



**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY,
BALLARI**

**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)

Preamble

Bachelor of Social Work (BSW) is an undergraduate programme/course aimed at preparing its learners to be Professional Social Workers at the grassroots levels. As Social Work is a practice-based profession, the BSW course has been designed with a good combination of theory and practicum (fieldwork). This helps the learners to imbibe the right attitude, values, knowledge, and skills required to be industry-ready or social entrepreneurs as per their interests and needs of the target communities of the social work profession. Choice-Based Credit System (CBCS) propounded by the University Grants Commission (UGC), New Delhi, and promoted by Vijayanagara Sri Krishnadevaraya University, Ballari has provided an excellent opportunity to all the stakeholders of Social Work Education at the undergraduate level to take it to the next level. It is in this backdrop that the Board of Studies (BoS) in Social Work (UG) has made sincere efforts to prepare this unique syllabus.

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

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

1. Acquisition of graduate attributes and descriptors with demonstrated abilities through Field Work Training;
2. Knowledge of Media and Information Literacy in the context of Social Work practice;
3. Application of Programme Media in social work practice;
4. Skill development and entrepreneurship abilities to be taught at undergraduate levels;
5. Learning by doing through concurrent and block Field Work which provides an opportunity to the students to practice in diverse settings;
6. Selection of courses of their choice from a range of electives which allows in-built flexibility for students to learn what they are truly interested in and avoid that which they may not be much inclined to learn; and
7. Development of research and analytical abilities through dissertation as a separate paper at the honours or research degree level in the fourth year of the undergraduate degree.

Program Outcomes

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

1. Gain in-depth knowledge of the history, philosophy, values, ethics, and functions of the social work profession, and its linkages with other social science disciplines;
2. Have a complete understanding of the core and ancillary methods of professional social work and its practice base;

3. Imbibe the spirit of inquiry and research, and thereby develop problem-solving and decision-making abilities;
4. Prepare themselves as professionals to practice in diverse social work settings and to address contemporary issues and concerns of marginalized and hitherto excluded population groups;
5. Be sensitive and empathetic to the needs of the people at individuals, group and community levels and to social problems in changing social, cultural and techno-economic context;
6. Develop as young professionals with good communication skills and quest for a self-motivated life-long learning, focusing on skilling and re-skilling in their respective field of social work practice;
7. Develop a perspective on understanding planning and development at the national and international levels; and also, a thrust on national policies directed towards achieving sustainable development; and
8. Imbibe the values of social justice, human rights, empathy, hard and honest work – thereby developing in them the vision to work towards an egalitarian society.
9. Develop Digital Skills and inculcate the importance of Physical Education, Health and Wellness other extracurricular activities.

Major Components of the Program Structure

The following are some of the key components included in this syllabus as per the CBCS guidelines:

Ability Enhancement Compulsory Course (AECC): In the CBCS scheme of Undergraduate Programme, students are expected to choose a total of two mandatory subjects of their liking for additional knowledge and building their competencies outside their main subjects of study. These subjects, called AECC, have courses in English/MIL Communication, and Environmental Science. In this syllabus, the choice of AECC subjects shall be as per the syllabus of Bachelor of Arts (BA) of Vijayanagara Sri Krishnadevaraya University, Ballari.

Discipline Specific Course (DSC): These courses which form the heart of Social Work Education are to be compulsorily studied by learners as a core requirement to complete the requirement of BSW programme/course. These major subjects include theory, methods, and areas of social work and research-based projects. In the research-based project, students will be offered to learn research methodology and prepare a small dissertation. In addition, Social Work Practicum (fieldwork) is the backbone of social work education which involves multiple learning pedagogies and activities in real-life situations.

Discipline-Specific Elective (DSE): An elective course is a course that can be chosen from a pool of papers. It may comprise:

- Supportive to the discipline of Social Work,
- Providing an expanded scope required for Social Workers at the grassroots level,
- Enabling exposure to some other discipline/domain as required for Social Work Practice, and
- Nurturing proficiency/skill required for Social Work Practice at the grassroots levels.

Thus, these DSE courses are a value-addition to the students of social work in strengthening their knowledge and skills and bringing about high-quality standards in practice learning.

Value-Enhancement Compulsory Course (VECC): These courses are designed in such a way that they are able to inculcate among the learners constitutional and democratic values such as equality, justice, liberty, and fraternity through the classroom as well as practical study in the form of surveys and case studies.

Skill Enhancement Course (SEC): The social work stream offers a wide variety of courses as SEC in an interdisciplinary mode so that it enhances the knowledge and skills of the learners for getting employment or initiating self-employment in areas related to social welfare, development, and allied areas.

Assessment Process

There will be continuous internal assessment as well as term-end examination, as part of the assessment process.

Continuous Internal Assessment

Evaluation process of IA marks shall be as follows:

- The first component (C1) of assessment is for 10 marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester program.
- The second component (C2) of assessment is for 10 marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of the semester.
- During the 17th – 19th week of the semester, a semester end examination shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 80%.
- In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator / Principal. The Program Coordinator / Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concerned semester end examinations.
- For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (A4 size), graph sheets etc., required for such tests/assignments and these be stamped by the concerned department using their department seal at the time of conducting tests / assignment / work etc.
- The outline for continuous assessment activities for Component-I (C1) and Component-II (C2) of a course shall be as under.

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

Activities	C1	C2	Total Marks
Session Test	5% marks	5% marks	10
Seminars/Presentations/Activity	5% marks	-	05
Case study /Assignment / Field work / Project work etc.	-	5% marks	05
Total	10% marks	10% marks	20

Conduct of Seminar, Case study / Assignment, etc. can be either in C1 or in C2 component at the convenience of the concerned teacher.

Assessment of Social Work Practicum

Supervised Concurrent Field Work Practice is an integral part of Social Work Training Programme. It consists of practicing Social Work under the guidance of trained field instructors in selected Social Welfare Agencies/Institutions/Organizations and other type of placements. The Educational Programme is incomplete without guided practice learning satisfactorily provided. Practicum is designed to provide a variety of opportunities to develop and enhance professional skills. It enables the students to see the applicability of theoretical knowledge taught in the class room to actual situations requiring Social Work Intervention. Learning is added through Observation, Analysis of Social Realities and Experience of participation in designing and providing Social Work Intervention. Students are encouraged to acquire various skills from simple to complex, to become gradually independent workers. Practicum programme is to be carried out for 16 hours for two days in a week.

Field Work Practice Evaluation

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

Activities	C1	C2	Total Marks
Regularity, level of participation and leadership in the execution of planned field work activities	5% marks	5% marks	10
Regularity and level of participation in Individual and Group Conferences (50% weightage) and regularity and neatness in writing and submission of Field Work reports / records (50% weightage)	5% marks	-	05
Case study / Assignment related to Field work	-	5% marks	05
Total	10% marks	10% marks	20

A viva-voce examination (based on various components of curriculum specified in Field Work Practice Course) shall be conducted for 50 marks at the end of each semester to assess the performance and reports of the student with respect to Field Work Practice. The performance of the candidate shall only be assessed by a Committee consisting of one internal and one external faculty member as decided by the Chairperson of the Board of Examiners (BoE) in coordination with the Registrar (Evaluation). The number of such committees depends on the number of candidates. To be eligible to be the member of the evaluation committee the faculty member has either hold a Doctoral degree in Social Work or have qualified UGC- NET / KSET. However, in such colleges, where no qualified examiner is available both the examiners shall be external.

PROGRAM STRUCTURE FOR BACHELOR OF SOCIAL WORK (BSW)

(To be effective from the Academic Year 2024-25)

SEMESTER – I

Course code	Title of the Course	Marks			Teaching hours/week			Credit	Duration of SEE (Hrs)
		IA	SEE	Total	L	T	P		
24MJBSW1L1	Fundamentals of Social Work	20	80	100	4	0	0	4	03
24MJBSW1L2	Social Sciences' Concepts for Social Work Practice	20	80	100	4	0	0	4	03
24MJBSW1L3	Contemporary Social problems in India	20	80	100	4	0	0	4	03
24MJBSW1P/F1	Social Work Practicum – I	20	80	100	0	0	8*	4	03
24LGXX1L	Language 1	20	80	100	4	0	0	3	03
24LGXX1L	Language 2	20	80	100	4	0	0	3	03
24ESCM1L	Environmental Studies	10	40	50	3	0	0	2	1.5*
TOTAL		130	520	650	23	00	08	24	-

* 40 Multiple Choice Questions for 40 Marks (OMR Based)

Note: Course Code Description: 24MJAA1L: 24 – Year of Curriculum implementation / Revision, MJ – Major, LG – Language, CM – Common Course, 1 – Semester Number, L – Lecture, T – Tutorial, P/F - Practical/Field Work.

* 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 – II

Course code	Title of the Course	Marks			Teaching hours/week			Credit	Duration of SEE (Hrs)
		IA	SEE	Total	L	T	P		
24MJBSW2L1	Fields of Social Work Practice	20	80	100	4	0	0	4	03
24MJBSW2L2	Human Growth and Development	20	80	100	4	0	0	4	03
24MJBSW2L3	Local Self-Governance in India	20	80	100	4	0	0	4	03
24MJBSW2P/F2	Social Work Practicum - II	20	80	100	0	0	8*	4	03
24LGXX2L	Language 1	20	80	100	4	0	0	3	03
24LGXX2L	Language 2	20	80	100	4	0	0	3	03
24CVCM2L	Constitutional Values	10	40	50	3	0	0	2	1.5*
TOTAL		130	520	650	23	00	08	24	-

* 40 Multiple Choice Questions for 40 Marks (OMR Based)

Note:Course Code Description:24MJAA1L: 24 – Year of Curriculum implementation / Revision, MJ – Major, LG – Language, CM – Common Course, 1 – Semester Number, L – Lecture, T – Tutorial, P/F - Practical/Field Work.

* 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 - III

Course code	Title of the Course	Marks			Teaching hours/week			Credit	Duration of SEE (Hrs)
		IA	SEE	Total	L	T	P		
24MJBSW3L1	Social Case Work	20	80	100	4	0	0	4	03
24MJBSW3L2	Social Group Work	20	80	100	4	0	0	4	03
24MJBSW3L3	Social Work with Children and School Setting	20	80	100	4	0	0	4	03
24MJBSW3P/F3	Social Work Practicum – III (Concurrent Fieldwork)	20	80	100	0	0	8*	4	03
24MJBSW3E1	Development communication OR Participatory Learning Approaches and Tools	20	80	100	4	0	0	4	02
24LGXX3L	Language 1	20	80	100	4	0	0	3	03
24LGXX3L	Language 2	20	80	100	4	0	0	3	03
24SCBSW3L1	NGO Management and Project Formulation	10	40	50	2	0	2	2	1.5**
TOTAL		150	600	750	26	00	10	28	-

* 40 Multiple Choice Questions for 40 Marks (OMR Based)

Note: Course Code Description:24MJAA1L: 24 – Year of Curriculum implementation / Revision, MJ – Major, LG – Language, CM – Common Course, 1 – Semester Number, L – Lecture, T – Tutorial, P/F - Practical/Field WorkE-Elective, S-Skill.

* 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 - IV

Course code	Title of the Course	Marks			Teaching hours/week			Credit	Duration of SEE (Hrs)
		IA	SEE	Total	L	T	P		
24MJBSW4L1	Community Organization	20	80	100	4	0	0	4	03
24MJBSW4L2	Social Work Administration	20	80	100	4	0	0	4	03
24MJBSW4L3	Social Work in Health Setting	20	80	100	4	0	0	4	03
24MJBSW4P/F4	Social Work Practicum – IV (Social Work Camp)	20	80	100	0	0	8*	4	03
24MJBSW4E2	Life Skills Education OR Counseling and Crisis Intervention Skills	20	80	100	4	0	0	4	02
24LGXX4L	Language 1	20	80	100	4	0	0	3	03
24LGXX4L	Language 2	20	80	100	4	0	0	3	03
24SCBSW4L2	Digital Skills for Social Work Practice	10	40	50	2	0	2	2	1.5*
TOTAL		150	600	750	26	00	10	28	-

* 40 Multiple Choice Questions for 40 Marks (OMR Based)

Note:Course Code Description:24MJAA1L: 24 – Year of Curriculum implementation / Revision, MJ – Major, LG – Language, CM – Common Course, 1 – Semester Number, L – Lecture, T – Tutorial, P/F - Practical/Field Work,E-Elective, S-Skill.

