

BACHELOR OF SOCIAL WORK (B.S.W)

Syllabus for the Fifth and Sixth Semesters



2026-27 and onwards

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



**KUVEMPU UNIVERSITY
Jnanasahyadri
Shankaraghatta- 577451.
ShimogaDist,**

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SEMESTER - V

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

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

* The *UGC Model Curriculum for Social Work Education* (2001, p. 14) states that “... each learner should get about forty-five to sixty minutes of individual instruction...” and that “hence teacher-learner ratio suggested is 1:8...” (enclosed as “Annexure 1”). Thus, it may be noted that the instructional hours for “Social Work Practicum” vary depending on the number of students allocated to each faculty. In keeping with the guidelines given in the *UGC Model Curriculum for Social Work Education*, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. Since the Paper is of Practical nature, the total workload for the faculty for a batch of eight students is 8 hours per week (i.e. 16 hrs./2 = 8). Hence, **the workload for Social Work Practicum per week will be Eight hours for a batch of eight students.** Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

SEMESTER - VI

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

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

* The *UGC Model Curriculum for Social Work Education* (2001, p. 14) states that “... each learner should get about forty-five to sixty minutes of individual instruction...” and that “hence teacher-learner ratio suggested is 1:8...” (enclosed as “Annexure 1”). Thus, it may be noted that the instructional hours for “Social Work Practicum” vary depending on the number of students allocated to each faculty. In keeping with the guidelines given in the *UGC Model Curriculum for Social Work Education*, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. Since the Paper is of Practical nature, the total workload for the faculty for a batch of eight students is 8 hours per week (i.e. 16 hrs./2 = 8). Hence, **the workload for Social Work Practicum per week will be Eight hours for a batch of eight students.** Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

COURSE-WISE SYLLABUS

SEMESTER V

Year	III	Course Code: SW 5.1			Credits	4
Sem.	V	Course Title: Social Action and Movements in India			Hours	48
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.		
Course Outcomes		At the end of the course the student should be able to: 1. To understand the fundamental concepts and components of social action and social movements. 2. To understand the models of social action. 3. To understand the significance of social movements in India for social change.				
Module No.		Course Content		Suggested Pedagogy	Hours	
Module - I		- o Social Action:Meaning, Definition, Characteristics and Scope. - o Social Action and its Relationship with other methods of Social Work. - o Historical evolution of Social Action in India. ▪ Origin of social Action ▪ 19th century reform movements ▪ Gandhian era ▪ Post Independence (1947 Onwards)		Lecture, Tutorials Group Discussion Assignment	12	
Module - II		- o Goals and Objectives of Social Action. - o Principles of Social Action. - o Strategies of Social Action: Advocacy and Lobbying, Community Mobilisation, Campaign planning and awareness drives, Use of media and digital platform. - o Models of Social Action- Popular, Elitist - o Approaches of Social Action-Need Based and Right Based Approaches		Lecture, Tutorials Group Discussion	12	
Module - III		- o Social Movements:Meaning, Definition, Characteristics and Scope. - o Types of Social Movements: Reform movements, Revolutionary movements, Identity based movements (gender, caste, ethnicity), environmental and human rights movements.		Lecture, Tutorials Group Discussion Activity Seminars	12	
Module - IV		- o Social Action Movements: National and Karnataka ▪ Environmental movements ▪ Dalit movements ▪ Women Movements ▪ Tribal movements ▪ Agrarian and Peasant Movements		Lecture, Tutorials Seminars Visits to the settings	12	

References:

- Siddiqui, H.Y. (1985), *Social Work and Social Action*, New Delhi,
- Jawad, R. (2012). Social work and social action. In *Religion and faith-based welfare: From wellbeing to ways of being* (1st ed., pp. 129–148). Bristol University Press. <https://doi.org/10.2307/j.ctt9qgkwz.8>
- Mondros, J. B., & Minieri, J. (2023). The Evolution Of Social Action Organizing. In *Organizing for Power and Empowerment: The Fight for Democracy* (2nd ed., pp. 1–38). Columbia University Press. <http://www.jstor.org/stable/10.7312/mond18944.4>
- Ramírez, L. G., Flores, Y., Gamboa, M., González, I., Pérez, V., Ramírez-Castañeda, M., & Vital, C. (2011). Social Action. In *Chicanas of 18th Street: Narratives of a Movement from Latino Chicago* (pp. 166–200). University of Illinois Press. <http://www.jstor.org/stable/10.5406/j.ctt1xcpcb.16>
- Brown, M. E. (2014). Social Action as Action. In *The Concept of the Social in Uniting the Humanities and Social Sciences* (pp. 208–222). Temple University Press. <http://www.jstor.org/stable/j.ctt14bsvrp.15>
- Youngblood, R. L. (1990). From Social Action to Liberation. In *Marcos Against the Church: Economic Development and Political Repression in the Philippines* (pp. 65–100). Cornell University Press. <http://www.jstor.org/stable/10.7591/j.ctvr7f2xs.9>
- Rueschemeyer, D. (2009). A General Frame: Social Action. In *Usable Theory: Analytic Tools for Social and Political Research* (pp. 27–39). Princeton University Press. <https://doi.org/10.2307/j.ctvc4j6k.5>
- Siddique, H. Y. (1997). *Working with Communities – Introduction to Community Work*. New Delhi: Hira Publications
- Somesh Kumar (2002) *Methods for Community Participation: A complete guide for practitioners*, New Delhi: Sage Publication (Vistaar)
- HarnamHarper&Brot Shah, Ghanshyam (2004), *Social Movements in India: A Review of the Literature*, New Delhi, Sage
- Shah, Ghanshyam (2004), *Social Movements in India: A Review of the Literature*, New Delhi, Sage
- Singh, R (2001), *Social Movements-Old and New: A Post-modern Critique*, New Delhi, Sage

Year	III	Course Code: SW 5.2			Credits	4
Sem.	V	Course Title:Social work Research			Hours	48
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.		
Course Outcomes	At the end of the course the student should be able to: a) To gain understanding of nature and relevance of social science Research and its Application in the Study of Social Phenomena b) To learn steps of process of formulation of research design and carry out the same c) To learn method of conducting a review of literature d) To develop familiarity with qualitative and quantitative research method e) To learn how to prepare tools for collection of data					
Module No.	Course Content			Suggested Pedagogy	Hours	
Module - I	Unit I: Basic Concepts ○ Research: Meaning, Definition, Objectives ○ Social Research: Meaning, Definition, Characteristics and Scope ○ Social Work Research:Meaning, Definition, Characteristics and Scope ○ Social Work Research Methods:Qualitative Research, Quantitative Research and Mixed Research ○ Ethics of Social Work Research			Lecture, Tutorials Group Discussion Assignment	12	
Module - II	Unit II: Social Work Research Methodology ○ Social Work Research Process ○ Identification and Steps in Formulation of a Research Problem ○ Review of Literature ○ Research Questions, Hypothesis, and Variables: Meaning, Characteristics and Types ○ Types of Research Designs: Exploratory, Descriptive, Experimental and Evaluative			Lecture, Tutorials Group Discussion	12	
Module - III	Unit III: Sampling Framework and Data Collection ○ Concept of Universe, Sampling and its Types: Probability and Non-Probability ○ Sources of Data: Primary and Secondary ○ Tools of Data Collection (Quantitative): Survey, Interview Schedule, Questionnaire ○ Tools of Data Collection (Qualitative): Observation, In-depth Interview and Focus Group Discussion			Lecture, Tutorials Group Discussion Activity Seminars	12	

Module - IV	Unit IV: Data Processing and Basic Statistics ○ Processing and Presentation of Data ○ Analysis and Interpretation ○ Statistics: Meaning, Definitions and Relevance to Social Work Research ○ Use of Statistics: Measures of Central tendency ○ Report Writing	Lecture, Tutorials Seminars Visits to the settings	12
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References:

- Black, J. and Champion, D. (1976).Methods and Issues in Social Research. New York, N.Y.: Wiley.
- 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
- Creswell, J W (1994). Research Design: Qualitative and Quantitative Approaches. CA:Sage Publications.
- 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.
- Kerlinger, F. (1986).Foundations of Behavioral Research. New York: Holt, Rinehart and Winston.
- Kothari, C. R.,(2004) , Research Methodology –Methods and Techniques, 2nd ed.,
- Kumar, R., (2006), Research Methodology, 2nd ed., Pearson Education, New Delhi.
- Laldas, D. K., (2000), Practice of Social Research, Rawat Publication, New Age International (P) Ltd., New Delhi.
- Neuman, W. L. (2014).Social Research Methods- Qualitative and Quantitative Approach.7th Edition. New Delhi: Pearson Education India

Year	III	Course Code: SW 5.3			Credits	4
Sem.	V	Course Title: Legal Knowledge for Social Work Practice			Hours	48
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.		
Course Outcomes	At the end of the course the student should be able to: a) Understand the basic structure and functioning of the Indian legal system. b) Develop knowledge of laws relevant to social work practice. c) Apply legal knowledge in working with individuals, groups, and communities. d) Identify legal remedies and support systems for vulnerable populations. e) Enhance skills in legal awareness, advocacy, and rights-based practice					
Module No.	Course Content			Suggested Pedagogy	Hours	
Module - I	Introduction to Legal System and Social Work: • Meaning and importance of law in social work practice. • Structure of Indian Judiciary: Supreme Court, High Courts, Lower Courts. • Role of Police: Jana Snehi Police Station • Public Interest Litigation (PIL).			Lecture, Tutorials Group Discussion Assignment	12	
Module - II	Laws related to Women: • Domestic Violence Act, 2005. • Dowry Prohibition Act, 1961. • Sexual Harassment of Women at Workplace Act, 2013. Laws related to Children: • Juvenile Justice (Care and Protection) Act, 2015. • Protection of Children from Sexual Offences (POCSO) Act, 2012. • Child Labour (Prohibition and Regulation) Act.			Lecture, Tutorials Group Discussion	12	
Module - III	Laws Related to Marginalized and Vulnerable Groups – • Laws related to Scheduled Castes and Scheduled Tribes (Prevention of Atrocities Act). • Rights of Persons with Disabilities Act, 2016 • Maintenance and Welfare of Parents and Senior Citizens Act, 2007. • Mental Healthcare Act, 2017. • Labour Laws: Minimum Wages Act, Factories Act (overview)			Lecture, Tutorials Group Discussion Activity Seminars	12	
Module - IV	• Legal Aid:Meaning, Need, and Services (NALSA and State Legal Services Authorities). • Role of Social Worker in Legal Settings. • Advocacy and Human Rights Approach in Social Work. • Field exposure: Visits to Family Courts, Police Stations, NGOs (MahilaSantvan), Legal Aid Centres.			Lecture, Tutorials Seminars Visits to the settings	12	

Reference –

- Domestic Violence Act: Government of India. (2005). *The Protection of Women from Domestic Violence Act, 2005*. Ministry of Law and Justice.
- Dowry Prohibition Act: Government of India. (1961). *The Dowry Prohibition Act, 1961*. Ministry of Law and Justice.
- Sexual Harassment Act: Government of India. (2013). *The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013*. Ministry of Law and Justice.
- Juvenile Justice Act: Government of India. (2015). *The Juvenile Justice (Care and Protection of Children) Act, 2015*. Ministry of Law and Justice.
- POCSO Act: Government of India. (2012). *The Protection of Children from Sexual Offences Act, 2012*. Ministry of Law and Justice.
- Child Labour Act: Government of India. (1986). *The Child Labour (Prohibition and Regulation) Act, 1986*. Ministry of Law and Justice.
- SC/ST Act: Government of India. (1989). *The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989*. Ministry of Law and Justice.
- Rights of Persons with Disabilities Act: Government of India. (2016). *The Rights of Persons with Disabilities Act, 2016*. Ministry of Law and Justice.
- Senior Citizens Act: Government of India. (2007). *The Maintenance and Welfare of Parents and Senior Citizens Act, 2007*. Ministry of Law and Justice.
- Mental Healthcare Act: Government of India. (2017). *The Mental Healthcare Act, 2017*. Ministry of Law and Justice.
- Minimum Wages Act: Government of India. (1948). *The Minimum Wages Act, 1948*. Ministry of Law and Justice.
- Factories Act: Government of India. (1948). *The Factories Act, 1948*. Ministry of Law and Justice.
- Ahuja, R. (2014). *Social problems in India* (3rd ed.). Rawat Publications.

Year	III	Course Code: SW 5.4			Credits	4
Sem.	V	Course Title:Social Entrepreneurship and NGO Management			Hours	48
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.		
Course Outcomes		At the end of the course the student should be able to: a. To develop basic understanding on Skill and Entrepreneurship b. To develop understanding on the qualities an attributes of entrepreneurs c. To understand abilities and Skills of successful entrepreneur d. Knowconceptandbasic featuresofNGOandprojectformulationCO2.Developlegalunderstandingabouttheor ganization e. UnderstandhowknowledgeofprojectformulationishelpfulforSocialWorkers				
Module No.		Course Content		Suggested Pedagogy	Hours	
Module - I		UNIT I: Social Entrepreneurship, Social Entrepreneur, and Social Enterprises: o Meaning, definition and Characteristics of: Social Entrepreneurship, Social Entrepreneur, and Social Enterprises o Differences between Business and Social Entrepreneur, Entrepreneurship and Social Entrepreneurship. o Entrepreneurial Qualities and Attributes o Functions of an Entrepreneur o Entrepreneurial Opportunities		Lecture, Tutorials Group Discussion Assignment	12	
Module - II		UNIT II: Skills and Opportunities of Ventures: o Social Purpose Ventures o Identifying social business opportunities o Skills of Social Entrepreneur o Leagal Formalities to setup Business ventures o Success Stories and expose visit to entrepreneur institution		Lecture, Tutorials Group Discussion	12	
Module - III		UNIT-III: NGOS: o Meanings, definition, characteristics, Objectives and Types. o Present status of NGOs and their role in social upliftment. o History, origin and development of NGOs. o Issues and Challenges of NGOs		Lecture, Tutorials Group Discussion Activity Seminars	12	
Module - IV		UNIT IV: Formation and Management of Non-Profit Organizations: o Formation of Non-Profit organizations (NPOs) o Project Proposal Development: Identification of Basic Factors, o Steps in Project cycle: Identification, Planning, Execution, Monitoring and Control, Evaluation and Termination and follow-up. o Proposal Writing; