</li> <li>c. Event Organizing skills: Program planning, Program implementation, technical skills, Community Mobilization. Stage preparation skills</li> <li>d. Program Media skills: Role play, street play, theatre, songs and other infotainment skills.</li> <li>e. Financial and resource Management skills</li> <li>f. Photography and videography skills</li> </ol>		Lecture, Group discussion Activities Workshop 20
Module III	<p><b>PRE-CAMP: Process &amp; Activities:</b></p> <ol style="list-style-type: none"> <li>a. Identification of Camp Site</li> <li>b. Pilot Visit &amp; Survey of the Site</li> <li>c. Identification of the Socio-Economic issues of the selected camp site</li> <li>d. Drafting of Camp Schedule and planning activities.</li> </ol>		Lecture, Group discussion Activities Workshop 20

	<p>e. Resource Mobilisation for the camp</p> <p>f. Networking and mobilising experts &amp; resource persons for the camp</p> <p>g. Networking with government, voluntary and local organisations for organising the camp</p> <p>h. Rapport building with key persons &amp; informants in the camp site.</p> <p>i. Building Media network – use of social and digital media to advertise the camp.</p> <p>j. Logistical preparation for the camp.</p>		
Module IV	<p><b>DURING CAMP: Process &amp; Activities:</b></p> <ul style="list-style-type: none"> <li>• Inauguration of the camp</li> <li>• Implementation of the planned activities and programs</li> <li>• Socio-Economic Survey</li> <li>• Implementation of social work methods:</li> <li>• One Case Work by each student</li> <li>• One Group Work by a group of five students.</li> <li>• Draft Report preparation</li> <li>• Reporting of the camp in Media</li> </ul>	Activity based	8 -10 days
Module V	<p><b>POST – CAMP: Process &amp; Activities:</b></p> <ul style="list-style-type: none"> <li>• Completion of Camp Report</li> <li>• Camp Evaluation and Feedback program</li> <li>• Preparation for viva</li> </ul>	Individual counselling	10

### CAMP GUIDELINES

<ol style="list-style-type: none"> <li>1. <b>Camp Site:</b> Rural or Tribal Setting</li> <li>2. <b>Camp Duration:</b> 8-10 days</li> <li>3. <b>Faculty:</b> Social Work Camp shall be organized under the direction of at least two faculty members.</li> <li>4. The department has to identify a cluster of villages to undertake developmental initiatives keeping in view the methods of social work in general and working with communities in particular.</li> <li>5. The department has to organize the required number of visits to the chosen cluster and select a village to organize the ten days rural camp.</li> <li>6. The village has to be identified well in advance so as to facilitate the Faculty and Student Coordinators and the student committees to understand the community and its requirements of social work intervention, as a base for organizing the camp.</li> <li>7. A minimum of three visits of all the students together and a minimum of six visits in different groups should be organized before the Camp.</li> <li>8. The learners have to be fully involved in planning, organizing, and implementing the programmers.</li> <li>9. The social work educator shall motivate the learners to undertake social analysis of the community through observation, survey, and other participatory approaches.</li> <li>10. The learner should be encouraged to take concrete tasks towards meeting the basic/civic needs of the people.</li> <li>11. <b>Camp Report:</b> The learners shall submit a <b>handwritten</b> individual report not less than a minimum of 50 pages within <b>10 days</b> after completion of the camp. The report shall consist all the details from the initial stage to its termination in a specific format prepared and supplied by the Faculty Coordinator of the Camp</li> </ol> <p style="text-align: center;"><b>IMPORTANT: Compulsory participation of student in all stages of the camp</b></p>
--

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

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

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

<b>Year</b>	II	<b>Course Code:</b> SW4.5A	<b>Credits</b>	2
<b>Sem.</b>	IV	<b>Course Title:</b> Life Skills Education	<b>Hours</b>	36
Formative Assessment Marks: 10		Summative Assessment Marks: 40	Duration of ESA: 2 hrs.	
<b>Course Outcomes</b>	At the end of the course, the student should be able to: 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			
<b>Module No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>
Module I	<b>Understanding to Life Skills:</b> <ul style="list-style-type: none"> <li>● Introduction to Life Skills: Concept, Definition, Meaning.</li> <li>● Models of life Skills: WHO Model</li> <li>● Conceptual Background of Life Skills: Four Pillars of Education - <i>Learning to Know, Learning to Do, Learning to Be, Learning to Live Together.</i></li> <li>● Importance of Life Skills: Life skills Education for Well-being.</li> </ul>		Lecture, Group Discussion	12
Module II	<b>Core Life skills:</b> <b>Skills of Self-Management:</b> <ol style="list-style-type: none"> <li>a) <b>Self-Awareness:</b> Meaning &amp; Techniques for enhancing Self Awareness</li> <li>b) <b>Empathy:</b> Meaning and techniques to enhance empathy)</li> <li>c) <b>Coping with emotions</b> Meaning, expressing emotions, coping with negative emotions, Cultivating positive emotions.</li> <li>d) <b>Coping with stress</b> Types of stress, signs &amp; symptoms, strategies to manage stress</li> </ol> <b>Social skills:</b> <ol style="list-style-type: none"> <li>a) Communication skills</li> <li>b) Interpersonal Skills: Maintaining, sustaining &amp; ending a relationship, conflict resolution.</li> <li>c) Negotiation &amp; Refusal skills Stages of negotiation, Enhancing negotiation skills, refusal skill</li> </ol>		Workshops, Role Plays, Time Audit Exercises, Peer Teaching	12
Module III	<b>Thinking Skill</b> <ol style="list-style-type: none"> <li>a) Creative thinking: <i>Process &amp; Strategies for enhancing Creative thinking,</i></li> <li>b) Critical thinking: <i>Process &amp; Strategies for enhancing Critical thinking</i></li> <li>c) Problem Solving :</li> <li>d) Decision making: <i>Process, Barriers, Techniques, Decision making in a group.</i></li> </ol>		Group Exercises, Guest Talks Case Studies,	12

<b>Recommended Learning Resources</b>	
<b>Print Resources</b>	<ol style="list-style-type: none"> <li>1. Giddens, A. 1991. Modernity and self-identity: self and society in the late modern age. Cambridge: Polity Press.</li> <li>4. Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. Page 8 of 62</li> <li>5. UNESCO (1997). Adult Education: The Hamburg Declaration, UNESCO, Paris.</li> <li>6. UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.</li> <li>7. WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva.</li> <li>8. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.</li> <li>9. Santrock W. John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata McGraw-Hill Publishing Company Ltd.</li> <li>10. Life Skills Resource Manual, Schools Total Health Program, (2006). Health Education and Promotion International Inc., Chennai.</li> <li>11. Kumar J. Keval, (2008).Mass Communication in India, JAICO Publication India Pvt. Ltd</li> <li>12. Morgan and King, (1993). Introduction to Psychology, Tata McGraw-Hill Publishing Company Ltd, New Delhi.</li> <li>13. Rao P.L. (2008). Enriching Human Capital through Training and Development, Excel Books, Delhi.</li> <li>14. Singh Madhu, (2003). Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality</li> <li>15. UNESCO and Indian National Commission for Co-operation with UNESCO (2001). Life Skills in Non-formal Education: A Review</li> <li>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.</li> <li>17. Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal.</li> <li>18. Ropke, I. 1999. ‘The Dynamics of Willingness to Consume. Ecological Economics. 28: 399-420.</li> </ol>
<b>Digital Resources</b>	<ol style="list-style-type: none"> <li>1. Life Skills New Mantra of Indian Education: <a href="https://www.educationworld.in/life-skills-new-mantra-of-indian-education/">https://www.educationworld.in/life-skills-new-mantra-of-indian-education/</a></li> <li>2. Retrieved from <a href="http://jyotikalash.net/lifestyle.html">http://jyotikalash.net/lifestyle.html</a></li> <li>3. Retrieved from <a href="https://www.scientificworldinfo.com/2019/12/essential-life-skills-everyone-should-learn.html">https://www.scientificworldinfo.com/2019/12/essential-life-skills-everyone-should-learn.html</a></li> <li>4 Life Skill Education - <a href="https://www.rajeevelt.com/category/life-skill/">https://www.rajeevelt.com/category/life-skill/</a></li> <li>5. Life Skills Education- <a href="https://iris.who.int/bitstream/handle/10665/63552/WHO_MNH_PSF_93.7A_Rev.2.pdf">https://iris.who.int/bitstream/handle/10665/63552/WHO_MNH_PSF_93.7A_Rev.2.pdf</a></li> </ol>

<b>Year</b>	II	<b>Course Code:</b> SW4.5B	<b>Credits</b>	2
<b>Sem.</b>	IV	<b>Course Title:</b> Counselling and Crisis Intervention Skills	<b>Hours</b>	36
Formative Assessment Marks: 10		Summative Assessment Marks: 40	Duration of ESA: 2 hrs.	
<b>Course Outcomes</b>	At the end of the course, the student should be able to: 1. To gain basic knowledge about theories and approaches of counseling. 2. To understand the process of Counselling. 3. To gain skills for practice of Counselling in different settings			
<b>Module No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>
Module I	<b>Introduction to Counselling:</b> a. Definition, Meaning, Scope, Types of counselling b. Values. Ethics in Counselling c. Skills needed for counselling, d. Individual Counselling skills: communication, listening, leading, summarizing, questioning, confrontation. e. Group counselling skills: group formation, group action, dealing with specific situations in groups.		Lecture, Tutorials and Group Discussion	12
Module II	<b>Counselling process:</b> Phases of Counseling a. Relationship building Phase b. Exploration & understanding phase c. Problem Solving Phase, d. Termination & Evaluation Phase.		Lecture, Tutorials and Group Discussion	12
Module III	<b>Understanding Crisis &amp; Crisis counselling:</b> a. Crisis: Concept, Meaning & Definitions b. Effects of Crisis, & Trauma on diverse individuals. c. Crisis Counselling: Definition, Essential Skills of Crisis counselling. d. Ethical and Legal Considerations in Crisis Counseling. e. Counselor Self-care in Crisis Situations		Lecture, Tutorials and Group Discussion	12
<b>Recommended Learning Resources</b>				
<b>Print Resources</b>	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			

	<p>7. Robert, G. Madden 1998: <i>Legal Issues in Social Work Counselling and Mental Health</i>, Sage Publications India Pvt., Ltd.</p> <p>8. Cavaiola, A.A., &amp; Colford, J.E. (2018). <i>Crisis intervention: A practical guide</i>. SAGE Publications, Inc.</p> <p>9. Eaton-Stull, Y. (2015). Crisis intervention with individuals and groups: Frameworks to guide social workers. In K. Corcoran &amp; A. R. Roberts (Eds.), <i>Social workers' desk reference</i> (pp. 217-223). Oxford.</p> <p>10. Walsh, J. (2014). <i>Theories for direct social work practice</i> (3rd ed.). Cengage Learning, Inc.</p>
<b>Digital Resources</b>	<ol style="list-style-type: none"><li>1. <a href="https://egyankosh.ac.in/bitstream/123456789/58736/1/Unit1.pdf">https://egyankosh.ac.in/bitstream/123456789/58736/1/Unit1.pdf</a></li><li>2. <a href="https://egyankosh.ac.in/bitstream/123456789/58737/1/Unit2.pdf">https://egyankosh.ac.in/bitstream/123456789/58737/1/Unit2.pdf</a></li></ol>

<b>Year</b>	II	<b>Course Code:</b> SW4.6	<b>Credits</b>	2
<b>Sem.</b>	IV	<b>Course Title:</b> Digital Skills for Social Work Practice	<b>Hours</b>	48
Formative Assessment Marks: 10		Summative Assessment Marks: 40	Duration of ESA: 2 hrs.	
<b>Course Outcomes</b>	At the end of the course, the student should be able to: <ol style="list-style-type: none"> <li>1. Understand and use essential digital tools for documentation, communication, and administration in social work.</li> <li>2. Apply digital skills in data collection, analysis, and reporting.</li> <li>3. Utilize social media and digital platforms for advocacy and fundraising.</li> </ol>			
<b>Module No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>
Module I	<b>Fundamentals of Digital Literacy for Social Work</b> <ul style="list-style-type: none"> <li>● Digital Literacy: Concepts &amp; Importance</li> <li>● Operating Systems: Windows, Android</li> <li>● MS Office Productivity Tools:</li> <li>● Use of MS Word, Nudi software</li> <li>● Social Work Documentation: Digital Case Notes, Visit Reports, Meeting Minutes</li> <li>● Google Docs, Sheets, Slides.</li> </ul>		Lab-based tutorials, individual assignments, practical demos	16
Module II	<b>Fundamentals of Digital Literacy for Social Work</b> <ul style="list-style-type: none"> <li>● Data Collection Tools: Google Forms, MS Excel: Data Entry &amp; Analysis in Excel: <i>Filters, Charts, graphs and use of basic Statistics</i></li> <li>● Power Point Presentations</li> <li>● Email :</li> <li>● Introduction to popular Research Database : Google Scholar, JSTOR, Shodhganga,</li> <li>● Introduction to Social Work : E - journals, &amp; E - books</li> </ul>		Lab-based tutorials, individual assignments, practical demos	16
Module III	<b>Digital Media for Advocacy and Networking</b> <ul style="list-style-type: none"> <li>● Creating and Managing Campaigns on Facebook, Instagram, WhatsApp, Twitter/X</li> <li>● Online Fundraising: Introduction to platforms like Ketto, Milaap, GoFundMe</li> <li>● Building LinkedIn Profile &amp; Online Resume</li> <li>● Introduction to PARI</li> <li>● Introduction to NGO Portals (DARPAN, CSRBox, FCRA dashboard).</li> <li>● Introduction to Tele-social Work and E-Counseling Platforms (Zoom, Google Meet, etc.)</li> </ul>		Lab-based tutorials, individual assignments, practical demos	16

<b>Recommended Learning Resources</b>	
<b>Print Resources</b>	<ol style="list-style-type: none"><li>1. “Digital Literacy: A Primer on New Media and Social Work” – TISS Publications</li><li>2. “Social Work in Digital World” – NASW Press</li></ol>
<b>Digital Resources</b>	<ol style="list-style-type: none"><li>1. NDLM (National Digital Literacy Mission)</li><li>2. Google Workspace and Microsoft Learn platforms</li><li>3. NGO Darpan Portal (<a href="https://ngodarpan.gov.in">https://ngodarpan.gov.in</a>)</li><li>4. Canva, Google Sites, LinkedIn Learning</li></ol>



**RANI CHANNAMMA UNIVERSITY, BELAGAVI**

**BACHELOR OF SOCIAL WORK (B.S.W)**

**DRAFT Syllabus for the Fifth and Sixth Semesters**

**2026-27 and onwards**

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

**SEMESTER - V**

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.	SW5.1	DSC (T)	Social Action and Movements in India	4	3	20	80	100	4
2.	SW5.2	DSC (T)	Social Work Research	4	3	20	80	100	4
3.	SW5.3	DSC (T)	Legal Knowledge for Social Work Practice	4	3	20	80	100	4
4.	SW5.4	DSC (T)	Social Entrepreneurship and NGO Management	4	3	20	80	100	4
5.	SW5.5	DSC (P)	Social Work Practicum – V (Concurrent Fieldwork)	8*	Viva-voce	20	80 (Viva)	100	3
6.	SW5.6	DSC (P)	Study Visits and Internship	8*	Viva-voce	10	40 (Viva)	50	2
<b>Total</b>								<b>550</b>	<b>21</b>

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

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

## SEMESTER - VI

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

**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.

## COURSE-WISE SYLLABUS

### SEMESTER V

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

	<ul style="list-style-type: none"> <li>• <i>Advocacy &amp; Lobbying,</i></li> <li>• <i>Protest &amp; Demonstration</i></li> <li>• <i>Negotiation &amp; Bargaining</i></li> </ul> <p>iii. <b>POPULAR TOOLS of Social Action:</b></p> <ul style="list-style-type: none"> <li>• PIL as a tool of Social Action</li> <li>• Use of Print &amp; Electronic Media</li> <li>• Use of Social Media: Digital Activism &amp; Online campaigns.</li> <li>• Ethical issues in Digital Activism.</li> </ul>		
Module - IV	<p><b>EMERGING ISSUES &amp; SOCIAL MOVEMENTS:</b></p> <ul style="list-style-type: none"> <li>• <b>Gender Issues:</b> Nirbhaya Movement, Me too Movement, Pride Movement</li> <li>• <b>Farmers Issues:</b> Farmers’ Protest: 2020-21</li> <li>• <b>Youth Issues:</b> Anti-corruption Movement - 2011</li> <li>• <b>Environmental Issues:</b> Silent Valley Movement, Save Aarey Movement</li> <li>• <b>Social Exclusion:</b> Mahad Satyagraha (1927), Black Lives Matter</li> <li>• <b>Tribal Rights</b> – Narmada Bachao Andolan</li> <li>• <b>Global Issues</b> – Occupy Wall Street Movement</li> </ul> <p><b>CHALLENGES to SOCIAL ACTION:</b> Political Pressure, Digital Misinformation, Legal Barriers.</p> <ul style="list-style-type: none"> <li>• <b>Social workers as Social Activists</b></li> <li>• <b>Role of NGOs, Civil Society &amp; International Organizations in Social Action.</b></li> </ul>	Lecture, Group Discussion, Documentary screening, Class room Presentations	16
<b>Recommended Reading Resources</b>			
<ul style="list-style-type: none"> <li>• Siddiqui, H.Y. (1985), <i>Social Work and Social Action</i>, New Delhi,</li> <li>• 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. <a href="https://doi.org/10.2307/j.ctt9qgkwz.8">https://doi.org/10.2307/j.ctt9qgkwz.8</a></li> <li>• Mondros, J. B., &amp; 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. <a href="http://www.jstor.org/stable/10.7312/mond18944.4">http://www.jstor.org/stable/10.7312/mond18944.4</a></li> <li>• Ramírez, L. G., Flores, Y., Gamboa, M., González, I., Pérez, V., Ramírez-Castañeda, M., &amp; 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. <a href="http://www.jstor.org/stable/10.5406/j.ctt1xcpcb.16">http://www.jstor.org/stable/10.5406/j.ctt1xcpcb.16</a></li> <li>• 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. <a href="http://www.jstor.org/stable/j.ctt14bsvrp.15">http://www.jstor.org/stable/j.ctt14bsvrp.15</a></li> <li>• Youngblood, R. L. (1990). From Social Action to Liberation. In <i>Marcos Against the Church</i>.</li> </ul>			

*Economic Development and Political Repression in the Philippines* (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 *Usable Theory: Analytic Tools for Social and Political Research* (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.*

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

Module - III	<p><b>METHODS OF DATA COLLECTION AND PROCESSING</b></p> <ul style="list-style-type: none"> <li>• <b>Tools of Data Collection:</b> <ul style="list-style-type: none"> <li>• Interview Guide</li> <li>• Interview Schedule vs Questionnaire</li> <li>• Observation – Structured vs Unstructured</li> <li>• Focus Group Discussion</li> </ul> </li> <li>• <b>Role of Pilot Study (Pre-testing)</b></li> <li>• <b>Mobile Data Collection (MDC):</b> <ul style="list-style-type: none"> <li>• Kobo Toolbox &amp; Google Forms</li> </ul> </li> <li>• <b>Scaling Techniques:</b> Meaning &amp; Types</li> <li>• <b>Steps in Data Processing:</b> <ul style="list-style-type: none"> <li>• Editing</li> <li>• Coding</li> <li>• Data Master Chart / Sheet</li> <li>• Classification</li> <li>• Tabulation</li> </ul> </li> <li>• Use of Digital Tools (MS Excel basics)</li> </ul>	Lecture, Classroom Presentation	16
Module - IV	<p><b>DATA ANALYSIS, INTERPRETATION AND REPORT WRITING</b></p> <ul style="list-style-type: none"> <li>• Meaning and Importance of Data Analysis</li> <li>• <b>Basic Statistics:</b> <ul style="list-style-type: none"> <li>Measures of Central Tendency</li> <li>Mean, Median, Mode</li> </ul> </li> <li>• Introduction to Graphs and Charts (use of digital tools)</li> <li>• <b>Interpretation of Data</b></li> <li>• <b>Structure of Research Report:</b> <ul style="list-style-type: none"> <li>• Preliminary section</li> <li>• Summary /Abstract</li> <li>• Main Report</li> <li>• Introduction &amp; Problem statement <ul style="list-style-type: none"> <li>○ Literature Review</li> <li>○ Methodology</li> <li>○ Analysis</li> <li>○ Findings &amp; Discussion</li> <li>○ Conclusion &amp; Recommendations</li> </ul> </li> </ul> </li> <li>• <b>Referencing Styles (APA &amp; MLA format):</b> <ul style="list-style-type: none"> <li>• Significance of Referencing</li> </ul> </li> <li>• <b>Research Presentation Skills</b></li> </ul>	Lecture, Case Discussion, Field-based Examples, Classroom Presentation	16

## Recommended Learning Resources

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 Behavioural 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. ಡಾ. ಸುಜಾತ ಎಂ, ಡಾ. ಕುಮುದಿನ ಅಚ್ಚಿ ಸಮಾಜಕಾರ್ಯ ಸಂಶೋಧನೆ, Niruta Publications, 2022
13. ಡಾ. ಸತೀಶ ಗೌಡ ಎಂ, ಸಮಾಜಕಾರ್ಯ ಸಂಶೋಧನೆ, ಸುವಿ ಪಬ್ಲಿಕೇಶನ್, ಶಿಕಾರಿಪುರ. 2024

<b>Year</b>	III	<b>Course Code:</b> SW 5.3		<b>Credits</b>	4
<b>Sem.</b>	V	<b>Course Title:</b> Legal Knowledge for Social Work Practice		<b>Hours</b>	64
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.	
<b>Course Outcomes</b>	<p>At the end of the course, the student should be able to:</p> <ol style="list-style-type: none"> <li>To understand the concepts of Social Justice and Social legislation.</li> <li>To gain knowledge of the legal system and its procedure.</li> <li>Develop awareness on Legislations Pertaining to Women and Children.</li> <li>Be acquainted with Legal Services in India and the role of a Social Worker.</li> </ol>				
<b>Module No.</b>	<b>Course Content</b>			<b>Suggested Pedagogy</b>	<b>Hours</b>
Module - I	<p><b>Social Justice and Social Legislation:</b></p> <ul style="list-style-type: none"> <li>Social Justice: Meaning &amp; characteristics</li> <li>Social legislation: Meaning &amp; characteristics</li> <li>Social justice as an essential basis of social legislation</li> <li>Process of Making legislation</li> <li>Social legislations in a welfare state with special reference to India.</li> <li>Salient Features of Bharatiya Nyaya Sanhita (BNS) and Bharatiya Nagarik Suraksha Sanhita (BNSS).</li> </ul>			Lecture, Tutorials Group Discussion Assignment	16
Module - II	<p><b>Legal System:</b></p> <ul style="list-style-type: none"> <li><b>Criminal Justice System:</b> Police-Structure, Reporting, Case Registration (FIR) &amp; Investigation, Arrest and Bail.</li> <li><b>Structure and Functions of Courts-</b> Local Courts, District Courts, High Court and Supreme Court.</li> <li><b>Prosecution:</b> Screening, decision to prosecute, deciding the charges, Public Prosecutor.</li> <li><b>Correction:</b> Preventive, Curative, Promotive and Rehabilitative (After care Service).</li> <li><b>Lok Adalat:</b> Evolution, Jurisdiction, Powers and Functions.</li> </ul>			Lecture, Tutorials Group Discussion	16
Module - III	<p><b>Laws Related to Marginalized and Vulnerable Groups:</b></p> <ul style="list-style-type: none"> <li>Child Labour Prohibition &amp; Regulation Act (1986).</li> <li>Protection of Children from Sexual Offences Act (2012).</li> <li>Juvenile Justice Act, 2015</li> <li>Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989.</li> </ul>			Lecture, Tutorials Group Discussion Classroom Presentation	16

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

	<p>17. Peak, K. J. 1998, Justice Administration- Police, Courts and Correction, New Jersey: Prentice-Hall.</p> <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  <a href="https://socialjustice.gov.in/">https://socialjustice.gov.in/</a></p> <p>Glimpses of Indian Social Legislation and Social Welfare  <a href="https://onlinecourses.swayam2.ac.in/e-learning/preview/cec26_hs43">https://onlinecourses.swayam2.ac.in/e-learning/preview/cec26_hs43</a></p> <p><a href="https://egyankosh.ac.in/handle/123456789/67131">https://egyankosh.ac.in/handle/123456789/67131</a></p> <p><a href="https://egyankosh.ac.in/bitstream/123456789/67125/1/Unit-3.pdf">https://egyankosh.ac.in/bitstream/123456789/67125/1/Unit-3.pdf</a></p> <p>India Code - Digital Repository of All Central and State Acts  <a href="https://www.india.gov.in/services">https://www.india.gov.in/services</a></p> <p>National Commission for Women Government of India: <a href="https://www.ncw.gov.in">https://www.ncw.gov.in</a></p> <ul style="list-style-type: none"> <li>• <b>Legal Services Authorities:</b> <a href="https://nalsa.gov.in/legal-aid/">https://nalsa.gov.in/legal-aid/</a></li> </ul> <p><b>Right to Information:</b> <a href="https://rti.gov.in">https://rti.gov.in</a></p>

<b>Year</b>	III	<b>Course Code:</b> SW 5.4		<b>Credits</b>	4
<b>Sem.</b>	V	<b>Course Title:</b> Social Entrepreneurship and NGO Management		<b>Hours</b>	64
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.	
<b>Course Outcomes</b>	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the concepts and principles of Social Entrepreneurship.</li> <li>2. Develop Entrepreneurial mindset and identify social business opportunities.</li> <li>3. Help students understand the concept, structure, functions, and importance of Non-Governmental Organizations (NGOs)</li> <li>4. Develop basic knowledge and skills in NGO Management</li> </ol>				
<b>Module No.</b>	<b>Course Content</b>			<b>Suggested Pedagogy</b>	<b>Hours</b>
Module - I	<p><b>Foundations of Social Entrepreneurship:</b></p> <ul style="list-style-type: none"> <li>• Meaning and Definitions of Entrepreneurship.</li> <li>• Meaning, Characteristics and Scope of Social Entrepreneurship.</li> <li>• Difference between Entrepreneurship and Social Entrepreneurship.</li> <li>• Evolution of Social Entrepreneurship in India</li> <li>• Need and Importance of Social Entrepreneurship in Social Work Practice</li> <li>• Qualities and Skills of Social Entrepreneur</li> </ul>			<ul style="list-style-type: none"> <li>• Lecture,</li> <li>• Case Discussion</li> <li>• Field-based Example</li> <li>• Classroom Presentation</li> </ul>	16
Module - II	<p><b>Process of Social Enterprise Development:</b></p> <ul style="list-style-type: none"> <li>• Idea Generation and Opportunity Recognition.</li> <li>• Project Formulation and Business Plan Writing.</li> <li>• Resource Mobilization: Grants, CSR, Crowd funding, Impact Investment.</li> <li>• Marketing and Scaling of Social Enterprises.</li> <li>• Challenges and Opportunities for Social Entrepreneurship in India.</li> <li>• Case Studies of Social Entrepreneurship: Teach for India, Mitti Café: Inclusive Livelihoods Through Food Services</li> </ul>			<ul style="list-style-type: none"> <li>• Lecture,</li> <li>• Case Discussion</li> <li>• Field-based Example</li> <li>• Classroom Presentation</li> </ul>	16
Module - III	<p><b>Introduction to NGO Management:</b></p> <ul style="list-style-type: none"> <li>• Meaning, Definitions Characteristics and Scope of NGOs</li> <li>• Types of NGOs: Voluntary organizations, Trusts, Societies, Foundations, Community-Based Organizations</li> <li>• Role of NGOs in Social Welfare and Community Development (Tribal/Rural/Urban)</li> <li>• NGO registration procedures: <ul style="list-style-type: none"> <li>○ The Societies Registration Act, 1860</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>• Lecture,</li> <li>• Case Discussion</li> <li>• Field-based Example</li> <li>• Classroom Presentation</li> </ul>	16

	<ul style="list-style-type: none"> <li>○ The Indian Trusts Act, 1882</li> <li>○ The Companies Act, 2013 (Section 8)</li> <li>○ FCRA</li> </ul>		
Module - IV	<p><b>Administration and Management of NGOs:</b></p> <ul style="list-style-type: none"> <li>• Organizational Structure</li> <li>• Planning, Organising, Leading &amp; Controlling.</li> <li>• Budgeting, Fundraising &amp; Financial management</li> <li>• Project Proposal Writing &amp; Project Implementation</li> <li>• Documentation in NGOs.</li> <li>• Public Relations and Networking in NGOs</li> <li>• Corporate Social Responsibility – Meaning, Mechanism &amp; Significance</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture,</li> <li>• Case Discussion</li> <li>• Field-based Example</li> <li>• Classroom Presentation</li> </ul>	16

### Recommended Reading Resources

1. Carsrud, A. L., and Brann back, M.E. (2007) Entrepreneurship, Westport, Connecticut: Greenwood Publishing Group
2. Drucker, P. (2014). Innovation and Entrepreneurship Routledge: New York.
3. Hisrich, R. (2011) Entrepreneurship 6/E New Delhi: Tata McGraw-Hill
4. Lussier R. N., Corman, J. and Kimball, D. (2014) Entrepreneurial New Venture Skills, New York Routledge
5. Nieuwenhuizen, C (2009) Entrepreneurial Skills, Lansdowne, Cape Town: Juta and Company Ltd.
6. Pandya, R. (2016) Skill Development and Entrepreneurship in India, New Delhi: New Century Publications.
7. Choudhary, D. Paul Choudhary, D. P. (2011). *Social welfare administration*. Atma Ram & Sons.
8. Goel, S. L., & Kumar, R. Goel, S. L., & Kumar, R. (2004). *NGO management and development*. Deep & Deep Publications.
9. Tripathi, P. C., & Reddy, P. N. Tripathi, P. C., & Reddy, P. N. (2012). *Principles of management*. McGraw Hill Education.
10. Bhattacharya, Sanjay Bhattacharya, S. (2009). *Social work administration and development*. Rawat Publications.
11. Kramer, Ralph M. Kramer, R. M. (1981). *Voluntary agencies in the welfare state*. University of California Press.
12. Lewis, David Lewis, D. (2001). *The management of non-governmental development organizations*. Routledge.
13. NITI Aayog. (2021). *Handbook for voluntary organizations*. 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). *NGO and social welfare*. ABD Publishers.

<b>Year</b>	III	<b>Course Code:</b> SW5.5 (Practical)	<b>Credits</b>	3
<b>Sem.</b>	V	<b>Course Title: SOCIAL WORK PRACTICUM – V (Concurrent Fieldwork)</b>	<b>Hours</b>	<b>8 hrs per week</b>

Formative Assessment Marks: 20	Summative Assessment Marks: 80	Duration of ESA: NA (viva)
--------------------------------	--------------------------------	-------------------------------

<b>Course Outcomes</b>	<p>At the end of the course, the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Familiarization with Agency, its Objectives and Programmes.</li> <li>2. Familiarization with different settings of Social Work.</li> <li>3. Able to understand the Social Work intervention with target population.</li> <li>4. Build the capacity to work in chosen setting.</li> </ol>
------------------------	--

### COURSE CONTENT

#### **Concurrent Field Work:**

Every student of V Semester BSW shall be placed in an agency for Concurrent field work two days 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 reality situations. This learning experience should provide an opportunity of working with communities, groups, individuals/families and managing organization tasks. It is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two days in every week of the semester. The learner is expected to complete a minimum of **20 DAYS** of visits in this semester.

**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.**

#### **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 04 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.

#### **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.

<b>Year</b>	III	<b>Course Code:</b> SW 5.6 (Practical)	<b>Credits</b>	2
<b>Sem.</b>	V		<b>Course Title:</b> STUDY VISITS AND INTERNSHIP	<b>Hours</b>
Formative Assessment Marks: <b>10</b>		Summative Assessment Marks: <b>40</b>		Duration of ESA: NA (VIVA)
<b>Course Outcomes</b>	<p>At the end of the course, the student should be able to:</p> <ul style="list-style-type: none"> <li>• Gain understanding regarding the various fields of practice for Social Workers</li> <li>• Develop appropriate attitude towards the work ethics required as a practitioner in the future.</li> </ul>			
<b>COURSE CONTENT</b>				
<p>The course is divided into two major components that run concurrently throughout the semester, with structured sequencing to ensure progressive learning:</p>				
<b>COMPONENT A: STUDY VISITS</b>				
<p><b>50% of the requirement of the course/paper:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Formative Assessment Marks: 05</i></li> <li>▪ <i>Summative Assessment Marks: 20</i></li> </ul>				
<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>				
<b>CATEGORIES OF STUDY VISITS:</b>				
<b>Category 1: Government Welfare Agencies and Departments (Minimum 2 Visits)</b>				
<ul style="list-style-type: none"> <li>• District Social Welfare Office, Belagavi - including programmes for SC/ST welfare, Women's Welfare, Old-Age Homes, Child Welfare.</li> <li>• District Women and Child Development (WCD) Office - ICDS, Anganwadi operations</li> <li>• District Child Protection Unit (DCPU) / Child Welfare Committee (CWC), Juvenile Justice Board.</li> <li>• Observation Home / Special Home for Juveniles (Belagavi).</li> <li>• District Legal Services Authority (DLSA) / Lok Adalat.</li> </ul>				
<b>Category 2: Voluntary / Non-Governmental Organisations (Minimum 2 Visits)</b>				
<ul style="list-style-type: none"> <li>• NGOs engaged in child welfare and child rights (e.g., CRY- affiliated organisations, SOS Children's Villages of India).</li> <li>• Organisations working for women's empowerment, gender-based violence prevention, and self-help group (SHG) development.</li> <li>• Organisations working in the area of Disability Rehabilitation and Differently-Abled Welfare.</li> <li>• Ngos in Rural/Tribal Development, Livelihood Promotion, Agricultural Welfare in the Belagavi</li> <li>• NGOs engaged in HIV/AIDS or Substance Abuse Rehabilitation Centres or Mental Health work.</li> </ul>				

### 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 & 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 De-briefing 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.

#### COMPONENT B: INTERNSHIP (TWO WEEKS)

##### *50% of the requirement of the course/paper:*

- *Formative Assessment Marks: 05*
- *Summative Assessment Marks: 20*

The internship in the Fifth Semester is guided by a competency-based, reflective practice framework. Students are expected to move beyond passive observation and assisted intervention to take an active, professionally responsible role in agency functioning — planning and conducting casework interviews, co-facilitating group sessions, participating in community needs assessments, and contributing to programme activities — all under structured supervision.

##### **Agency Selection and Placement Criteria**

The Department identifies and approves internship agencies based on the following criteria:

- Demonstrated commitment to professional social work values and client welfare.
- Availability of a qualified agency supervisor (at minimum a graduate in social work or a senior professional with equivalent experience) willing to provide structured supervision.
- A sufficiently diverse client population and range of programmes to provide meaningful learning experiences.
- Geographic accessibility from the campus or the student's residence.

#### CATEGORIES OF INTERNSHIP AGENCIES

Students may be placed in any of the following categories of agencies, subject to availability and departmental allocation:

##### **Category I: Child and Family Welfare**

- Government Child Care Institutions (CCIs), Children's Homes, Shelter Homes.
- Child Welfare Committee (CWC) offices.
- Integrated Child Protection Scheme (ICPS) implementing NGOs.
- SOS Children's Villages or similar residential care settings.

### **Category II: Women and Gender**

- One-Stop Centres (Sakhi Centres) for women survivors of violence.
- Women's Helpline (181), GIRMIT Centre or KSAPS (Karnataka AIDS Prevention Society) women's programmes.
- Short Stay Homes, Women's Shelter Homes (Swadhar Graha).
- Women's SHG federations or Mahila Mandals under Mahila Shakti Kendra.

### **Category III: Health and Medical Social Work**

- Government District Hospital, Belagavi — Medical Social Work unit.
- KLE Hospital and Medical Research Centre — Medical Social Work department.
- De-addiction / Drug Rehabilitation Centre (NIMHANS-supported or voluntary sector).
- Community Health Centre (CHC) under NRHM/SAST.

### **Category IV: Disability and Rehabilitation**

- District Disability Rehabilitation Centre (DDRC), Belagavi.
- Special Schools for hearing-impaired, visually impaired, or intellectually disabled persons.
- Vocational Rehabilitation Centre (VRC) or sheltered workshop for persons with disabilities.
- NIMHANS satellite centre or mental health rehabilitation NGO.

### **Category V: Education and Youth**

- Residential schools for SC/ST students (Morarji Desai, Navodaya Vidyalaya).
- After-school support centres for marginalised children.
- Youth development organisations, NSS units, or Scout & Guide headquarters.

## **LEARNING ACTIVITIES**

Students are expected to engage in the following activities during their internship placement, with the nature and extent of activities calibrated to the specific agency context:

### **I. Social Work Methods in Practice**

- Social Casework: Intake interviews, psycho-social history taking, problem identification, goal setting, and structured case conferences with at least 3 active cases maintained throughout the semester.
- Group Work: Co-facilitation of at least 3 group sessions (therapeutic, task, or educational groups) with documentation of group process, dynamics, and outcomes.
- Community Organisation: Participation in community needs assessment, community mapping, organisation of a community meeting or awareness programme, with a written community profile submitted at the end of the semester.

### **II. Programme Participation and Support**

- Active participation in agency programme activities, including outreach camps, awareness drives, beneficiary mobilisation, and client follow-up.
- Assistance in maintaining agency records, preparing reports, and supporting data entry under supervisor guidance.
- Participation in inter-agency referral processes and understanding the agency's network of allied

services.

### III. Documentation

- Process Recordings: Detailed process recordings of at least 6 client interactions (casework interviews or group sessions), reflecting professional thought and self-awareness.
- Case Records: Maintenance of individual case files for all active cases, including intake forms, assessments, intervention plans, and progress notes in the agency's prescribed format.
- Group Work Diary: Session-by-session journal of group facilitation experiences.
- Agency Study Report: A structured report on the internship agency (organisation, programmes, client population, strengths, challenges, and social work role) submitted at mid-semester.
- End-of-Semester Internship Report: A comprehensive reflective report integrating casework, groupwork, and community work experiences with theoretical analysis and professional learning.

### IV. Professional Development Activities

- Weekly individual or group supervision session with the agency supervisor (minimum 1 hour per placement day).
- Fortnightly supervisory conference with the Departmental Field Work Supervisor.
- Participation in departmental field-work seminars, case presentations, and peer consultation groups held at RCUB.
- Attendance at agency staff meetings, case conferences, or programme reviews (where permissible).

#### 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 04 hours per week (i.e.  $8 \text{ hrs.}/2 = 4$ ). Hence, **the workload for Social Work Practicum per week will be four hours for a batch of eight students.** Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

#### Note on the Assessment of Social Work Practicum

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

## SEMESTER VI - SYLLABUS

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

## SEMESTER VI

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

	<ul style="list-style-type: none"> <li>• Role Of Co-Operatives in Rural Development</li> <li>• Role of NGOs in Rural Development</li> </ul>	n	
Module - IV	<p><b>URBAN COMMUNITIES IN INDIA:</b></p> <ul style="list-style-type: none"> <li>• Urban Community: Definition, Meaning &amp; Characteristics</li> <li>• Urbanization: Concept &amp; Causes</li> <li>• Consequences of Rapid Urbanization: Migration, Slums, Urban Poverty, Social Disorganization, Corruption.</li> <li>• Environmental Conditions of Urban India : Causes and types of urban pollution</li> <li>• Urban Welfare programmes.</li> <li>• Role of Civil society &amp; NGOs in Urban Development</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures,</li> <li>• Case Discussion,</li> <li>• Field-based Examples,</li> <li>• Classroom Presentation</li> </ul>	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.
16. Dayal, R. (1960). Community Development, programmes in India. Allahabad: Kitab Mahal publications Ltd.
17. Desai, A. R. (1956). Rural sociology: Its Need in India. Sociological Bulletin, Volume: 5 issue: 1, page(s): 9-28.

18. Dube, S. (1958). Indian's Changing villages. London: Routledge.

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

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

	<p>Practice, edited by B. S. Gunjal and G. M. Molankal, Bangalore: Baraha Publishing House.</p> <p>14) Berkman, B. &amp; 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. &amp; 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><b>Reports and Institutional Publications</b></p> <ul style="list-style-type: none"> <li>• HelpAge India. (2022). <i>State of elderly in India report</i>.</li> <li>• National Commission for Women. (n.d.). <i>Annual reports and publications</i>.</li> <li>• Ministry of Women and Child Development. (n.d.). <i>Women welfare schemes and reports</i>. Government of India.</li> <li>• National Institute of Social Defence. (n.d.). <i>Programmes for senior citizens</i>. Government of India.</li> </ul> <p><b>Legal and Policy Documents</b></p> <ul style="list-style-type: none"> <li>• Government of India. (2005). <i>The Protection of Women from Domestic Violence Act, 2005</i>. Ministry of Law and Justice.</li> <li>• Government of India. (2007). <i>The Maintenance and Welfare of Parents and Senior Citizens Act, 2007</i>. Ministry of Law and Justice.</li> <li>• Government of India. (2013). <i>The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013</i>. Ministry of Law and Justice.</li> <li>• Government of India. (2016). <i>The Rights of Persons with Disabilities Act, 2016</i>. Ministry of Law and Justice.</li> </ul>
<p><b>Digital Resources</b></p>	<ul style="list-style-type: none"> <li>• National Commission for Women <a href="https://share.google/WfKYnLqPAQsakov8r">https://share.google/WfKYnLqPAQsakov8r</a></li> <li>• National Council   Ageing With Dignity Department of Social Justice &amp; Empowerment – Government of India <a href="https://share.google/0EO9xmYkH04r2T5y">https://share.google/0EO9xmYkH04r2T5y</a></li> <li>• HelpAge India <a href="https://youtube.com/@helpage_india?si=91pWPAICGPI52yYZ">https://youtube.com/@helpage_india?si=91pWPAICGPI52yYZ</a></li> <li>• Gerontological Social Work, Osmania University <a href="https://youtube.com/playlist?list=PLC4PaTsQiLcblCygQdV4VybKFRqexDRW0&amp;si=E30iH2PJMvXoOhTe">https://youtube.com/playlist?list=PLC4PaTsQiLcblCygQdV4VybKFRqexDRW0&amp;si=E30iH2PJMvXoOhTe</a></li> </ul>

<b>Year</b>	III	<b>Course Code:</b> SW 6.3	<b>Credits</b>	4
<b>Sem.</b>	VI	<b>Course Title:</b> <b>SOCIAL WORK WITH DIFFERENTLY-ABLED PERSONS</b>	<b>Hours</b>	64
Formative Assessment Marks: 20		Summative Assessment Marks: 80	Duration of ESA: 3 hrs.	
<b>Course Outcomes</b>	At the end of the course the student should be able to: a) Explain key concepts and models of disability. b) Analyse barriers faced by Differently Abled Persons in society. c) Identify rehabilitation services and support systems. d) Apply Social Work methods in Disability settings. e) Demonstrate sensitivity towards inclusion and accessibility. f) Use inclusive and respectful language.			
<b>Module No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>
Module - I	<b>INTRODUCTION TO DISABILITY:</b> A) Disability: Meaning & Definitions <b>B) Evolution of dignified Etymology:</b> Person-first vs Identity-first <ul style="list-style-type: none"> <li>• Impairment vs Disability vs Handicap vs Differently-Abled.</li> </ul> C) <b>Models of disability:</b> <ul style="list-style-type: none"> <li>• Medical model</li> <li>• Social model</li> <li>• Rights-based model</li> <li>• Bio-psychosocial model</li> </ul> D) <b>Disability Inclusion and Accessibility:</b> <ul style="list-style-type: none"> <li>• Accessibility Audit – Meaning &amp; features</li> </ul>		Lecture Group Discussion on Stigma & Inclusion Documentary screening Barrier Identity Activity on campus	16
Module - II	<b>TYPES &amp; CAUSES OF DISABILITIES:</b> <b>A). Physical, Sensory &amp; Intellectual Disabilities</b> <ul style="list-style-type: none"> <li>• Locomotor disability</li> <li>• Visual impairment</li> <li>• Hearing impairment</li> <li>• Intellectual disability</li> <li>• Multiple disabilities</li> </ul> <b>B). Mental health &amp; Invisible Disabilities:</b> <ul style="list-style-type: none"> <li>• Mental Illness</li> <li>• Learning Disabilities</li> <li>• Behavioural Disabilities: ASD, ADHD</li> </ul> <b>C). Causes of Disabilities</b> <ul style="list-style-type: none"> <li>• Genetic causes</li> <li>• Prenatal and Perinatal causes</li> <li>• Malnutrition</li> <li>• Accidents &amp; Trauma</li> <li>• Infectious diseases</li> <li>• Environmental causes</li> </ul> <b>D). Magnitude of Disability in India:</b> <ul style="list-style-type: none"> <li>• Prevalence &amp; Incidence of Disability</li> </ul>		Lecture Group Discussion Visit to Special school, Rehabilitation center	16

Module - III	<p><b>Disability Rights, Policies &amp; Welfare Services:</b></p> <p><b>A). International Frameworks</b></p> <ul style="list-style-type: none"> <li>• UN Convention on the Rights of Persons with Disabilities (UNCRPD)</li> <li>• Sustainable Development Goals (SDGs) and disability inclusion</li> </ul> <p><b>B). Indian Legal Framework -</b></p> <ul style="list-style-type: none"> <li>• Rights of Persons with Disabilities Act, 2016</li> <li>• National Trust Act - 1999</li> <li>• Rehabilitation Council of India Act – 1992</li> <li>• Inclusive Education Policies</li> <li>• National government Institutions working in the Area of Disability</li> </ul> <p><b>C). Welfare &amp; Rehabilitation Services</b></p> <ul style="list-style-type: none"> <li>• Government Schemes &amp; Benefits</li> <li>• Reservation Policies</li> <li>• Disability Certification: UDID card</li> <li>• Disability pension</li> </ul>	Lecture Audio – Visual learning Group Discussion Seminars	16
Module - IV	<p><b>SOCIAL WORK PRACTICE &amp; DISABILITY:</b></p> <p><b>Key challenges faced by Differently Abled:</b></p> <ul style="list-style-type: none"> <li>• Stigma &amp; Stereotypes: Social Attitudes</li> <li>• Social exclusion &amp; Marginalization</li> <li>• Family adjustment &amp; Caregiver burden</li> <li>• Education &amp; Employment challenges</li> <li>• Mental health among differently abled persons</li> <li>• Gender and disability</li> </ul> <p><b>Rehabilitation: Meaning &amp; Definition</b></p> <ul style="list-style-type: none"> <li>• Rehabilitation Approaches (Models): CBR vs IBR vs HBR</li> </ul> <p><b>Role of NGOs in Disability Sector</b></p> <p><b>Application of various Social Work methods with Differently abled.</b></p>	Lecture Seminars Poster making on Challenges Experiential Learning Visit to NGO's working on Disability issues	16
<b>RECOMMENDED READING RESOURCES</b>			
Print Resources	<ol style="list-style-type: none"> <li>1. Oliver, Michael — Understanding Disability</li> <li>2. Lennard Davis — The Disability Studies Reader</li> <li>3. Tom Shakespeare — Disability Rights and Wrongs</li> <li>4. Anita Ghai — Disability in South Asia</li> <li>5. Nandini Ghosh — Interrogating Disability in India</li> <li>6. WHO — World Report on Disability</li> <li>7. Michael Oliver — “The Social Model of Disability”</li> <li>8. Tom Shakespeare — “The Social Model of Disability”</li> <li>9. Anita Ghai — Disability and Gender in India</li> </ol>		

	<ol style="list-style-type: none"> <li>10. Amita Dhanda — Legal capacity and disability rights</li> <li>11. WHO &amp; World Bank reports on disability</li> <li>12. Arora, M.K. (2022). Neurodevelopmental disorders in the Indian context: different disorders speak different stories. New Delhi: Prestige Publications.</li> <li>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.</li> <li>14. Ghai, A. (2015). Rethinking disability in India; New Delhi: Routledge.</li> <li>15. Mohopatra C. S., 2004 'Disability management in India' National Institute for the Mentally Handicapped (NIMH).</li> <li>16. Nagi, S. Z. Some conceptual issues in disability and rehabilitation In: M. OCR for page 32 Linton, S. (1995).</li> <li>17. Claiming disability: Knowledge and identity NY: New York University Press; 199 pp.</li> <li>18. Status of Disability in India -2012, Rehabilitation Council of India, New Delhi.</li> <li>19. Aberecht, G. (2006). (Ed.). Encyclopedia of disability. Chicago: Sage Publications</li> </ol>
<p>Digital Resources</p>	<p><b>DOCUMENTARIES / FILMS / TED TALKS:</b></p> <p><b>FILMS &amp; DOCUMENTARIES</b></p> <ul style="list-style-type: none"> <li>• Crip Camp</li> <li>• Rising Phoenix</li> <li>• Black</li> <li>• Margarita with a Straw</li> <li>• Taare Zameen Par</li> <li>• The Reason I Jump</li> </ul> <p><b>TED Talks</b></p> <ul style="list-style-type: none"> <li>• Stella Young — “I’m Not Your Inspiration”</li> <li>• Haben Girma — Accessibility and inclusion</li> <li>• Temple Grandin — Autism and neurodiversity</li> </ul> <p><b>ONLINE LEARNING RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <a href="#">WHO Disability Resources</a></li> <li>• <a href="#">UNCRPD Official Site</a></li> <li>• <a href="#">RPWD Act India</a></li> <li>• <a href="#">NCPEDP India</a></li> <li>• <a href="#">Enable India</a></li> </ul> <p><b>NGOs &amp; ORGANIZATIONS</b></p> <ul style="list-style-type: none"> <li>• <a href="#">National Centre for Promotion of Employment for Disabled People (NCPEDP)</a></li> <li>• <a href="#">Enable India</a></li> <li>• Sense International India</li> <li>• <a href="#">Action For Autism</a></li> <li>• <a href="#">CBM Global Disability Inclusion</a></li> <li>• <a href="#">UNICEF Disability Inclusion</a></li> </ul>

<b>Year</b>	III	<b>Course Code:</b> SW 6.4	<b>Credits</b>	4
<b>Sem.</b>	VI	<b>Course Title:</b> DISASTER MANAGEMENT	<b>Hours</b>	64
Formative Assessment Marks: 20		Summative Assessment Marks: 80	Duration of ESA: 3 hrs.	
<b>Course Outcomes</b>	At the end of the course the student should be able to: <ol style="list-style-type: none"> <li><b>Differentiate</b> between hazards, vulnerabilities, and disasters within the Indian geographic context.</li> <li><b>Apply</b> the Disaster Management Cycle (Preparedness, Response, Recovery) to real-world community settings.</li> <li><b>Execute</b> Community-Based Disaster Risk Management (CBDRM) tools like Social Vulnerability Mapping.</li> </ol>			
<b>Module No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>
Module - I	<b>CONCEPTUAL FOUNDATIONS OF DISASTERS &amp; THE INDIAN CONTEXT:</b> <b>CORE CONCEPTS MEANING &amp; DEFINITIONS</b> <ul style="list-style-type: none"> <li>Hazard, Risk, Vulnerability, Capacity, Resilience &amp; Disaster,</li> </ul> <b>TYOLOGY OF DISASTERS IN INDIA:</b> <ul style="list-style-type: none"> <li><b>NATURAL:</b> Floods, Cyclones, Droughts, Tsunami Landslides, Earthquake, Heatwaves.</li> <li><b>HUMAN-MADE:</b> Political (Militancy, Wars, Riots), Road/Rail/Air accidents, Industrial, Biological (Pandemics) Disasters</li> </ul> <b>VULNERABILITY PROFILES OF INDIA</b> <ul style="list-style-type: none"> <li>Geographic Vulnerability (Coastal Areas, Himalayan Terrain, Drought-Prone Deccan Plateau, International Borders).</li> </ul>		Lecture, Tutorials Group Discussion Assignment Documentary screening	16
Module - II	<b>UNDERSTANDING IMPACT OF DISASTERS:</b> <ul style="list-style-type: none"> <li>ENVIRONMENTAL, PHYSICAL, ECONOMIC IMPACTS</li> <li>PSYCHOSOCIAL IMPACT OF OF DISASTERS:             <ul style="list-style-type: none"> <li>Trauma, Grief, Loss, Stress, PTSD</li> </ul> </li> </ul> <b>VULNERABLE GROUPS IN DISASTER</b> <ul style="list-style-type: none"> <li>Children, Elderly, PWD's and Women</li> </ul> <b>SOCIO-ECONOMIC MARGINALIZATION</b> <b>DISASTER IMPACT:</b> <ul style="list-style-type: none"> <li>Disproportionate impact of Disasters on - Dalits, Adivasis, Urban Slum Dwellers, and Landless Agricultural Laborers.</li> </ul> <b>MAJOR DISASTERS IN POST - INDEPENDENT INDIA</b>		Lecture, Group Discussion Case studies Documentary screening	16
Module - III	<b>DISASTER MANAGEMENT &amp; SOCIAL WORK INTERVENTIONS:</b> <ul style="list-style-type: none"> <li>Meaning &amp; Definition &amp; Principles of Disaster</li> </ul>			

	<p>Management</p> <p><b>PHASES OF DISASTER MANAGEMENT &amp; SOCIAL WORK INTERVENTIONS:</b></p> <p><b>PRE-DISASTER PHASE:</b></p> <ul style="list-style-type: none"> <li>• <b>Prevention, Mitigation &amp; Preparedness.</b></li> </ul> <p><b><u>Social Work key Interventions:</u></b></p> <ul style="list-style-type: none"> <li>• Conducting Participatory Rural Appraisal (PRA) activities: Hazard mapping, Social Vulnerability Mapping, Historical Timelines of crises in the area, and Community Resource Inventories.</li> <li>• Setting up Village Disaster Management Plans</li> <li>• Setting up Early Warning Communication Systems.</li> </ul> <p><b>DURING-DISASTER PHASE:</b></p> <ul style="list-style-type: none"> <li>• <b>Rescue, Relief &amp; Ingestion</b></li> </ul> <p><b><u>Social Work key Interventions</u></b></p> <p>Setting and organizing Relief Camps: Camp Management: ensuring safety, sanitation, privacy in the camps, Managing volunteers.</p> <p>Resource Mobilization: Managing Supply Chains, Preventing Elite Capture of Relief Goods.</p> <p>Addressing the needs of Vulnerable groups: Pregnant Women, Infants, the Elderly and Persons with Disabilities (Pwds).</p> <p>Psychosocial Interventions : Crisis Intervention</p> <p><b>POST-DISASTER PHASE:</b></p> <ul style="list-style-type: none"> <li>• <b>Recovery &amp; Rehabilitation</b></li> </ul> <p><b><u>Social Work key Interventions</u></b></p> <p>Post-Disaster Needs Assessment</p> <p>Structural vs. Non-structural Rehabilitation:</p> <ul style="list-style-type: none"> <li>• Restoring livelihoods,</li> <li>• Rebuilding Disaster resilient housing,</li> <li>• Psycho-Social Intervention– Counselling &amp; Supportive Therapy, Support Groups</li> </ul>	<p>Lecture, Group Discussion Activity Seminars</p>	<p>22</p>
<p>Module - IV</p>	<p><b>DISASTER MANAGEMENT POLICY &amp; INSTITUTIONAL MECHANISMS IN INDIA:</b></p> <ul style="list-style-type: none"> <li>• Sendai Framework for Disaster Risk Reduction</li> <li>• Disaster Management Act - 2005.</li> <li>• National Disaster Management Authority (NDMA)</li> <li>• State Disaster Management Authority (Karnataka)</li> <li>• Role of District Administration &amp; Gram Panchayats in Disaster Management</li> <li>• Role of NGOs in Disaster Management</li> </ul>	<p>Lecture, Tutorials Seminars Visits to the settings</p>	<p>10</p>

### Recommended Learning Resources

1. Andharia, J. (2020). Blurred boundaries, shared practices: Disaster studies as an emerging discipline and disaster management as a field of practice. In *Disaster studies: Exploring intersectionalities in disaster discourse* (pp. 33–76). Routledge.
2. Asian Disaster Preparedness Center. (2004). *Community-based disaster risk management: Field practitioners' handbook*. ADPC.
3. Blaikie, P., Cannon, T., Davis, I., & Wisner, B. (2004). *At risk: Natural hazards, people's vulnerability and disaster*. Routledge.
4. Coppola, D. P. (2015). *Introduction to international disaster management* (3rd ed.). Butterworth-Heinemann.
5. Dominelli, L. (2015). *Environmental social work*. Routledge.
6. Goel, S. L. (2006). *Encyclopedia of disaster management* (Vol. 10). Deep and Deep Publications.
7. Government of India. (2005). *The Disaster Management Act, 2005*. Ministry of Law and Justice.
8. Haddow, G. D., Bullock, J. A., & Coppola, D. P. (2017). *Introduction to emergency management* (6th ed.). Butterworth-Heinemann.
9. Johnston Wong, H. C. (2018). *Disaster social work: From crisis response to building resilience*. Nova Science Publishers.
10. Kapur, A. (2010). *Vulnerable India: A geographical study of disasters*. Sage Publications.
11. Mathbor, G. M. (2007). Enhancement of community preparedness for natural disasters: The role of social work in building community resilience. *International Social Work*, 50(3), 357–369.
12. National Disaster Management Authority. (2023). *National disaster management guidelines: Mental health and psychosocial support services in disasters*. Government of India.
13. National Institute of Disaster Management. (2021). *Model curriculum on disaster risk reduction and management (Skill enhancement course)*. Ministry of Home Affairs, Government of India.
14. Parasuraman, S., & Acharya, N. (2000). Analysing forms of vulnerability in a disaster. *The Indian Journal of Social Work*, 61(4), 575–594.
15. Singh, S. R. (2008). *Disaster management*. Rawat Publications.
16. United Nations International Strategy for Disaster Reduction. (2005). *Hyogo framework for action 2005–2015: Building the resilience of nations and communities to disasters*. UNISDR.

<b>Year</b>	III	<b>Course Code:</b> SW6.5 (Practical)	<b>Credits</b>	3
<b>Sem.</b>	VI	<b>Course Title: SOCIAL WORK PRACTICUM – VI (Concurrent Fieldwork)</b>	<b>Hours</b>	<b>8 hrs per week</b>
Formative Assessment Marks: 20		Summative Assessment Marks: 80	Duration of ESA: NA (VIVA)	
<b>Course Outcomes</b>	<p>At the end of the course, the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Familiarization with agency, its objectives and Programmes.</li> <li>2. Familiarization with different settings of Social Work.</li> <li>3. Able to understand the Social Work intervention with target population.</li> <li>4. Build the capacity to work in chosen setting.</li> </ol>			
<b>COURSE CONTENT</b>				
<p><b>Concurrent Field Work:</b> Every student of VI Semester BSW shall be placed in an agency for Concurrent field work for two days in a week. The broad aim of the concurrent field work practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations. This learning experience should provide an opportunity of working with communities, groups, individuals/families and managing organization tasks. It is an opportunity to develop intervention skills in real situations.</p> <p>This entails learning social work practice for two days in every week of the semester. The learner is expected to complete a minimum of <b>20 days</b> of visits in this semester.</p> <p><b><i>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.</i></b></p>				
<b>SELF-EVALUATION REPORT BY STUDENT:</b>				
<p>The student should write a brief report of about four pages regarding their self-evaluation about field work, the experience they gained during the third year of your field work practicum according to the set parameters namely - <b>Knowledge, Skills, Attitude and Development of Professional Self.</b></p>				
<b>Note on the Calculation of Workload for Social Work Practicum</b>				
<ul style="list-style-type: none"> <li>● 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).</li> <li>● 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.</li> <li>● 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.</li> <li>● Since the Paper is of Practical nature, the total workload for the faculty for a batch of eight students is</li> </ul>				

04 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.

### **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.

<b>Year</b>	III	<b>Course Code:</b> SW6.6 (Practical)	<b>Credits</b>	2
<b>Sem.</b>	VI		<b>Course Title:</b> RESEARCH PROJECT	<b>Hours</b>

Formative Assessment Marks: 10	Summative Assessment Marks: 40	Duration of ESA: (viva)
--------------------------------	--------------------------------	-------------------------

<b>Course Outcomes</b>	<p>At the end of the course, the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Identify &amp; formulate a relevant intervention research problem, based on field experience</li> <li>2. Identify and operationalize outcome variables.</li> <li>3. Apply appropriate methods to measure and evaluate impact.</li> <li>4. Analyze findings and draw meaningful conclusions.</li> <li>5. Prepare and present a systematic research report.</li> </ol>
------------------------	--

### COURSE CONTENT

#### INSTRUCTIONS :

#### 1. Selection of Topic and Problem Identification

- Students shall identify a field-based problem from their practicum setting (*individual, group, or community level*).
- The topic should be relevant, feasible, and researchable within the available time frame.
- Students must formulate:
  - 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.

#### 5. Measuring Impact of Intervention

- Students shall adopt an appropriate research design
- Tools for data collection may include:
  - Questionnaires
  - Interview schedules
  - Observation methods
  - Standardized scales (where applicable)
- Students will:
  - Conduct baseline (pre-intervention) assessment
  - Implement intervention
  - Conduct post-intervention assessment
- Data should be analyzed and interpreted to assess the effectiveness of the intervention.

#### 5. 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