* 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 – V

Course code	Title of the Course	Marks			Teaching hours/week			Credit	Duration of SEE (Hrs)
		IA	SEE	Total	L	T	P		
24MJBSW5L1	Social Action and Movements in India	20	80	100	4	0	0	4	03
24MJBSW5L2	Corporate Social Responsibility in Social Work	20	80	100	4	0	0	4	03
24MJBSW5L3	Legal Knowledge for Social Work Practice	20	80	100	4	0	0	4	03
24MJBSW5P/F5	Social Work Practicum – V (Concurrent Fieldwork)	20	80	100	0	0	8*	4	03
24MJBSW5E3	A) Social Entrepreneurship and NGO Management OR B) Human Rights and Environmental Social Work	20	80	100	0	0	4	4	03
24SCBSW5L3	Elementary Research Methodology	10	40	50	1	0	2	2	1.5*
TOTAL		120	480	600	13	00	10	22	-

* 40 Multiple Choice Questions for 40 Marks (OMR Based)

Note:Course Code Description:24MJAA1L: 24 – Year of Curriculum implementation / Revision, MJ – Major, LG – Language, CM – Common Course, 1 – Semester Number, L – Lecture, T – Tutorial, P/F - Practical/Field Work, E-Elective, S-Skill.

* 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

Course code	Title of the Course	Marks			Teaching hours/week			Credit	Duration of SEE (Hrs)
		IA	SEE	Total	L	T	F		
24MJBSW6L1	Social Work with Tribal, Rural, and Urban Communities	20	80	100	4	0	0	4	03
24MJBSW6L2	Social Work with Women and Elderly	20	80	100	4	0	0	4	03
24MJBSW6L3	Social Work with Differently-abled Persons	20	80	100	4	0	0	4	03
24MJBSW6P/F6	Social Work Practicum – VI (Concurrent Fieldwork)	20	80	100	0	0	8*	4	03
24MJBSW6E4	Disaster Management OR Welfare of Underprivilege	20	80	100	4	0	0	4	03
24IPBSW6L/P	Internship/Project	10	40	50	2	0	2	2	1.5*
TOTAL		110	440	550	22	00	10	22	-

* 40 Multiple Choice Questions for 40 Marks (OMR Based)

Note:Course Code Description:24MJAA1L: 24 – Year of Curriculum implementation / Revision, MJ – Major, LG – Language, CM – Common Course, 1 – Semester Number, L – Lecture, T – Tutorial, P/F - Practical/Field Work,E-Elective, PR-Project.

* 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.

Department Name: Social Work
Semester - I

Course Title: Fundamentals of Social Work	Course Code: 24MJBSW1L1
Total Contact Hours: 56	No. of Credits: 04
L:T:P	4:0:0
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course, students will be able to:

1. Understand the basic concepts of the Social Work profession;
2. Interpret the context and reasons for the origin and development of social work in India and the West; and
3. Analyse the rationale, goals, ideals, methods and ethical standards for bringing about desired social change/development through professional services of Social Work.

Unit	Description	Hours
1	Introduction to Social Work: 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.	14
2	Historical Development of Social Work in the UK, USA and India: 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.	14
3	Social Work in Modern India: 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.	14
4	Social Work Profession: 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. Professional organizations: NASW, IFSW, NPSWI, ISPSW, AIAMSWP, etc., Current status and Challenges of social work profession.	14
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<ol style="list-style-type: none"> 1. Desai, M. 2000. <i>Curriculum Development on History of Ideologies for Social Change and Social Work</i>. Mumbai: Social Work Education and Practice, TISS. 2. Desai, M. 2002. <i>Ideologies and Social Work: Historical and Contemporary Analysis</i>. Mumbai: Social Work Education and Practice, TISS. 		

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Journals:

Indian Journal of Social Work, and Journal of Social Work.

Digital Resources:

USC Suzanne Dworak-Peck School of Social Work (2014), Introduction to Social Work: Available at <https://www.youtube.com/watch?=jJXRB1V5eVw&t=5s>

UH Class OET (2016) Introduction to Social Work, University of Houtson: Available at <https://www.youtube.com/watch?=LtaCmORiP9A>

The Audiopedia (2017), What is SOCIAL WORK? What does SOCIAL WORK mean? SOCIAL WORK meaning, definition and explanation: Available at <https://www.youtube.com/watch?v=xj5-Vdh1B3E>

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

Department Name: Social Work
Semester - I

Course Title: Social Sciences' Concepts for Social Work Practice	Course Code: 24MJBSW1L2
Total Contact Hours: 56	No. of Credits: 04
L:T:P	4:0:0
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

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.

Unit	Description	Hours
1	Introduction to Social Sciences: Meaning and definition of Social Sciences and its differences with other streams of knowledge. Knowledge of Anthropology for Social Work: Anthropology: Meaning, Definitions, Nature and Scope. Relationship of Anthropology with Social Work. Importance of Socio-Cultural Anthropology. Overview of various Tribes in Karnataka.	14
2	Knowledge of Sociology for Social Work: 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.	14
3	Knowledge of Economics for Social Work: 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.	14
4	Knowledge of Political Science for Social Work: 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.	14
References:		
Print Resources		
<ol style="list-style-type: none"> 1. Ahuja, Ram: Society in India, Rawat Publications, Jaipur, 1999. 2. Bagchi, A.K.: The Political Economy of Underdevelopment, Cambridge, Cambridge 		

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3. Bardhan, P: The Political Economy of Development in India, Delhi, Oxford University Press, 1984.
4. Bhatnagar, S: Political Theory: An Introduction, Meerut, Meenakshi Prakashan, 1985.
5. Bhushan, Vidya and Sachdev, D.R. 1999. An Introduction to Sociology, Allhabad, Kitab Mahal.
6. Brahmananda, P.R and Panchaucki, V.R.: The Development Process of the Indian Economy, Bombay, Himalaya Publishing House 1987. Page 19 of 57
7. Fredrich, C.J: An Introduction to Political Theory, Bombay, Jaico Publishing House, 1967.
8. Harris, Peter B: Foundations of Political Science, London, Hutchinson 1976. JoKolb,
9. Eugene: A Framework for Political analysis, Englewood Cliffs, Prentice Hall, 1978.
10. Keesing, R.M: Cultural Anthropology: A Contemporary Perspective, New York: Holt,
11. Rinehart and Winston, 1975. Kothari, Rajni: Politics in India, New Delhi, Orient Longman, 1982.
12. McIver, K.B. and Page, C.H: Society: An Introductory Analysis, Madras, Macmillan India Limited, 1985.
13. Rao, Shankar C. N: Sociology- Primary Principles, S.Chand and Company Ltd., New Delhi, 2002.
14. Samuelson, P.A.: Economics: An Introductory Analysis, New York, Mc Graw Hill Book Co. Inc., 1961.
15. Srinivas M.N: Social Change in Modern India, Bombay allied Publishers, 1966.
16. Srinivas, M. N. 1996. Village, Caste, Gender and Method (Essay in Indian Social Anthropology), Delhi: Oxford University Press.
17. Srinivas, M.N: Caste in Modern India and other Essays, Bombay, Asia Publishing House, 1962.

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1. [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)
2. <https://www.toppr.com/guides/civics/what-is-government/meaning-of-government/>
3. <https://en.wikipedia.org/wiki/Government>
4. <https://www.nios.ac.in/media/documents/srsec317newE/317EL24.pdf>
5. <https://www.unescap.org/sites/default/files/good-governance.pdf>
6. <https://www.drishtiias.com/to-the-points/paper4/good-governance-2>

Department Name: Social Work
Semester - I

Course Title: Contemporary Social problems in India	Course Code: 24MJBSW1L3
Total Contact Hours: 56	No. of Credits: 04
L:T:P	4:0:0
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course the student should be able to:

1. Gain realistic understanding of different social problems in India;
2. Develop ability to analysis the causes, consequences and possible solutions to different social problems; and
3. Understand the interrelationship among various social problems and socio-economic development.

Unit	Description	Hours
1	Concept of Social Problem: Meaning and definitions of social problem - Classification of social problems - Causes and consequences of social problems. Need for studying social problems.	14
2	Structural Problems: Meaning and definitions and characteristics of poverty, inequality of caste and gender, beggary, commercial sex, corruption, communalism.	14
3	Familial Problems: Meaning, Definitions and Characteristics of Dowry, Divorce, Domestic violence, Child abuse, Female foeticide, child labour, population explosion.	14
4	Developmental Problems: 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.	14

References:**Print Resources:**

1. Ahuja, Ram. 1992. *Social Problems in India*. Jaipur: Rawat Publications.
2. Becker, H.S. 1996. *Social Problems: A Modern Approach*. New York: John Wiley and Sons.
3. D'Souza, Ashok. A. 2015. *Social Development through Social Work*. Bangalore: Niruta Publications.
4. Dantwala, M.L. 1973. *Poverty in India: Then and Now*. Delhi: Macmillan Company of India.
5. Fisher, H.J(Ed). 1971. *Problems of Urbanization*. Bombay: Leslie Sawhny Programme of Training and Democracy.
6. Gangrade, K.D. 1973. *Social Legislation in India*, Vol.1 and II. Delhi: Concept Publishing Company.

7. Gore, M.S. 1973. *Some Aspects of Social Development*. Bombay: Tata Institute of Social Sciences.
8. Government of India: *Five Year Plan Documents*, New Delhi.
9. Habibur Rahman, M. 2001. *Social Development*. New Delhi: Northern Book Centre.
10. Jacob, K.K. 1980. *Social Development Perspectives*. Udaipur: Himanshu Publications.
11. Madan, G.R. 2002. *Indian Social Problems – Vol.I* Seventh Edition. New Delhi: Allied Publishers Pvt. Ltd.
12. Merton & Nisbet. *Contemporary Social Problems* New York: Harcourt BraceJavanovich.
13. Thomas, Gracious (ed.). 2010. *Social Work Intervention with Individuals and Groups (Vol. II)*. New Delhi: School of Social Work, IGNOU.
14. Veena Das. 1990. *Mirrors of Violence: Communities, Riots and Survivors in South Asia*.
15. World Bank (OUP): *World Development Reports*, (Annual).

Department Name: Social Work
Semester – I

Course Title: Social Work Practicum – I	Course Code: 24MJBSW1P/F1
Total Contact Hours:	No. of Credits: 04
L:T:P	0:0:8(8 per week)
Internal Assessment Marks: 20	Duration of SEE: NA (Viva)
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course the student should be able to:

1. Obtain conceptual clarity regarding different approaches of providing help to people in need;
2. Get acquainted with the professional role of social workers;
3. Develop self-awareness and orientation to teamwork;
4. Acquire introductory skills in the use of programme media; and
5. Develop skills in report writing and use of supervision.

Course Content

This Course comprises:

A minimum of 10 **Orientation Lectures** given by the faculty on topics such as:

- Concept, purpose, and importance of Field Work Practice in Social Work Education;
- Different components of Social Work Practicum from the first to final semester of the BSW Course;
- Roles and responsibilities of the Student / Social Work Trainee, Faculty Supervisor, and Agency Supervisor;
- Need and significance of Orientation Visits;
- Purpose and types recording in Field Work Practice;
- Understanding self-awareness and self-management, time management, and goal setting for effective Field Work Practice;
- Ethical principles in Field Work Practice; and
- Techniques like rapport building, observation and analysis, advocacy, and networking with individuals, group, and communities.

A minimum of 10 **Orientation Visits** to various governmental and non-governmental settings of Social Work Practice organized by the Faculty at the beginning of the Course.

A minimum of 10 **Structured Experiences Laboratory (SEL)** to help students understand and acquire the knowledge and skills by covering the following topics through various program media such as role plays, group games, etc.:

- Becoming a Professional Social Worker (Exploring Why You Are Here);
- Teambuilding
- Self-Awareness & Understanding Its Importance in Social Work Practice
- Values Identification & Understanding Its Importance in Social Work Practice
- Developing Professional Behaviour: What it is and what it is not, including behaviour with other professionals
- Defining Professional Boundaries: Boundary Violation/Boundary Crossing

- Exploring Ethical Challenges

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

Guidelines for Orientation Visits

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 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. $8 \text{ hrs.}/2 = 4$). 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.

References:

Print Resources:

1. Columbia University. 2015. *Hand book for Student Social Work Recording*. School of Social Work.
2. Kadushin, Alfred Harkness, Daniel. 2005. *Supervision in Social Work*. New Delhi: Rawat Publications.
3. Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
4. Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
5. Mathew, G. *Supervision in Social Work*. Mumbai: TISS.

6. Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
7. Roy, Sanjoy. 2012. *Field Work in Social Work*. Rawat Publication: Jaipur.
8. Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
9. Tata Institute of Social Sciences. 1998. *Field Work Manual for First Year Social Work*. Tata Institute of Social Sciences, Mumbai.
10. University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.

Digital Resources:

1. IGNOU School of Social Work (2013), Field Work Practicum in Social Work, https://www.youtube.com/watch?v=a6u_YBsoKCs
2. The Maharaja Sayajirao University of Baroda (2019), [https:// www.msubaroda.ac.in/ asset/storage/ admission/FSW Prospectus 2019.pdf](https://www.msubaroda.ac.in/asset/storage/admission/FSW_Prospectus_2019.pdf)
3. Learning Outcomes based Curriculum Frame work (LOCF) for Bachelor of Social Work (BSW) (2019), https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf

Department Name: Social Work
Semester - II

Course Title: Fields of Social Work Practice	Course Code: 24MJBSW2L1
Total Contact Hours: 56	No. of Credits: 04
L:T:P	4:0:0
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course, students will be able to:

1. Gain an overview of contemporary fields of Social Work profession;
2. Develop understanding of different areas of social work practice like correctional social Work, medical, psychiatric and school social work etc.,
3. Understand the role and functions of social workers in different settings; and
4. Be motivated to practice, analyze and evaluate social work interventions.

Unit	Description	Hours
1	Social Work with Families: 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. Social Work with Youth: 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.	16
2	Occupational Social Work. 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. Correctional Social Work: Meaning, Definition, Characteristics and Problems. Social Work Practice in Correctional Setting.	14
3	Social Work in Community Development: Concept and Evolution of Community Development in India; Social Work Practice with different communities. Medical and Psychiatric Social Work: Meaning, Definitions and Scope. Role and Functions of Medical and Psychiatric Social Workers.	12
4	Social Work with Sexual Minorities: 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. Ecology and Development: Concept, Inter linkages and Environmental Issues and solutions. Role of Social Workers in attaining Sustainable Development Goals.	14
References:		
<ol style="list-style-type: none"> 1. Chakraborty Krishna (2002), Family in India, Jaipur, Rawat Publication. 2. Charles ES and Theresa FD (2000), Ages and Stages: A parent's Guide to Normal Child 		

- development, New York, Wiley.
3. D'Souza PR, Kumar S and Shastri S (2009), Indian Youth in Transforming World, New Delhi, Sage.
 4. Dandekar K (1996), The Elderly in India, New Delhi, Sage.
 5. Desai M(ed) (1994), Family and Intervention: A Course Compendium, Mumbai, TISS.
 6. Dhar, Chowdhury, Rajgopal (2004), The Graying of India; Population of Ageing in the Context of Asia, New Delhi, Sage.
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 8. Bhattacharya, S.K. (2003): Social Defence: An Indian Perspective. New Delhi: Regency Publications.
 9. Colin Pritchard (2006), Mental Health Social Work, USA: Routledge.
 10. Desai, Arvind (1988): Psychiatric and Modern Life, New Delhi: Sterling Publishers Pvt. Ltd.

Department Name: Social Work
Semester - II

Course Title: Human Growth and Development	Course Code: 24MJBSW2L2
Total Contact Hours: 56	No. of Credits: 04
L:T:P	4:0:0
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course, students will be able to:

1. To understand the Fundamentals of Psychology and Human Behaviour.
2. To understand the significance of Social Psychology and Behavioural Adjustment.
3. To understand various psychological situations.

Unit	Description	Hours
1	Introduction to Psychology: Meaning and definitions of psychology; Branches of Psychology; Need for knowledge of psychology for Social Workers. Understanding Human Behavior: Heredity and Environment - Concept and Mechanisms, its influence on human growth and behaviour.	14
2	Basic Concepts: Motivation, Perception, Cognition, Emotion, Attitude and Learning - Meaning, Definitions and Factors affecting on these Concepts. Social Behaviour: Meaning and significance of Social Psychology - Concepts, Meaning, Definitions and Characteristics of Group, Mob, Leadership, Public Opinion, and Propaganda.	14
3	Personality: Meaning, definitions and types of Personality; Erikson's Theory of Personality Development. Adjustment: Definition, meaning, types, and importance in the context of Frustration, Conflict and Stress; Meaning, Definitions and Types of Defense and Adjustment Mechanisms.	14
4	Abnormal Behaviour: Meaning, definition, scope of Abnormal Psychology; Causes (Biogenic, psychogenic and socio-genetic) and types (psychogenic, personality, organic and psycho-somatic) of Abnormal Behaviour; Treatment for Abnormal Behaviour (Medical Therapy and Psycho-therapy).	14

References:

1. Bhatia, Hansraj. 1970. Elements of Psychology. Mumbai: Somayya Publications.
2. Hurlock. E.B. 1995. Child Growth and Development. New York: Tata McGraw-Hill Publishing Company Ltd.
3. Kuppaswam, B. 1980. An Introduction to Social Psychology. Mumbai: Media Promoters and Publishers.
4. Misra, G. (Ed.) 1990. Social Psychology in India. New Delhi: Sage Publications.
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6. Prabhu, V. Vinay. 1999. A Student's Handbook of General Psychology. Vinay Publication.
7. Coleman, James C. 1976. Abnormal Psychology and Modern Life. Forman and Co, 5th edition.
8. Kaur, Rajpaul. 2005. Abnormal Psychology. New Delhi: Deep & Deep Publications.

Digital Resources:

1. Current Opinion in Psychology: <http://bit.ly/2DWs5VT>
2. Journal of Applied Developmental Psychology: <http://bit.ly/2nG9mTI>
3. Journal of Education Psychology: <http://bit.ly/2FI9Gs3>
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5. Carlo W (2011), Stages of Human Development, Available at <https://www.youtube.com/watch?v=ld8GLIzIWKU>
6. Leisure Information Network (2014), Ages and Stages of Middle Childhood 6 to 12 Year Olds, Available at https://www.youtube.com/watch?v=OtpiBtL_7zc
7. Michelle Hancock(2016), Middle Childhood Social Emotional Development, Available at https://www.youtube.com/watch?v=PR-7SM2a_7g
8. Amanda Price (2012), Adolescence & Young Adulthood, Available at https://www.youtube.com/watch?v=n5ERlf-4f_c
9. Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of Social Work (BSW)(2019) https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf

Department Name: Social Work
Semester - II

Course Title: Local Self-Governance in India	Course Code: 24BSW2L3
Total Contact Hours: 56	No. of Credits: 04
L:T:P	4:0:0
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course, students will be able to:

1. Understand the philosophy of Panchayati Raj System in India;
2. Understand the origin and development of Panchayati Raj System in India; and
3. Understand the legislations and mechanism of Panchayati Raj System in India.

Unit	Description	Hours
1	The interrelationship between Decentralization and Democracy; Evolution of Local Self Governance in India– Constitutional Dimensions of Local Self Governance – Salient features of 73 rd and 74 th Constitutional Amendments - Devolution of Administrative, Legislative, and Financial Powers to the Local Bodies.	14
2	Rural Local Bodies: Panchayat Raj Institutions- Basic features of Karnataka Panchayat Raj Act, 1993: Ward Sabha and Grama Sabha; Composition, Powers and Functions of Zila Panchayath, Taluk Panchayath, Gram Panchayath; Constitution of Panchayat; Structural issues of Panchayath Raj institutions - Election, finance, Reservation, and Staff.	14
3	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.	14
4	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.	14

References:

1. Anil Datta Mishra and Mihadev Shivappa Dadage (2002), Panchayati Raj: Gandhian Perspective, Mithal Publications, New Delhi.
2. Bakshi P.M. (Ed.), (2004), The constitution of India, Universal Law Publishing Company, Delhi.
3. Bhaviskar, B.S. and Metthew, George. (2009). Inclusion and Exclusion in Local Governance, Sage Publications.
4. Debroy, Bibek. & Kaushik, P.D. (2005). Energizing Rural Development through 'Panchayats', Academic Foundation.
5. Ghosh, Budhadeb and Girish Kumar, State Politics and Panchayaths in India, (New Delhi: Manohar Publications, 2003).

6. Jean Jacques Dethier (Ed) (2000), Governance, Decentralization and Reform in China, India and Russia, Kluwer Academic Publishers, Netherlands.
7. Kuldeep Mathur, From the Government to Governance, (New Delhi: National Book Trust, 2009).
8. Mathew J and Jain L.C. (Eds), Decentralization and Local Governance, (New Delhi: Blackswan, 2005).
9. Menon, Sudha V. (2007). Panchayati Raj: Perspectives and Experiences, ICFAI Publications.
10. The Constitution of India.
11. The Karnataka Corporation Act 1976.
12. The Karnataka Municipalities Act, 1964.
13. The Karnataka Panchayat Raj Act, 1993.
14. The Panchayath (Extension to Scheduled Area) Act, 1996.
15. UNDP Policy papers on Decentralization.

Department Name: Social Work
Semester – II

Course Title: Social Work Practicum – II	Course Code: 24MJBSW1P/F2
Total Contact Hours:	No. of Credits: 04
L:T:P	0:0:4 (8 per week)
Internal Assessment Marks: 20	Duration of SEE: NA (Viva)
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course the student should be able to:

1. Have an understanding of different approaches to providing help to people in need;
2. Be acquainted with the professional role of social workers;
3. Develop self-awareness and orientation to teamwork;
4. Acquire introductory skills in the use of programme media; and
5. Develop skills in report writing and use of supervision.

Course Content
<p>This Course comprises:</p> <ul style="list-style-type: none"> ➤ Observation Visits to welfare, educational, developmental, industrial, and allied agencies – 6-8; ➤ Social Case Works - at least one or two guided case works; and ➤ A minimum of 10 Structured Experiences Laboratory (SEL) to help students understand and acquire the knowledge and skills by covering the following topics through various program media such as role plays, group games, etc.: <ul style="list-style-type: none"> ○ Identifying Basic Key Communication Skill Sets ○ Talking, Listening, & Active Listening ○ Verbal, Non-Verbal Communication ○ Written Communication ○ Exploring the Cultural Make-Up of the Field Agency ○ Exploring the Role of Culture as a Key Factor ○ Setting the Stage for an Effective Social Work Interview ○ Exploring the Preparatory Phases of Social Work ○ Essential Factors in Data Gathering & Social Work <p>The stipulated hours for Social Work Practicum are eight hours per week.</p>
Guidelines for Orientation Visits
<p>A minimum of four (4) hours is expected to be spent by the students in each and every organization. The chief functionary or the chief executive of the organization or his nominee is expected to share the details on all the relevant aspects of the organization. The social work faculty who accompany the students has to encourage, stimulate and also facilitate the students to gather more information on the clientele, services, societal reactions, outcome of the process, etc. Each and every student shall submit an individual 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</p>

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. $8 \text{ hrs.}/2 = 4$). 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.

References:

Print Resources:

1. Columbia University. 2015. *Hand book for Student Social Work Recording*. School of Social Work.
2. Kadushin, Alfred Harkness, Daniel. 2005. *Supervision in Social Work*. New Delhi: Rawat Publications.
3. Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
4. Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
5. Mathew, G. *Supervision in Social Work*. Mumbai: TISS.
6. Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
7. Roy, Sanjoy. 2012. *Field Work in Social Work*. Rawat Publication: Jaipur.
8. Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
9. Tata Institute of Social Sciences. 1998. *Field Work Manual for First Year Social Work*. Tata Institute of Social Sciences, Mumbai.
10. University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.

Digital Resources:

4. IGNOU School of Social Work (2013), Field Work Practicum in Social Work, https://www.youtube.com/watch?v=a6u_YBsoKCs
5. The Maharaja Sayajirao University of Baroda (2019), [https:// www.msubaroda.ac.in/ asset/storage/ admission/FSW_Prospectus_2019.pdf](https://www.msubaroda.ac.in/asset/storage/admission/FSW_Prospectus_2019.pdf)
6. Learning Outcomes based Curriculum Frame work (LOCF) for Bachelor of Social Work (BSW) (2019), https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf

Department Name: Social Work
Semester - III

Course Title: Social Case Work	Course Code: 24MJBSW3L1
Total Contact Hours: 56	No. of Credits: 04
L:T:P	4:0:0
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course, students will be able to:

1. To enhance their knowledge on working with individuals and families.
2. To adopt social case work skills in their practice with individuals with problems.
3. To handle the clients and their problems in various settings

Unit	Description	Hours
1	Introduction to Social Case Work: Meaning, Definition, Nature and Scope of Social Case Work; Historical Development of Social Case Work Method in west and India. Components of Social Case Work: The Person, the Problem, the Place and the Process.	14
2	Principles of Social Case Work: Individualization, acceptance, client self-determination, controlled emotional involvement, confidentiality, non-judgmental attitude, purposeful expression of feelings. Social Case Work Process: Intake, Study, Assessment, Intervention, Evaluation, Termination, and Follow-up. Case work Skills: communication skills, listening, Paraphrasing, Responding, Summarizing, Attending Questioning, Clarifying	14
3	Tools of Social Case Work: Listening, Interview, Observation, Relationship and Home visits. Techniques: Supportive Techniques, Counseling Techniques and Techniques of improving or enhancing the client's resources. Recording: Nature, types and purpose of recording	14
4	Application of case work Method: Primary and secondary settings - Application of methods in family, women, and child welfare settings, marriage counseling centres, schools' settings, medical and psychiatric settings, correctional institutions and industry	14

References:

1. Banerjee, G. R. 1971 "Some Thoughts on Professional Self in Social Work", Indian Journal of Social Work, Mumbai: Tata Institute of Social Sciences.
2. Banerjee, G. R. Papers on Social Work - An Indian Perspective, Bombay, Tata Institute of Social Sciences

3. Cross, C.P. (Ed.) (1974). Interviewing and Communication in Social Work, London: Routledge and Kegan Paul.
4. Garrett, A. (1942). Principles of Social Case Recording, New York: Columbia University Press
5. Hamilton, G. 1946 Principles of Social Case Recording, New York, Columbia University Press.
6. Hamilton, G. 1950: Theory and Practice in Social Case Work, New York, Columbia University Press
7. Kadushin, A. (1972). Interviewing in Social Work, New York: Columbia University Press.
8. Mathew, Grace 1992: An Introduction to Social Case Work, Bombay, Tata Institute of Social Sciences.
9. Nursten, Jean. 1974: Process of Case Work, G.B: Pitman Publications.
10. Perlman, H. H. 1957: Social Case Work: A Problem-Solving Process, Chicago. The University of Chicago Press.
11. Pippins, J. A. 1980: Developing Case Work Skills, California: Sage Publications.

Journals:

1. Indian Journal of Social Work, and Journal of Social Work.
2. Indian Journal of Social Work, By-Annual, TISS, Deonar, Mumbai (Maharashtra)
3. Perspectives in Social Work, College of Social work, Nirmal Niketan, Mumbai (Maharashtra)

Department Name: Social Work
Semester - III

Course Title: Social Group Work	Course Code: 224MJBSW3L2
Total Contact Hours: 56	No. of Credits: 04
L:T:P	4:0:0
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course, students will be able to:

4. To enhance their knowledge on social group settings by providing effective interventions to empower different categories of the society.
5. To gain skills for synthesizing and applying social group work for developmental and purposes.
6. To use group work principles and practices in the various spheres of social work Practice.

Unit	Description	Hours
1	Introduction to Social Group Work: Meaning, Definitions, Objectives, and Principles of Social Group Work -Historical Development of Social Group Work.	14
2	Treatmentgroups: Socialization Groups, Therapeutic Groups, Educational, Growth,Remedial groups. Task Oriented Groups: Teams, Committees and social action groups Developmental Groups: Self-help Groups and Support Groups, Role of Groups in development of the individual.	14
3	Group Work Process- Intake, Study, Objectives and Goal Setting, Interventions, Evaluation and Follow up. Program as Tool: Principles of Program Planning, Program Media and Program Development Process. Group Worker – Roles, Functions, Skills and Qualities	14
4	Group Work Models: Social goals model, Remedial and Reciprocal Models. GroupWork Practice:In Child Care, Family, Correctional institute, Community Development,Education and Healthcare, industrial Settings. Recording and evaluation: Principles, Importance, Types and techniques.	14

References: 1. Garvin, Charles D, (1997). Contemporary Group Work. Prentice Hall.
2. Gracious Thomas etc. (2010). Social Group Work: Working with Groups – MSW-008 Indira Gandhi National Open University.
3. Grotsky, Lynn (et al) (2000). Group Work with Sexually Abused Children: A Practitioner’s Guide. Sage Publications.
4. Konopka, Gisela (1963). Social Group Work: Helping Process. Prentice Hall.
5. National Social Workers (1963). Social Group Work with Older People. New York.
6. Schwartz William. (1971). Practice of Group Work. New York: Columbia University Press

7. Shulman Lawrence, (1999). Skills of helping individuals, families, groups, communities, Illinois: F. E. Peacock Publishers Inc.
8. Siddiqui, H Y. (2008). Group Work: Theories and Practice, Rawat publications.
9. Toseland, Ronald W & Rivas, Robert F., (1984), Introduction to Group Work Practice, Macmillan & Co Ltd.
10. Toseland, Ronald W and Rivas, Robert F, (1984). Introduction to Group Work Practice. Macmillan & Co Ltd.
11. Trecker, Harleigh B, (1972). Social Group Work: Principles and Practice Associated Pub. House.
12. Mishra, P. D., & Mishra, B. (2010). Social group work: theory and practice. New Royal book co.

Journals:

Indian Journal of Social Work, and Journal of Social Work.

Digital Resources:

Department Name: Social Work
Semester - III

Course Title: Social Work with Children and School Setting	Course Code: 24MJBSW3L3
Total Contact Hours: 56	No. of Credits: 04
L:T:P	4:0:0
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course, students will be able to:

1. To identify with the contemporary status of Child in India.
2. To understand the concept of Child Health and Child Legislation in India.
3. To understand the diverse Government and Non-Government welfare and child welfare in India..

Unit	Description	Hours
1	Child: Meaning, Definition and Children in India: Demographic characteristics, Special categories of children: Delinquent children, Destitute children, Physically and mentally challenged, Street children, Children in prostitution, Child beggars, Children in broken homes, Behavioral problems of children, Abandoned children, Child trafficking, HIV/AIDS affected and infected children Social Worker in Mitigating the Issues of Children; National Policy on Children	14
2	Stages of Childhood. Personality Development in childhood: Role of Family, Peer Group, Neighborhood, School and Problems of Children in India	14
3	Legislations related to children: The Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act 1994 (PCPNDT), Salient feature of Right to Education Act 2009, Salient feature of Protection of Children from Sexual Offence Act 2013 (POCSO)	14
4	Child Neglect and Abuse; Children in conflicting with law; National Policy for Children National Child rights Commission, Constitutional safeguards for children. child welfare programs in Karnataka and India.	14

References:

1. Banerjee, B. G. (1987) Child Development and Socialisation, New Delhi : Deep & Deep Publication
2. Bhalla, M. M. (1985) Studies in Child Care, Delhi : Published by NIPCCD
3. Chandra Kulshreshtha Jinesh (1978) Child Labour in India, New Delhi : Ashish Publishing House
4. Chaturvedi, T. N. (1979) Administration for Child Welfare, Admin, New Delhi : Indian Institute of Pub.
5. Desai Murli (1986) Family and Intervention – Some Case Studies, Mumbai : TISS.

6. Family Life Education in India, (1969) (Perspectives Challenges & Application) Heights Publishers & Distributors
7. Larlton E, Munson (1983) Social Work with Families – Theory and Practice, New York : The Free Press
8. Nichols, Michall P. & Richard, C(1991) (2nd edition), Family Therapy Concepts and Methods, London : Allyn and Bacob Publishers & Distributors

Department Name: Social Work
Semester - III

Course Title: Social Work Practicum – III	Course Code: 24MJBSW3P/F3
Total Contact Hours:	No. of Credits: 04
L:T:P	0:0:8 (8 per week)
Internal Assessment Marks: 20	Duration of SEE: NA (Viva)
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course, students will be able to:

1. Able to understand Programmes and projects of governmental and nongovernmental organizations and critically appraise them
2. Able to develop sensitivity towards the needs and problems of different target groups
3. Able to develop understanding of the role of Social Workers in different settings.

Course Content

This Course comprises:

Field Work Tasks and Activities

1. Familiarization with agency and develop an agency profile with focus on:

1.1 Organizational genesis, organizational types and structure, ideological orientation, programmes and policies

1.2 Client group/s

1.3 Problems are being focused

1.4 Services are being provided

1.5 The role of social worker

1.6 Network with other agencies.

2. Observe agency functioning

3. Practice the methods of working with individuals and groups in the agency

4. Practice the Skills in observation, listening, group discussion and report writing.

5. Assist the organization wherever desirable in its ongoing interventions.

6. Seek guidance from agency supervisor and attend weekly

Individual Conference with field work supervisor.

7. Minimum 24 Visits need to carry out

8. Students Required to Learn following components

8.1 Aims and Objectives of the Organization, Organization Structure, Sources of Funding, Genesis and Types of Organization, Problems faced by the Organization,

8.2 Legal Status of the Organization

8.3 Functions of Social Work

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

In Concurrent Fieldwork Placement they are required to undertake:

o Case work - at least one or two cases in the semester.

o Group work - one session per week.

o Need based programmes for students, teachers and parents

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.

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.

References:

11. Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
12. Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
13. Mathew, G. *Supervision in Social Work*. Mumbai: TISS.
14. Roy, S. 2012. *Fieldwork in Social Work*. Jaipur: Rawat Publications.
15. Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
16. Singh, R.R. (ed.) 1985. *Fieldwork in Social Work Education: A Perspective for Human Service Profession*. New Delhi: Concept Publishing.
17. Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
18. University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.
19. University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.
20. Delhi: UGC/Tata Institute of Social Sciences. 1998. *Field Work Manual for First Year Social Work*. Tata Institute of Social Sciences, Mumbai.
21. University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.

Digital Resources:

7. IGNOU School of Social Work (2013), Field Work Practicum in Social Work, https://www.youtube.com/watch?v=a6u_YBsoKCs
8. The Maharaja Sayajirao University of Baroda (2019), https://www.msubaroda.ac.in/asset/storage/admission/FSW_Prospectus_2019.pdf
9. Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of Social Work (BSW) (2019), https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf

Department Name: Social Work
Semester - III

Course Title: Development communication	Course Code: 24MJBSW3E1 (A)
Total Contact Hours: 56	No. of Credits: 04
L:T:P	4:0:0
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course, students will be able to:

1. Understand the meaning and importance of communication in day-to-day life.
2. Focus on interpersonal communication of interviewing and allied aspects.
3. Develop skills of application to real life situations.

Unit	Description	Hours
1	Communication: Meaning, Process and Types. Meaning and major features of Development Communication; Significance of Development Communication to Social Work Practice. Techniques of Development Communication: Information Dissemination and education, behaviour change, social marketing, social mobilization, media advocacy, communication for social change and community participation.	14
2	Interpersonal communication: Interviewing - Objectives, principles of interviewing; listening, qualities of effective communicator. Meaning, Process and Significance of Seminars, symposium, conferences, workshops, group discussions, role playing, games, brain storming, street play.	14
3	Electronic Media Communication: Television, Video conferencing systems, Telecommunication and its tools, exhibition, newspapers and magazines, advertisements, radio, film, email, internet, and communication network. Skills of effective speaking and writing.	14
4	Mass communication .Impact of mass communication on society, family, marriage and child development. Communication. Analysis and Planning: Planning	14
References:		

1. Brown, Leland 1970 *Communicating Facts and Ideas in Business*, New Jersey: PrenticeHall Inc., Englewood Cliffs.
2. Desai, M. M.(Ed.) 1979 *Creative Literature and Social Work Education*, Bombay: Somaiya Publications Pvt. Ltd.
3. D'souza, Y. K. 1999 *Communication Today and Tomorrow*, New Delhi: Discovery Publishing House.
4. Fisher, Dalmar 1999 *Communication in Organisations*, Second Edition, Mumbai: Jaico Publishing House. Page 26 of 63
5. Melkote, Srinivas R. 1991 *Communication for Development in the Third World – Theory and Practice*, New Delhi: Sage Publications.
6. Mohan, Krishna and *Developing Communication Skills*, Delhi: Banerji, Meera. 1990 Macmillan India Ltd.
7. Murphy, Robert D. 1977 *Mass Communication. and Human Interaction*, Boston: Houghton Mifflin Company.
8. Narang, Vaishna 1996 *Communicative Language Teaching*, New Delhi: Creative Books.
9. Pollock, Thomas Clark; *The Art of Communicating*, New York: Sheridan, Marion C; The Macmillan Company. Ledbetter, Frances and Doll, Ronald C. 1955.

Department Name: Social Work
Semester - III

Course Title: Participatory Learning Approaches and Tools	Course Code: 24MJBSW3E1 (B)
Total Contact Hours: 56	No. of Credits: 04
L:T:P	4:0:0
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course, students will be able to:

1. To explain the main concepts and elements of a participatory curriculum development process.
2. To present practical skills and knowledge leading to the effective design of training programmes.
3. To allow learners to acquire confidence in applying new methods and approaches to teaching and learning.

Unit	Description	Hours
1	Introduction to Participatory Rural/Rapid Appraisal: Meaning and Definition, Origin and Development, Overview of Techniques and Application. Overview of various participatory approaches and tools. Significance of Participatory Approaches.	14
2	Participatory study and assessment of the situation. Use of PRA techniques: Resource Mapping, Wealth Ranking, Transects, Informal Interviews, observation, problem identification, cause/effect analysis and problem statement	14
3	Some of the Important Participatory Techniques: Brainstorming, Focus Group, Priority Grid, Transects / Maps, Resource Mapping, Crop Calendar, Constraints Analysis, Opportunity Matrix, Stakeholder Analysis, Venn Diagrams, Gender Analysis, and Time Budget Analysis.	14
4	Some More Important Participatory Techniques: Analysis of the Relations of Production, Genderised Logical Framework (Logframe), Trend Analysis, Role Play, Case Studies, Resource Flow, Wealth Ranking, and Crop Budgeting.	14

References:

1. Chambers, R (1983) Rural Development: Putting the last first. Longman inc., USA, 1983.
- Chambers R. 2002. Participatory Workshops: a sourcebook of 21 sets of ideas and activities. London: Earthscan.
2. Chambers, R (2008). Revolutions in Development Inquiry. Institute of Development Studies, 2008, Earthscan, London.

3. FAO. 2000. Guidelines for Participatory Diagnosis of Constraints and Opportunities for Soil and Plant Nutrient Management –AGL/ MISC/30/2000.
4. FAO. 2000. Training Manual on Training in Participatory Rural Appraisal for Front Line Extension Officers in the Ministry of Agriculture, Fisheries and Forestry - FAO / University of Florida publication, June 2000, June 2005.
5. Gosling, L and Edwards, M (2003). Toolkits: A practical guide to assessment, monitoring, review and evaluation. Second edition. Save the Children, UK.
6. Pretty J, Guijt I, Thompson J and Scoones I. 1995. Participatory Learning and Action. A Trainer's Guide. London: IIED.
7. Mikkelsen, B (1995). Methods for Development Work and Research: A guide for practitioners. London, Sage.

Department Name: Social Work
Semester - III

Course Title: NGO Management and Project Formulation	Course Code: 24SCBSW3L1
Total Contact Hours: 28	No. of Credits: 02
L:T: L	2:0:2
Internal Assessment Marks: 10	Duration of SEE: 1.5 Hours
Semester End Exam Marks: 40	

Course Outcomes (COs):

At the end of the course the student should be able to:

4. Understand different perspectives of development and approaches for community development.
5. Understand process and components of project management.
6. Develop application skills for effective organisational management.

Unit	Description	Hours
1	NGO: Concept, Meaning, Objectives and Characteristics. Difference between Non-Profitable Developmental Organization (NPDO), Voluntary Organization (VO) and Civil Society Organization .Present Status of NGOs at National and State Levels	10
2	The Societies Registration Act,1860. The Charitable Endowments Act,1890. The Indian Trust Act, 1882 and The Companies Act,2013	10
3	Project: Concept, Meaning, Characteristics and Types Project Formulation: Concept, Meaning, Objectives and Scope. Requirements and Factors Affecting Project Formulation, Phases of Project Cycle, Process of Project Formulation Stages of Project Formulation. Project Monitoring, Evaluation, Operation, Maintenance and Management	8

References:

1. Batra, Promod and Mahendra, Deepak (1993) Management Ideas In Action Delhi: Think Line
2. Chowdhary, S. (1990) Project Management. Delhi: Tata McGraw-Hill.
3. Fernandes, W. (1989). Voluntary Action and Government Control, Indian Social Institute.
4. Fred Setterberg, Kary Schulman (1985), Beyond Profit: Complete Guide to Managing the Non Profit Organizations, New York: Harper & Row.
5. Frenda, M. (2005): Voluntary Actions and Local Development, Young India Foundation, New Delhi. Dale,
6. Reidar. 2001. Evaluation Frameworks for Development Programmes and Projects. New Delhi: Sage Publications.
7. Eade Deborah and Literingen Ernst. (ed) 2006 Debating development-NGOs and the Future, New Delhi: Rawat.
8. Fernandes, Walter Tondon, Rajesh (Ed) (1981) Participatory Research and Evaluation, New Delhi: Indian Social Institute.

9. Ghosh, A.S. 1990. Project Management. New Delhi: Anmol Publishers.
10. Ginbery, Leon.H 2001 Social Work Evaluation - Principles and Methods, Singapore, Allyn and Bacon.
11. Goel, B. B. and Faculty of Arts, Punjab University (1987) Project Management – A Development Perspective, New Delhi: Deep and Deep Publication.

Department Name: Social Work
Semester - IV

Course Title: Community Organization	Course Code: 24MJBSW4L1
Total Contact Hours: 56	No. of Credits: 04
L:T:P	4:0:0
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course, students will be able to:

1. To highlight the relevance of community organization as methods of Social Work.
2. To understand the process of community organization and social action.
3. To develop the skills as a Community Organizer.

Unit	Description	Hours
1	Concept of Community: Meaning, Definitions, Characteristics and Types. Concept of Community Organization: Meaning, Definitions, Objectives and Principles - Historical Development of Community Organization.	14
2	Process of Community Organization: Community Study, Identification, Analysis and Prioritization of Needs; Participatory Planning, Implementation, Evaluation, and Stabilization of Change Efforts - Roles of Community Organizer through the Stages of Community Organization.	14
3	Prominent Skills and Techniques of Community Organization: Resource Mobilization, Capacity Building, Conflict Resolution, Organizing and Conducting Meetings, Networking, Recording and Documentation. Participatory Training (PT) – Need and Significance of Participatory Approaches to Community Organization.	14
4	Models of Community Organization – Locality Development, Social Planning, and Social Action. Community Organization in India -National Community Development Programmes – Sectoral Approaches -Multi-sectoral convergence of programmes – Target group approach - Anthyodaya Model.	14

References:

1. Arthur, Dunham. 1958. Community Welfare Organisation - Principles and Practice. New York: Thomas Y. Crowell Co. Chekki A. Dan. 1979.
2. Community Development. New Delhi: Vikas Publishing House Pvt. Ltd. Cox. M. Fred and Erlich L. John. 1987.
3. Strategies of Community Organisation. Illinois: F.E. Peacock Publishers. Gangrade, K.D. 1971. Community Organisation in India. Bombay: Popular Prakashan.
4. Government of Karnataka, Department of Law and Parliamentary Affairs. 1983.
5. The Karnataka Zilla Parishads, Taluk Panchayath Samithis, Mandal Panchayath and Nyaya Panchayaths Act / Amendments. Gunjal, B.S. 2013.
6. Community Organization and Social Action. Bangalore: IBH Prakashana. Harper E.B. and Dunham Arthur. 1959.
7. Community Organisation in Action. New York: Association Press. Henderson, Paul: Jones, Davit and

Thomas, David N. 1980.

8. The Boundaries of Change in Community Work. Boston: George Allen and Unwin. Jones, David and Mayo, Marjorie (Eds). 1974.
9. Community Work. London: Routledge and Kegan Paul. Lees, R. 1972. Politics and Social Work. London: Routledge and Keegan Paul.

Department Name: Social Work
Semester - IV

Course Title: Social Work Administration	Course Code: 24MJBSW4L2
Total Contact Hours: 56	No. of Credits: 04
L:T:P	4:0:0
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course, students will be able to:

1. To understand Fundamental aspects pertaining to administration of social organizations.
2. To enhance the skills of administration in different welfare organizations.

Unit	Description	Hours
1	Social Work Administration: Meaning, Definition of Administration; Meaning, Definition, Objectives, Principles, Scope - Significance of Social Work Administration. Social work administration as a Method of Social Work. Functions of Social Work Administration (POSDCoRBEF): Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting, Evaluation, and Feedback.	14
2	Types and Establishment of Social Service Organizations: Registration and Management under the Societies Registration Act, 1860; the Indian Trust Act, 1882; the Cooperative Societies Act, 1904; Section 25 of the Companies Act, 1956.	14
3	Skills and Techniques of Social Work Administration: Programme / Project Development, Public Relations, Decision Making, Fund Raising, Networking, and Conflict Resolution. Resource Management: Management of Natural, Physical, Human Capital resources, Social Capital resources and Financial Resources.	14
4	Fund Raising Sources and Strategies: Raising International, national and local funds. Corporate Social Responsibility (CSR). Procedures for seeking Tax Exemption (80G) and Foreign Contribution. Role of Social Worker in Social Work Administration - Recent Trends in Social Work Administration	14

References:

1. Chowdhary, P. Paul. 1979. Social Welfare Administration. Delhi: Atma Ram & Sons.
2. Devi, Rameshwari and Parkash Ravi. 1998. "Social Work and Social Welfare Administration, Methods and Practices", Vol. I. Jaipur: Mangaldeep Publications.
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.
4. Gulati Ravi & Gulati Kaval. 1996. Strengthening Voluntary Action in India. New Delhi: Konark Pvt. Ltd.
5. Pathak, S.H. 1981. Social Welfare: An Evolutionary and Development Perspectives. Delhi: McMillan.
6. Roy, Bunker. 1990. 'Voluntary Agencies and Government', in Social Welfare Administration in India; Issues and Challenges. Mumbai: Tata Institute of Social Sciences.

9. Thomas, Gracious (ed.). 2010. Social Work Intervention with Communities and Institutions (Vol.I). New Delhi: School of Social Work, IGNOU.

Department Name: Social Work
Semester - IV

Course Title: Social Work in Health Setting	Course Code: 24MJBSW4L3
Total Contact Hours: 56	No. of Credits: 04
L:T:P	4:0:0
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course, students will be able to:

1. To understand the different aspects of health and health care
2. To understand community health policies and programs
3. To understand the importance of care takers.

Unit	Description	Hours
1	Health- Meaning, Definition and Dimensions of Health. Determinants of Health & Indicators of Health, Health Status and Problems in India. Introduction to systems of medicine: Ayurveda, Allopathy, Homeopathy, Naturopathy, Siddha and Unani	14
2	Health Care: Concept of Health Care: Meaning and Levels of Health Care. Primary Health Care: meaning- Principles of Primary Health Care. Elements of Primary Health Care	14
3	Mental Health: Meaning and definitions of mental health. Mental illness and mental disorder, rehabilitation, Prevention of mental illness and promotion of mental health, methods and techniques	14
4	First Aid: First aid during emergency-concept of the first aid box and its importance. Emergency response during first aid. First aid in burns, first aid wounds and injuries. Health Services: National, State, District, Taluk and PHC levels. a) National Health Programmes: NRHM, NACO DO b) National and International Organizations working for Health: WHO, Academy for severe handicaps and Autism (ASHA) c) Role and functions of Social Worker in Health care	14

References:

1. Gehlert, S, & Browne, T.A. (2012). Handbook of health social work (2nd Ed.)
2. Dziwielewski, S.F. (2013) The changing face of health care social work: Opportunities and challenges for professional practice (3rd Ed.)
3. Mailick, M. (1979). The impact of severe illness on the individual and family: An overview.
4. Dziwielewski, S.F. (2013) The changing face of health care social work: Opportunities and challenges for professional practice (3rd Ed.)
5. Gehlert, S. & Browne, T.A. (2012). Handbook of Health Social Work. Hoboken (2nd Ed) NJ: Wiley Publishers.
6. Mangala, S.K. - Educational Psychology for B.Ed Correspondence and Regular students. Ludhiana: Tandon Publications 2006

7. Malayala Manorama, Manorama Yearbook 2014, Kottayam
8. Mathur J.S. – Introduction to Social and Preventive Medicine. Mumbai: Oxford and IBH Publishing Co 1971
9. Murthy N.A. and Pandey D.P. Ayurvedic cure for common diseases. New Delhi Orient Paperbacks
10. Palmer, Stephen and Cary Cooper- How to deal with Work Stress; The Sunday Times, 2006
11. Park K. –Park's Text Book of Preventive and Social Medicine ; Jabalpur M/S Banarasidas, 2009

Department Name: Social Work
Semester - IV

Course Title: Social Work Practicum – IV (Social Work Camp)	Course Code: 24MJBSW4P/F4
Total Contact Hours: 56	No. of Credits: 04
L:T:P	4:0:0
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course, students will be able to:

- a) To develop capacity for observation and analyzing social realities.
- b) To develop an understanding of needs, problems and programmes for different targetgroups.
- c) To develop an understanding of the role of a social worker in different settings.

Course Content: Concurrent Fieldwork Placement in school / anganwadi / agency setting.

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

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

Note on the Assessment of Social Work Practicum: The assessment of Social Work Practicum shall strictly be as per the guidelines given in the beginning of this syllabus

II. SOCIAL WORK CAMP (ASSESSMENT SCHEME FOR 50 MARKS)

Social work camp with duration of maximum 7- 10 days provide opportunities to experience Rural, Tribal and Urban life, analyze the dynamics, and observe the functioning of Government machinery (local self-government) and voluntary organizations. Micro planning exercise and Participatory Rural Appraisal (PRA, PLA) activity shall be the part of social work camp. However, this will be an opportunity to practice community organization method. This experience aids peer participation in planning for activities for own group and those for local people. It also helps to develop skills to carry out, evaluate, and report the experience.

Objectives:

1. To acquire knowledge of various approaches to Rural, Tribal and Urban community development.
2. Develop an understanding of the functions of Panchayat Raj Institutions.
3. To gain knowledge about the application of social work in Rural, Tribal and Urban community.
4. Understand the characteristics and problems of Rural, Tribal and Urban communities.

Submissions of Social Work Camp Report:

1. The candidate has to submit the report within the time frame as prescribed by Board of Studies.
2. The report should be hand written.
3. The report should not exceed 40 pages.
4. The report should be submitted within 10 Days after completion of the social work camp.

Department Name: Social Work
Semester - IV

Course Title: Life Skills Education	Course Code: 24MJBSW4E2(A)
Total Contact Hours: 56	No. of Credits: 04
L:T:P	4:0:0
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course, students will be able to:

- 1.Understanding of the meaning and philosophy of Life Skills.
2. Understanding the significance and application of Life Skills according to WHO.

Unit	Description	Hours
1	Introduction to Life Skills: Meaning and significance of Life Skills according to WHO. Meaning, Significance and Application of Self-awareness, Empathy and Critical Thinking.	14
2	Meaning, Significance and Application of Creative Thinking, Decision Making, and Problem Solving, and Effective Communication.	14
3	Meaning, Significance and Application of Interpersonal Relationship, Coping with Stress, and Coping with Emotion	14
4	Application of Life Skills in various settings: School, Industry, and Development Sector	14

References:

- 1.Carrigan, (2007). The ABC's of Teaching Life Skills, Infinity Publisher, London. Wanchoo, I. L. Neelam Bajaj (2010).
- 2.Learning Life Skills with Attitude and Values: CCE. Goyal Brothers Prakashan, New Delhi. pp-3-6.
- 3.Margret Francis (2007). Life Skills Education in "Changing Minds". [http://:org/articles/article/life-skillseducation.htm](http://org/articles/article/life-skillseducation.htm)

Department Name: Social Work
Semester - IV

Course Title: Counseling and Crisis Intervention Skills	Course Code: 24MJBSW4E2(B)
Total Contact Hours: 56	No. of Credits: 04
L:T:P	4:0:0
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course, students will be able to:

1. Develop a holistic understanding of counseling as a tool for help.
2. Acquire knowledge of various approaches: their theoretical under-pinnings for goals values, processes and techniques.
3. Develop an understanding of the approaches of help and self-help available in own culture.

Unit	Description	Hours
1	Introduction to Counselling: Meaning and Definitions of Counseling - Goals of Counseling - Counseling situations – Preventive, Crisis, Facilitative and Developmental - Principles of Counselling. Theories / Approaches of Counselling: Client-centered Theory -Marital and Family Therapy - Eclectic Approach - Indigenous Approaches: help and self-help (yoga, reflection, act of Prayashchit, etc).	14
2	Counseling Techniques and Skills: Counseling Techniques: Interaction, Attending Behaviour, Observation, Responding, Rating and its Interpretation. Counseling.	14
3	Skills: Attending & listening, Communication, Confrontation, Concreteness, Focusing, Summarizing, Reflection of the feeling, Self-disclosure leading, Strategies for classification and therapeutic behavior, Identification of supportive attitude and feelings	14
4	Counselling Process Stage – I: Problem Exploration and Clarification Integrative Understanding – Dynamic Self-Understanding. Facilitation Action; Developing a New Perspective, Preferred Scenario. Professional characteristics of counselor - Values / Ethics in counselling	14

References:

1. Dave, Indu 1983: The Basic Essentials of Counselling, New Delhi: Sterling Publishers Pvt., Ltd.
2. Fuster, J. M. 2000: Personal Counselling, Eighth Updated Edition, Mumbai, Better Yourself Books.
3. Lakshmipathi Raju, M(Ed.) 1999: Family Counselling: Perspectives and Practices, Tirupati, Sri Padmavati Mahila Visvavidyalayam.
4. Narayana, Rao S. 1981: Counselling Psychology, New Delhi: Tata Mc Graw Hill Publishing Company Ltd.
5. Robert, G. Madden 1998: Legal Issues in Social Work Counselling and Mental Health, Sage Publications India Pvt., Ltd.
6. Lewis, E. Patterson and Elizabeth, R. Welfel 2000 : The Counseling Process, Stamford, Brooks/ Cole Thomson Learning.
7. Fullmer, D. W. and Bernard, H. W. 1972: Counselling: Content and Process, New Delhi: Thomson Press India.

Department Name: Social Work
Semester - IV

Course Title: Digital Skills for Social Work Practice	Course Code: 24SCBSW4L2
Total Contact Hours: 28	No. of Credits: 04
L:T:P	2:0:2
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course, students will be able to:

1. To emphasize the importance of digital literacy
2. To understand the use of technology for social work practice such as online counseling.

Unit	Description	Hours
1	Basic Computer Literacy and Skills: Basic applications of computer, components of computer system, central processing unit(CPU)VDU, keyboard and mouse, input/output devices, computer memory, concepts od hardware and software.Software Proficiency: software like Microsoft Office (Word, Excel, PowerPoint), Google Workspace (Docs, Sheets, Slides), and possibly other relevant applications	10
2	Internet and Web Skills: Navigating the web, conducting research, using email, and understanding online security.Developing skills in finding, evaluating, and using information from various online sources	10
3	Research and Documentation:the use of technology in data collection, analysis, and reporting. documenting social work interventions and outcomes. Fieldwork and Internships: Utilizing technology in fieldwork settings to access resources, connect with agencies, and document experiences	8

References:

- 1.Naveen Sharma A Comprehensive ToComputer Basics
- 2.V. Rajaramana Fundamentals Of Computers
- 3.Pradeep.K. Sinha And Priti Sinha Computer Fundamentals 8th Edition
4. Aniths Goel Computer Fundamentals Always Learning
- 5.Dr. Nadib Singh Gill Handbook Of Computer Fundamentals
6. E. Balagurusamy Fundamentals of computers.

Department Name: Social Work
Semester – V

Course Title: Social Action and Movements in India	Course Code:24MJBSW5L1
Total Contact Hours:56	No. of Credits:04
L:T:P	4:0:0
Internal Assessment Marks:20	Duration of SEE:03Hours
Semester End Exam Marks:80	

Unit	Description	Hours
1	Social Action: Social Action: Concept, Meaning, Definition, Objectives and Scope. Social Action and its Relationship with Other Methods of Social Work Principles and Strategies of Social Action Models of Social Action- Popular and Elitist; Need Based and Right Based Approaches	14
2	Ideology and Methodology of Social Action: Ideology and Methodology: Gramsci, Freire, Alinsky; Max Webbers Social action theory, Tolcott parsons social action theory, Analysis of ideology and approach of: Gandhi, Ambedkar, Nehru and Lohiya	14
3	Social Movements in India: Social Movements: Concept, Meaning, Definition and Scope, Sources of Social Movement. Agrarian and Peasant Movements: Anthyodaya, Sarvodaya, Bhoodan and Contemporary movements, Differences between Social Action and Social Movement	14
4	Types and Theories of Social Movement: Environmental Movements: Narmada Bachao Andolan, Chipko movement, Silent Valley and Chilka Lake. Dalit movements: National and Karnataka State, Women Movements in Karnataka and Right Based Movement, Theories of Social Movement	14

References:

1. Rao, MSA (1979) Social Movements in India, New Delhi : Vol. 1 and 2, Manohar
2. Siddiqui, H.Y. (ed).Social Work and Social Action: A Development perspective. New Delhi: Harnam Publication.
3. Siddiqui, H.Y. (1985), Social Wok and Social Action, New Delhi, Harnam
4. Shrivasta, S. K (1988) Social Movements for development, Allahabad :ChughPublications
5. Singh, Rajendra (2001), Social Movement: Old and New. New Delhi: Sage Publication Shah,
6. Ghanshyam (2004), Social Movements in India: A Review of the Literature, NewDelhi, Sage
7. Vasudevamoorthy, M (1996), Social Action, Asia Publishing House

Department Name: Social Work
Semester – V

Course Title: Corporate Social Responsibility in Social Work	Course Code: 24MJBSW5L2
Total Contact Hours: 56	No. of Credits: 04
L:T:P	4:0:0
Internal Assessment Marks: 20	Duration of SEE: 03Hours
Semester End Exam Marks: 80	

Unit	Description	Hours
1	Corporate Social Responsibility (CSR) CSR: Concept and Definition, Evolution of CSR, Nature and Scope of CSR, Principles of CSR	14
2	Corporate Philanthropy: Developing Philanthropic Endeavors, Potential Benefits of Philanthropic Model of CSR, Creating Community Awareness Regarding Patterns of Philanthropic CSR Developing Networking with Philanthropic Organizations	14
3	Provisions of CSR under Companies Act, 2013 Introduction to CSR Mandate, Important Legal Provisions in Accordance to Schedule VII, Financial Provisions under Corporate Social Responsibility (Article 135) of Companies Act 2013, Structure and Functions of CSR Committee	14
4	Best Practices of CSR : Best Practices of CSR: Global and Indian Experiences Integration of PPP in Institutional Social Responsibilities and Corporate Social Responsibility, Sustainable Development Goals (SDGs) and Corporate Social Responsibility, Social Work Profession and Corporate Social Responsibility	14

References:

- Aguinis, H., and G. Ante. (2012). “What We Know and Don’t Know about Corporate Social Responsibility: A Review and Research Agenda.” Journal of Management 38, no. 4, p. 933.
- Andal, N. B. (2011). Corporate Social Responsibility in India. Haryana: Global Vision Publishing House.
- Authers, J. (2013.) “Today’s Liquid Markets Are Open to Hayekian Criticism.” Financial Times, p. 12.
- B Al Gore and D. Blood. (2006) “For People and Planet.” The Wall Street Journal, p. A20.
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Strategic Book Publishing, Durham (USA).

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- Kotler, P., and Lee, N. (2008). Corporate Social Responsibility Doing the Most Good for Your Company and Your Cause. New Jersey: John Wiley and Sons, Inc., Hoboken, New Jersey.
- M Werther, W. B., and Chandler, D. (2010). Strategic Corporate Social Responsibility. New Delhi: SAGE Publications India Pvt. Ltd. New Delhi.
- Rams, F.W. (1951). “Management’s Responsibilities in a Complex World.” Harvard Business Review 29, no. 3, pp. 29–30.

Department Name: Social Work
Semester – V

Course Title: Legal Knowledge for Social Work Practice	Course Code: 24MJBSW5L3
Total Contact Hours: 56	No. of Credits: 04
L:T:P	4:0:0
Internal Assessment Marks: 20	Duration of SEE: 03Hours
Semester End Exam Marks: 80	

Unit	Description	Hours
1	Indian Judicial System: Indian Judicial System: Courts- Civil Courts, Criminal Courts, Family Courts, Juvenile Courts. Prisons-, Probation, Parole, Criminal Procedure Code and Indian Penal Code Criminology. Elementary Concepts of: FIR, arrests, warrant, bail, charge sheet, police custody, judicial custody	16
2	Personal Laws: Personal Laws- Marriage, divorce and Adoption legislations for Hindus, Muslims and Christians, special marriage act.	12
3	Legal Aid: Legal Aid, LokAdalats, Public Interest Litigation, Human rights- Human Rights Commission, Women’s Commission, child rights, Judicial Activism, Right to Information Act	14
4	Laws for the Protection and Care: Laws for the Protection and Care: of Women, Children, Disabled, SC/ST Social security Legislations- Maternity Benefits Act, ESI Act, Factories Act, Workmen’s Compensation Act.	14

REFERENCES:

1. Sharma, Brig Kishore: Introduction to the Constitution of India, prentice hall of India Pvt. Limited, New Delhi 2007.
2. Chaudhary, Jayant : Handbook of Human Rights, Wisdom Press, New Delhi , 2004
3. Kagzi, M.C. Jain: The Constitutional of India Vol.1 & 2. -New Delhi: India Law House, 2001.
4. Pylee, M.V: Our Constitution Government and Politics, New Delhi: Universal Law Publishing, 2002.
5. Rai, Kailash: Constitutional Law of India Allahabad: Central Law Publications, 2001.
6. Bare Acts of various legislations.
7. Encyclopedica of Social Work in India

Department Name: Social Work
Semester – V

Course Title: Social Work Practicum – V (Concurrent Fieldwork)	Course Code: 24MJBSW5P/F5
Total Contact Hours: 56	No. of Credits: 04
L:T:P	0:0:8
Internal Assessment Marks: 20	Duration of SEE: 03Hours
Semester End Exam Marks: 80	

Field Work Tasks and Activities

1. Familiarization with agency and develop an agency profile with focus on:
 - 1.1 Organizational genesis, organizational types and structure, ideological orientation, programmes and policies
 - 1.2 Client group/s
 - 1.3 Problems are being focused
 - 1.4 Services are being provided
 - 1.5 The role of social worker
 - 1.6 Network with other agencies.
2. Observe agency functioning
3. Practice the methods of working with individuals and groups in the agency
4. Practice the Skills in observation, listening, group discussion and report writing.
5. Assist the organization wherever desirable in its ongoing interventions.
6. Seek guidance from agency supervisor and attend weekly Individual Conference with field worksupervisor.
7. Minimum 24 Visits need to carryout
8. Students Required to Learn following components i
 - 8.1 Aims and Objectives of the Organization, Organization Structure, Sources of Funding, Genesis and Types of Organization, Problems faced by the Organization,
 - 8.2 Legal Status of the Organization Functions of Social Work

Field Work Viva-Voce Examination

The following criterion is designed to assess the BSW student's performance in the Field Work Viva-Voce examination

Sl. No.	Assessment Domains	Marks	Assessment tool
1	Field Work Diary and Report	16	Rating scale Satisfactory <4 Good 5-10 Very Good 11-16
2	Understanding about the community/ Organization/ industry: structure, target group and Programmes	16	Rating scale Satisfactory <4 Good 5-10 Very Good 11-16

3	Action plan (Preparation of action plan and implementation)	16	Rating scale Satisfactory <4 Good 5-10 Very Good 11-16
4	Learning outcome (Professional and personal)	16	Rating scale Satisfactory <4 Good 5-10 Very Good 11-16
5	Theoretical and conceptual knowledge (Social Work Practice linkage)	16	Rating scale Satisfactory <4 Good 5-10 Very Good 11-16
Total		80	

Department Name: Social Work
Semester – V

Course Title: A. Social Entrepreneurship and NGO Management	Course Code:24MJBSW5E3
TotalContactHours:56	No.ofCredits:04
L:T:P	4:0:0
Internal Assessment Marks:20	DurationofSEE:03Hours
SemesterEndExamMarks:80	

Unit	Description	Hours
1	Entrepreneurship : Concept, Definition, Scope and Purpose Types and Approaches to Entrepreneurship. Understanding Entrepreneurial Skills Entrepreneurship and Social Work	14
2	Social entrepreneurship: Importance of being an Entrepreneur, Entrepreneurial Qualities and Attributes Entrepreneurial Functions	14
3	Introduction to NGO: NGO: Concept, Meaning, Objectives and Characteristics Genesis and Present Status of NGOs at National and State Levels Difference between Non-Profitable Developmental Organization (NPDO), Voluntary Organization (VO) and Civil Society Organization	14
4	Salient Features of Various Acts: The Societies Registration Act,1860 The Indian Trust Act, 1882 and The Companies Act,2013 12A and 80G Provisions under Income Tax act 1961, FCRA and National and International Funding Agencies	14

REFERENCES:

1. Fernandes, W. (1989). Voluntary Action and Government Control, Indian Social Institute.
2. Fred Setterberg, Kary Schulman (1985), Beyond Profit: Complete Guide to Managing the Non Profit Organizations, New York: Harper & Row.
3. Gregory Dees, Jed Emerson, Peter Economy (2002), Enterprising Non Profits – A Toolkit for Social Entrepreneurs, New York: John Wiley and Sons.
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5. PRIA. (2001). NGOs in India, A Critical Study, Delhi: PRIA.
6. Sarkar, Ashok Kumar (2008). NGOsand Globalisation Developmental and Organisational Facets, Mumbai: Rawat Publications
7. Weihrich, Haniz, Harold Koontz, Mc-Grew Hill (1993) Management – A global Perspective, New York: McGraw Hill .

Department Name: Social Work
Semester – V

Course Title: B . Human Rights and Environmental Social Work	Course Code:24MJBSW5E3
Total Contact Hours:56	No. of Credits:04
L:T:P	4:0:0
Internal Assessment Marks:20	Duration of SEE:03Hours
Semester End Exam Marks:80	

Unit	Description	Hours
1	Human Rights: Concept and Origin Concept of Rights and its Origin. Understanding the Concept of Human Rights . Classification and Principles of Human rights	14
2	Human Rights in the Indian Constitution Human Rights and Indian Constitution International Comments, Declarations, Various Commissions, and Organizations, Situations of Human Rights: National and International Perspectives, Understanding Human Right Based on Social Work Interventions in Various Fields	14
3	Environment - A Conceptual Framework: Environment: Concept and Definitions Environmental Pollution and Degradation Causes and Consequences of Environmental Degradation	14
4	People and Environment Constitutional Provisions, legislations pertaining to Environmental Protection: The environment(protection) Act – 1986, The National Green Tribunal Act - 2010 Civil Society Organizations, Corporate Bodies and Environmental Action, Natural Resources and Climate Change Management Waste Management	14

REFERENCES:

1. Alston, Philip, and Frederic Megret, eds. (2014), The United Nations and Human Rights: A Critical Appraisal. Second Edition. Oxford University Press.
2. Bassiouni, M. Cherif, and William A. Schabas, eds. (2011), New Challenges for the UN HumanRights Machinery: What Future for the UN Treaty Body System and the Human Rights CouncilProcedures? Intersentia
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Hyderabad: Universities Press (India) Private Limited

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7. Goodale, Mark, ed.(2010), Human Rights at the Crossroads. Oxford University Press, USA
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9. Leo Saldanha and Bhargavi S. Rao. (2015). Karnataka: Cauvery in Death Throes. Ramaswamy R Iyer. Living Rivers, Drying Rivers. Oxford University Press.

Department Name: Social Work
Semester – V

Course Title: Elementary Research Methodology	Course Code: 24SCBSW5L3
Total Contact Hours: 28	No. of Credits: 02
L:T:P	1:0:2
Internal Assessment Marks: 10	Duration of SEE: 1.5 Hours
Semester End Exam Marks: 40	

Unit	Description	Hours
1	<p>Basic Concepts : Social Research: Concept, Definition and Scope Social Work Research: Concept, Definition and Scope Social Work Research Methodology : Identification and Steps in Formulation of a Research Problems , Review of Literature, Research Questions and Hypothesis and Variables, Types of Research Designs: Exploratory. Descriptive, Experimental and Evaluative</p>	10
2	<p>Sampling Framework: Meaning, Definition, Significance Concept of Universe, Sample, Sampling Unit Types of Sampling Frame –Probability and Non-Probability Sources of Data: Primary and Secondary</p>	08
3	<p>Data Collection Data Processing and Basic Statistics: Tools of Data Collection (Quantitative): Survey, Interview Schedule, Interview Guide, Questionnaire Tools of Data Collection (Qualitative): Observation, In-depth Interview and Focus Group Discussion. Processing and Presentation of Data Analysis, Interpretation and Report Writing</p>	10

REFERENCES:

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. Cook, Thomas D Cook and Reichardt, eds (1979). Qualitative and Quantitative Methods in Evaluation Research. CA: Sage
3. Creswell, J W (1994). Research Design: Qualitative and Quantitative Approaches. CA:Sage Publications.
4. Denzin, N.K. and Lincoln, Y.S. Eds (2017). The Sage Handbook of Qualitative Research Sage Gupta, S.C., (2012), Fundamentals of Statistics, 7th revised ed., Himalaya Publishing House, New Delhi.
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8. Neuman, W. L. (2014). Social Research Methods- Qualitative and Quantitative Approach. 7th Edition. New Delhi: Pearson Education India

Department Name: Social Work
Semester – VI

Course Title: Social Work with Tribal, Rural, and Urban Communities	Course Code:24MJBSW6L1
Total Contact Hours:56	No. of Credits:04
L: T:P	4:0:0
Internal Assessment Marks:20	Duration of SEE:03 Hours
Semester End Exam Marks:80	

Unit	Description	Hours
1	Tribel Community Development: Definition of - major tribes in India and with special reference to Karnataka and their ecological distribution. Characteristics of tribal society: economic, social, political and cultural problems of tribal life: employment, communication, health, education, housing, indebtedness – exploitation of tribals and the impact acculturation on tribal society.	14
2	Rural Community Development: Definition, Meaning, Concept & Characteristics of Rural Community. Rural Development in India – Origin & Background Community Development Projects: Sevagram Project, Nilokhai Project, Baroda Project, Marthadam Project, Bhoodan Movement	14
3	Urban Community Development: Definitions, Meaning, Concept, Objectives, & Characteristics of Urban Community. Historical background of Urban Community Development in India. Urbanization – concept, causes & problems. Rapid urbanization: Causes and consequences.	14
4	Tribel, Rural, Urban Community DevelopmentGovernment Programmes: since independence and their impact on tribal, rural, urban communities, programmes of voluntary agencies and their impact on tribal, rural, urban communities –Use of legislation and policies relevant to issues existing in the tribal rural, urban communities. social work intervention – needs, scope and importance.	14

References:

1. Bhalla, Alok and Bumke, Peter J. (EDs): Images of Rural India in the 20th Century, Sterling Publishers Pvt.Ltd., New Delhi, 1992.
2. Brahmananda, P.R: Narayan, B.K and Kalappa, A. (Eds): Dimensions of Rural Development in India, Himalaya Publishing House, Bombay, 1987.
3. Desai, A.R. (ED.): Rural Sociology in India, Popular Prakashan, Bombay, 1978.
4. Desai, A.R. (ED.): Peasant's Struggles in India, Oxford University Press, New Delhi, 1981.
5. Doshi, S.L and Jain, P.C: Rural Sociology, Rawat Publications, Jaipur, 1999.
6. Jha, D: Cooperative Movement, in. Encyclopaedia of Social Work in India, Vol.I, Ministry of Welfare, Government of India, New Delhi, 1987.
7. Krishnamurthy, J: Rural Development – Challenges and Opportunities, Rawat Publications, Jaipur, 2000.

8. Laxminarayan, H: Rural Indebtedness, in. Encyclopaedia of Social Work in India, Vol.II, Ministry of Welfare, Government of India, New Delhi, 1987.
9. Mahajan, V.S. (Ed.): Employment through Rural Development – Towards Sustainability, Deep and Deep Publications, New Delhi, 1993.
10. Nahar, U.R and Chandani, Ambika (Eds.): Sociology of Rural Development, Rawat Publications, Jaipur, 1995.
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12. Narwani, G.S: Training for Rural Development, Rawat Publications, Jaipur, 2002.
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Department Name: Social Work**Semester – VI**

Course Title: Social Work with Women and Elderly	Course Code: 24MJBSW6L2
Total Contact Hours: 56	No. of Credits: 04
L:T:P	4:0:0
Internal Assessment Marks: 20	Duration of SEE: 03Hours
Semester End Exam Marks: 80	

Unit	Description	Hours
1	Women In India: Status of women in India: Historical Perspective (during Vedic period, medieval period and pre-independent India) status of women in independent India. Basic Concepts: Sex and Gender, Patriarchy, Gender Inequality.	14
2	Problems & Empowerment of Women in India: Inequality- Social, Economic and Political. Crimes and Atrocities against Women. Problem of Dowry Module Empowerment of Women in India: Strategies for Empowerment, Role of Govt. in the Development of Women; Programmes and Legislations. Women Welfare Measures undertaken by Non- Governmental Organization Social work intervention in Development of woman.	14
3	Elderly: Meaning and Definition, Needs and Problems of Elderly (Intergenerational Gap), Profile of Elderly: Constitutional and Legislative Provisions for the Welfare of the Elderly Neglect and Elderly Abuse: Institutional and Non-institutional Services for the Elderly, National Policy on Older People; Geriatric Social Work	14
4	Legislation pertaining to the Aged: Legislation pertaining to the Aged: Pension, Provident Fund, Social Security and other Statutory Provisions and gaps in the same. Role of Social Worker in Improving the quality of life of the Aged.	14

References:

1. Altekar, A.S. (1983): The Position of Women in Hindu Civilization. Delhi: Motilal Banarasidass, Second Edition: P Fifth reprint..
2. Chanana, Karuna. (1988): Socialization, Women and Education: Explorations in Gender Identity, New Delhi: Orient Longman.
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12. Feminist Research Methods. New York: Oxford University Press.
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Department Name: Social Work
Semester – VI

Course Title: Social Work with Differently-abled Persons	Course Code: 24MJBSW6L3
Total Contact Hours: 56	No.ofCredits: 04
L:T:P	4:0:0
InternalAssessmentMarks: 20	DurationofSEE: 03Hours
SemesterEndExamMarks: 80	

Unit	Description	Hours
1	Concept and Definitions of Disability: Changing Concepts in Disability, Impairment and Handicapped. Magnitude of the issues faced by Differently Aabled. Types of Disability: Physical, Mental, Behavioral, Intellectual and Learning. Models of Disability: Charity, Social, Medical, Psychological, Economic/vocational and rights-based model.	14
2	Disability and Vulnerable Groups: Different Disability Groups and their Issues & challenges. Societal attitudes towards persons with disability (PWD): Stigma, discrimination, oppression & social exclusion. Children and Differently Aabled Gender and Differently Aabled. Elderly and Differently Aabled.	14
3	Disability and Role of Stakeholders: Disabilities Service Settings, Purposes and Functions. Role, Structure and Functions of NGOs Working in the Area of Disability. Role, Structure and Functions of Governmental Organisation in Addressing the Issue Impact of Steps Taken up by the NGOs to Address the Issue. Discuss Association of People with Disabilities (APD) Three Case Studies	14
4	Policies, Programmes and Legislation Pertaining to Disability: Acts and Policies Related to Differently Aabled (2016)..Programmes and Schemes Related to Differently Aabled. UN Convention on Persons with Disability. Social Work Interventions for Persons with Disabilities. The Role of Social Workers as a Team member working with different stakeholders	14

References:

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Department Name: Social Work
Semester – VI

Course Title: Social Work Practicum – VI (Concurrent Fieldwork)	CourseCode:24MJBSW6P/F6
TotalContactHours:56	No.ofCredits:04
L:T:P	0:0:8
InternalAssessmentMarks:20	DurationofSEE:03Hours
SemesterEndExamMarks:80	

Field Work Tasks and Activities

1. Continue to organize activities with groups of women, children, youth and other population groups.
2. Mobilize resources and develop network with other institutions/organizations working in the neighbouring areas.
3. Understand power structure of surrounding area and of local community stakeholders.
4. Seek client's/beneficiary's and/or people's participation in utilizing agency and or community services.
5. Continuous self-assessment of field work experiences and professional growth.
6. Prepare and submit field work records for all the process involved.
7. Integrate theoretical knowledge with field practice i.e. methods, principles, skills and techniques of social work etc.

Field Work Viva-Voce Examination

The following criterion is designed to assess the BSW student's performance in the Field Work Viva-Voce examination

Sl. No.	Assessment Domains	Marks	Assessment tool
1	Field Work Diary and Report	16	Rating scale Satisfactory <4 Good 5-10 Very Good 11-16
2	Understanding about the community/ Organization/ industry: structure, target group and Programmes	16	Rating scale Satisfactory <4 Good 5-10 Very Good 11-16
3	Action plan (Preparation of action plan and implementation)	16	Rating scale Satisfactory <4 Good 5-10 Very Good 11-16
4	Learning outcome (Professional	16	Rating scale

	and personal)		Satisfactory <4 Good 5-10 Very Good 11-16
5	Theoretical and conceptual knowledge (Social Work Practice linkage)	16	Rating scale Satisfactory <4 Good 5-10 Very Good 11-16
Total		80	

Department Name: Social Work
Semester – VI

Course Title: A . Disaster Management	Course Code:24MJBSW6E4
Total Contact Hours:56	No. of Credits:04
L:T:P	4:0:0
InternalAssessmentMarks:20	Duration of SEE:03Hours
SemesterEndExamMarks:80	

Unit	Description	Hours
1	Introduction to Disasters: Disaster: Concept, Meaning, and Definition History of Major Disaster Events in India Types of Disasters – Natural Disasters: Famine, Drought, Flood, Cyclone, Tsunami, Earthquake Man-made Disasters: Riots, Blasts, Industrial, Militancy	14
2	Disaster Mitigation and Disaster Management: Profile, Forms and Reduction of Vulnerability Disaster Mitigation: Concept and Principles Disaster Management: Concept and Principles Pre-disaster- Prevention and Preparedness	12
3	Impact of Disaster Physical, Economic, Social, Psycho-socio Aspects, Environmental Impacts During Disaster- Rescue and Relief Post-disaster- Rehabilitation and Reconstruction Victims of Disaster- Children, Elderly, and Women	14
4	Disaster Process and Intervention: Displacement- Causes, Effects and Impact Major Issues and Dynamics in the Administration of Rescue, Relief, Reconstruction and Rehabilitation Components of Rescue, Relief, Reconstruction; Rehabilitation Disaster Policy in India; Disaster Management Authority- NDMA, SDMA, DDMA; Disaster Management Act, 2005	16

References:

1. Anil Sinha (2001), Disaster Management-Lessons Drawn and Strategies for Future. New Delhi, Jain Publications.

2. Backer, C.W. and Chapman, W. (ed.). (1969), Man and Society in Disasters, New Delhi,
3. Clarke, J.I., Peter Curson, et. al. (ed.) (1991), Population and Disaster, Oxford, Basil Blackwell Ltd
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7. Maskrey, Andrew (1989), Disaster Mitigation: A Community Based Approach, Oxford, Oxfarm.
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Department Name: Social Work
Semester – VI

CourseTitle: B . Welfare of Under privilege	CourseCode:24MJBSW6E4
TotalContactHours:56	No.ofCredits:04
L:T:P	4:0:0
InternalAssessmentMarks:20	DurationofSEE:03Hours
SemesterEndExamMarks:80	

Unit	Description	Hours
1	Under privilege Communities and Concerns: Marginalization: Concept, Definition and Concerns Social Exclusion and Inclusion Basis of Discrimination in India: Caste, Class, Religion, Race and Gender. Global Perspectives on Marginalization	14
2	Under privilege Groups in India: Scheduled Castes and Scheduled Tribes: Problems and Issues OBCs: Problems and Issues Minority Groups: Religious, Linguistic, Ethnic, Sexuality	12
3	Constitutional Provisions and Legal Framework: Scheduled Castes and Scheduled Tribes: Constitutional Provisions and Legal Framework OBCs: Constitutional Provisions and Legal Framework Minority Groups (Religious, Linguistic, Ethnic, Sexuality): Constitutional Provisions and Legal Framework	14
4	Policy, Programmes and Civil Society Response: Scheduled Castes and Scheduled Tribes: Policy, Programmes and Civil Society Response OBCs: Policy, Programmes and Civil Society Response Minority Groups: Policy, Programmes and Civil Society Response	16

References:

1. Asha Rani. (1986). Children in Different situation in India – A Review, Bombay, Tata Institute of Social Sciences.
2. Bhargava Vinita. (2005). Adoption in India, New Delhi, Sage Publications.
3. Bali . P. Arun (2001) Care of the Elderly in India. Shimla, Indian Institute of Advanced Studies.

4. Government of India. (1992). A Commitment to the Child Women and Child Development, Dept. of Plan of Action.
5. Gupta, M. (1998) International Encyclopedia of women's Development, Sage Publications: New Delhi
6. Michael, S.M. (1998) Dalits in modern India, Sage Publications: New Delhi
7. Indira Jaiprakash. (1999). Aging in India, A report submitted to World Health Organization, Geneva.
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9. Tata Institute of Social Sciences. (1998). An Attempt to Develop Gerontological Social Work in India: A seminar report, Mumbai.

**Department Name: Social Work
Semester – VI**

Course Title: A . Internship	Course Code:24IPBSW6L/P
Total Contact Hours:28	No.ofCredits:02
L:T:P	4:0:0
InternalAssessmentMarks:10	DurationofSEE:1.5Hours
SemesterEndExamMarks:40	

Internship:

A course requiring students to participate in a professional activity or work experience, or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations for 2 credits. Internships involve working with local governments, GOs, NGOs, Cos, Health Sector, Women & Child (such as panchayats, municipalities) or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.

Note;

1. 1 credit internship is equal to 30hrs on field experience
2. Internship shall be Discipline Specific of 45-60 hours (2 credits) with duration 2 weeks (15 days.)
3. Internship may be full-time (full-time during last 2 weeks (15 days) before closure of the semester).
College shall decide the suitable method for programme wise but not subject wise.
4. Internship mentor/supervisor shall avail work allotment during 6th semester for a maximum of 20 hours.
5. The student should submit the final internship report to the mentor for completion of the internship.
(Report submission after every 5 days (3 Reports))
6. Method of evaluation: Report submission/Assessment/Presentation/Viva-Voce.

Semester :VI
Course Title: B. DISSERTATION/PROJECT
Course Code: 24IPBSW6L/P No. of Credits :2
Contact hours :28 Hours Duration ofSEA/Exam
Viva-voce

Dissertation would be carried out by the students during 6th semester of BSW. It would be conducted simultaneously with the concurrent field work. The dissertation would be based on primary data, however, dissertation based on secondary data could also be undertaken by the student with due consultation of the field work supervisor. The dissertation work would enable the student to develop a clear understanding of the research and different steps associated with it. The topic for dissertation would be chosen based on a student's own area of interest in consultation with the field work/research supervisor. The student would work with a field work supervisor who would also provide guidance and support throughout the course of the research.

Objectives	Learning Outcomes	Evaluation
<ol style="list-style-type: none"> 1. To develop ability to initiate and conduct research 2. To develop research Skills of identifying and selecting a research area and preparing research proposal 3. To develop skills of doing literature review and steps of research methodology 4. To be familiarised with the process of data analysis and report writing, 5. To understand ethical considerations of research. 	<ol style="list-style-type: none"> 1. Able to understand how to initiate and conduct research 2. Able to understand research skills of identifying and selecting topic for research 3. Able to develop skill of doing literature review and data collection and accompanying drawbacks 4. Able to understand different steps in conducting research and associated limitations 5. Able to do data analysis and report writing 6. Able to understand ethics involved in Research 	Dissertation Report: 10 Viva Voce:40

24IPBSW6L/P B. DISSERTATION	
Contents	28Hrs
<p>The format for preparing framework for synopsis of the dissertation are:</p> <ol style="list-style-type: none"> 1. Identification of issue and development of proposal 2. Literature review 3. Objectives 4. Research methodology (Universe, Sampling, Tool Preparation) 5. Data collection 6. Analysis and interpretation of data 7. Report writing 	14
<p>The format for dissertation would be as per given below:</p> <ol style="list-style-type: none"> 1. The dissertation shall normally be of 50-75 pages with proper references and scientific organization. 2. The dissertation is to be typed in Times New Roman, Font 12- and 1.5-line space. 3. Dissertation should be submitted in spiral bound/soft bound copy in triplicate (one each for student, supervisor and department) in the concerned department. 4. The references are to be written in the APA style. 5. The responsibility for ensuring the originality of the dissertation is that of the student and the faculty supervisor. 	14

FORMAT OF THE FRONT PAGE

PROJECT TITLE

Dissertation submitted to the (Name of the Department/
College) in partial fulfillment of the requirements
for the award of the Degree of

BACHELOR OF SOCIAL WORK

BY

(NAME OF THE STUDENT)

under the supervision of

(NAME OF THE RESEARCH SUPERVISOR)

Department of Social Work

Name of the

College/University

Place & Year

THE FORMAT OF THE CERTIFICATE

DATE: DD/MM/YYYY

DECLARATION

This is certify that the dissertation/ research report entitled, “*DISSERTATION TITLE*” submitted by me in partial fulfilment for the award of the Degree of BSW of this University has not been previously submitted for any other degree/diploma of this or any other University and is my original work.

(Name and Signature of the Student)

I recommend this dissertation be placed before the examiners for evaluation.

(Name and Signature of the Faculty Supervisor)

CERTIFICATE

On the basis of the declaration submitted by Mr./Ms.....

Student of BSW (Semester–VI), year, I hereby certify that the dissertation titled” which is being submitted to the in partial fulfilment of the requirement for the award of the degree of BSW, is an original contribution to existing knowledge and faithful record of research carried out by him/her under my guidance and supervision. To the best of my knowledge this work has not been submitted in part or full for the award of any Degree or Diploma to this University or elsewhere.

I consider this dissertation fit for submission and evaluation.

Signature and Name of the
Supervisor

Date: DD/MM/Y

Place: