



RANI CHANNAMMA UNIVERSITY, BELAGAVI

**SYLLABUS for V & VI Semesters of
SOCIAL WORK**
at the Under-Graduate (UG) Level
as per the Choice Based Credit System (CBCS) designed in
accordance with
Learning Outcomes-Based Curriculum Framework (LOCF)
of National Education Policy (NEP) 2020

w.e.f.

Academic Year 2023-24 and onwards

COURSES FOR THE THIRD YEAR OF SOCIAL WORK SUBJECT

The following are the Courses for the Third Year (V & VI Semesters) of Social Work subject:

Semester V

SWDC05: Social Work Research

SWDC06: Areas of Social Work Practice – I

SWDC07: Field Work Practice - V

Semester VI

SWDC08: Social Welfare Administration

SWDC09: Areas of Social Work Practice – II

SWDC10: Field Work Practice - VI

V Semester (Social Work)

Year	II	Course Code: SWDC05	Credits	4		
Sem.	V	Course Title: Social Work Research	Hours	60		
Formative Assessment Marks:40		Summative Assessment Marks: 60	Duration of ESA: 2 hours			
Course Outcomes		Course Outcomes (COs): At the end of the course students will be able to:				
		<ol style="list-style-type: none"> 1. To gain understanding of nature and relevance of social science research and its application in the study of social phenomena. 2. To learn steps and process of formulation of research design and carry out the same. 3. To learn method of conducting a review of literature. 4. To develop familiarity with qualitative and quantitative research methods. 5. To learn how to prepare tools for collection of data. 6. To learn process of data collection, organization, presentation, analysis and report writing. 				
Unit No.	Course Content	Suggested Pedagogy	Hours			
Unit I	Basic Concepts: Meaning, Definitions, Functions and Scope of Research. Meaning, Definitions, Significance and Scope of Social Work Research. Types of Research. Ethics in Research.	Lecture, Assignment, Individual and Group Discussion/Presentation.	15			
Unit II	Research Methodology: Identification and Formulation of a Research Problem. Review of Literature. Types of Research Design: Exploratory, Descriptive, Experimental, Interventionist and Evaluative. Meaning, Significance and Types of Sampling. Sources of Data: Primary and Secondary.	Lecture, Assignment, Individual and Group Discussion/Presentation.	17			

Unit III	<p>Data Collection, Analysis and Reporting:</p> <p>Tools of Data Collection: Interview Schedule, Interview Guide, & Questionnaire.</p> <p>Meaning, significance and steps in data processing (editing, classification, coding, preparation of master chart, and tabulation).</p> <p>Meaning, Definitions, Uses and Limitations of Statistics.</p> <p>Measures of Central tendency – Mean, Mode, Median.</p> <p>Meaning and significance of data analysis and interpretation.</p>	<p>Lecture, Assignment, Individual and Group Discussion/Presentation.</p>	18
Unit IV	<p>Report Writing</p> <p>Synopsis ; meaning synopsis writing Research Report; Meaning, parts of Research Report</p>	<p>Lecture, Assignment, Individual and Group Discussion/Presentation.</p>	10

Recommended Learning Resources

Print Resources	<ol style="list-style-type: none"> 1. Black, J. and Champion, D. (1976). Methods and Issues in Social Research. New York, N.Y.:Wiley. 2. Bryman, Alan (2016), Social Research Methods. 5th Edition. London: Oxford University Press. 3. Cook, Thomas D Cook and Reichardt, eds (1979). Qualitative and Quantitative Methods inEvaluation Research. CA: Sage. 4. Creswell, J W (1994). Research Design: Qualitative and Quantitative Approaches. CA: SagePublications. 5. Denzin, N.K. and Lincoln, Y.S. Eds (2017). The Sage Handbook of Qualitative Research. Sage. 6. Gupta, S.C., (2012), Fundamentals of Statistics, 7th revised ed., Himalaya Publishing House, NewDelhi. 7. Kerlinger, F. (1986). Foundations of Behavioral Research. New York: Holt, Rinehart andWinston. 8. Kothari, C. R., (2004), Research Methodology –Methods and Techniques, 2nd ed., 9. Kumar, R., (2006), Research Methodology, 2nd ed., Pearson Education, New Delhi. 10. Laldas, D. K., (2000), Practice of Social Research, Rawat Publication, New Age International (P)Ltd., New Delhi. 11. Neuman, W. L. (2014). Social Research Methods- Qualitative and Quantitative Approach. 7thEdition. New Delhi: Pearson Education India.
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Year Sem.	III V	Course Code: SWDC06 Course Title: Areas of Social Work Practice - I	Credit Hours 4 60
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA:2 hours
Course Outcomes		<p>Course Outcomes (COs):At the end of the course students will be able to:</p> <p>1: Gain opportunity in understanding contemporary fields of social work profession</p> <p>2: Influence to practice, analyze and evaluate social work interventions</p>	
Unit No.	Course Content		Suggested Pedagogy
Unit I	<p>Family Welfare: Family: Meaning, Definition., Family Welfare: Meaning, Definition, Scope and Importance. Changing scenario of Indian Families: Issues and concerns. Family Welfare Programmes in India; Problems in Contemporary Families; Role of Social Worker in Family Counselling,</p>		i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode
Unit II	<p>Child Welfare: Child: Meaning, Definition: Role of Family, Peer Group, Neighborhood, School. Child Neglect and Abuse; Children in conflicting with law- Causes and Effects; Role of Social Worker in Mitigating the Issues of Children; National Policy on Children.</p>		i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode
Unit III	<p>Youth Welfare: Meaning, Definitions and Importance. Needs and Problems of Youth ; Youth Unrest, Youth in Conflict, Profile of Youth in India. Youth Programmes and Services, Salient features of National Youth Policy, Role of Social Worker in Mitigating the Issues of Youth</p>		i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode
Unit IV	<p>Elderly Welfare : 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, Salient features National Policy on Older People; Geriatric Social Work.</p>		i) Lecture method ii) Tutorials iii)Assignments iv) Group Discussion v) Virtual Mode
Recommended Learning Resources			
Print Resources	<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 (996), 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 		

Formative Assessment for Theory	
Assessment Occasion/ type	Marks
Written test (10+10)	20
Assignment/Case studies:	10
Seminar	5
Attendance/Class Participation	5
Total	40 Marks
<i>Formative Assessment as per guidelines.</i>	

Year Sem.	III V	Course Code: SWDC07 Course Title: Field Work Practice - V	Credits	4		
			Hours	4 hours per week		
Formative Assessment Marks: 50		Summative Assessment Marks: 50	Duration of ESA: NA (Viva-Voce)			
			Practical Content <ol style="list-style-type: none"> 1. Familiarization with agency, its objectives and Programmes. 2. Familiarisation with target group and prepare its profile. 3. Explore and analyze the needs, problems and resources of individuals, groups and communities. 4. Organize activities with groups of women, children, youth and other population groups. 5. Mobilize resources and develop network with other institutions/organizations working in the neighboring areas. 6. Understand power structure of surrounding area and of local Community leaders and stakeholder 			
			<p>The workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14).</p> <p>The <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14) states that "... each learner should get about forty-five to sixty minutes of individual instruction..." and that "hence teacher-learner ratio suggested is 1:8..." (enclosed as "Annexure 1"). Thus, it may be noted that the instructional hours for "Social Work Practicum" vary depending on the number of students allocated for supervision to each of the faculty. In keeping with the guidelines given in the <i>UGC Model Curriculum for Social Work Education</i>, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. 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.</p>			
Assessment type		Weightage in Marks				
Summative Assessment:		50 (Field Work Supervision, Reporting and Internal Assessment)				
Formative Assessment:		50 (Viva – Voce Examination)				
Total		100				

VI Semester (Social Work)

Year	III	Course Code: SWDC08 Course Title: Social Welfare Administration (Theory)	Credits	4
Sem.	VI		Hours	4 hours per week
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA:2 hours	
Course Outcomes		<p>After the successful completion of the course, the student will be able to:</p> <ol style="list-style-type: none"> 1.Understand concept of social welfare and social welfare administration 2. Understand the Structure and components of social welfare administration 3. Understand the relevance of social welfare administration for social workers 		
Unit No.	Course Content		Suggested Pedagogy	Hours 60
Unit I	<p>Introduction to Social Welfare and Administration. Social Welfare: Meaning, Definitions, Nature and Scope. Social Welfare Administration: Meaning, Definitions, Objectives and Nature, Principles, Functions and Scope of Social Welfare Administration.</p>		i) Lecture method ii) Tutorials iii) Assignments iv) Group Discussion v) Virtual Mode	15
Unit II	<p>Structure of Social Welfare Administration Social Welfare Agencies: Forms and Functions. Social Welfare Administration at local level, at State Level, at Central level and at International Level</p>		i) Lecture method ii) Tutorials iii) Assignments iv) Group Discussion v) Virtual Mode	15
Unit III	<p>Components of Social Welfare Administration Meaning, Definitions, Types and objectives of Planning, Organization, Staffing, Directing, Coordinating, Reporting, Budgeting, Evaluation, and Feedback:.</p>		i) Lecture method ii) Tutorials iii) Assignments iv) Group Discussion v) Virtual Mode	15
Unit IV	<p>Skills and Techniques of Social Welfare Administration) Programme / Project Development. Fund Raising and Resource Management. Public Relations, Networking, Referral Services. Decision Making, Conflict Resolution.</p>		i) Lecture method ii) Tutorials iii) Assignments iv) Group Discussion v) Virtual Mode	15
Recommended Learning Resources				
Print Resources	<ol style="list-style-type: none"> 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. 			

	<ol style="list-style-type: none">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.7. Thomas, Gracious (ed.). 2010. Social Work Intervention with Communities and Institutions (Vol.I). New Delhi: School of Social Work, IGNOU
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Year	III	Course Code: SWDSC09	Credits	4
Sem.	VI	Course Title: Areas of Social Work Practice - II (Theory)	Hours	4 hours per week
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA:2 hours	
Course Outcomes		<p>After the successful completion of the course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Develop understanding of different areas of social work practice like correctional social work, medical, psychiatric and school social work 2. Know about the community and ecological development 3. Understand the role and functions of social workers in different settings 		
Unit No.	Course Content		Suggested Pedagogy	Hours 60
Unit I	<p>Occupational and Correctional Social Work Organized and Unorganized Labour: Meaning Definition, Characteristics and Issues. Meaning of Labour Welfare, Industrial Relations and Human Resource Management. Correctional Social Work: Meaning, Definition, Characteristics and Problems. Social Work Practice in Occupational and Correctional Settings.</p>		i) Lecture method ii) Tutorials iii) Assignments iv) Group Discussion v) Virtual Mode	15
Unit II	<p>Community and Ecological Development Community Development: Concept and Evolution. Rural, Urban and Tribal Community Development Programmes. Ecology and Development: Concept and Inter linkages. Stakeholders Participation in Environmental Conservation.</p>		i) Lecture method ii) Tutorials iii) Assignments iv) Group Discussion v) Virtual Mode	15
Unit III	<p>Medical, Psychiatric and School Social Work Medical and Psychiatric Social Work: Concept, Meaning, Definitions and Scope. Role and Functions of Medical and Psychiatric Social Workers. School Social Work: Concept, Need and Challenges. Right to Education, Sarva Shiksha Abhiyan</p>		i) Lecture method ii) Tutorials iii) Assignments iv) Group Discussion v) Virtual Mode	15
Unit IV	<p>Gender and Empowerment. Differences between Sex and Gender Meaning, Characteristics and Challenges: Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual (LGBTQIA+) Advocacy, Women Empowerment: Meaning, Definition, and Current Status. Policies and Programmes for Women's Empowerment.</p>		i) Lecture method ii) Tutorials iii) Assignments iv) Group Discussion v) Virtual Mode	15

Recommended Learning Resources	
Print Resources	<ol style="list-style-type: none">1. Chakraborty Krishna (2002), Family in India, Jaipur, Rawat Publication2. Charles ES and Theresa FD (2000), Ages and Stages: A parent's Guide to Normal Child development, New York, Wiley3. D'Souza PR, Kumar S and Shastri S (2009), Indian Youth in Transforming World, New Delhi, Sage4. Dandekar K (996), The Elderly in India, New Delhi, Sage5. Desai M(ed)(1994), Family and Intervention: A Course Compendium, Mumbai, TISS6. Dhar, Chowdhury, Rajgopal (2004), The Graying of India; Population of Ageing in the Context of Asia, New Delhi, Sage

Formative Assessment for Theory	
Assessment Occasion/ type	Marks
Written test (10+10)	20
Assignment/Case studies:	10
Seminar	5
Attendance/Class Participation	5
Total	40 Marks

Formative Assessment as per guidelines.

Year Sem.	III VI	Course Code: SWDSC10 Course Title: Field Work Practice-VI	Credits	4
			Hours	4 hours per week
Formative Assessment Marks: 50		Summative Assessment Marks: 50	Duration of ESA:NA (Viva-Voce)	
Practical Content <ol style="list-style-type: none"> 1. Familiarization with agency, its objectives and Programmes. 2. Familiarization with target group and prepare its profile. 3. Explore and analyze the needs, problems and resources of individuals, groups and communities. 4. Organize activities with groups of women, children, youth and other population groups. 5. Mobilize resources and develop network with other institutions/organizations working in the neighboring areas. 6. Understand power structure of surrounding area and of local Community leaders and stakeholder 				
<p>The workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14).</p> <p>The <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14) states that “... each learner should get about forty-five to sixty minutes of individual instruction...” and that “hence teacher-learner ratio suggested is 1:8...” (enclosed as “Annexure 1”). Thus, it may be noted that the instructional hours for “Social Work Practicum” vary depending on the number of students allocated for supervision to each of the faculty. In keeping with the guidelines given in the <i>UGC Model Curriculum for Social Work Education</i>, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. 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.</p>				
Assessment type		Weightage in Marks		
Summative Assessment:		50 (Field Work Supervision, Reporting and Internal Assessment)		
Formative Assessment:		50 (Viva – Voce Examination)		
Total		100		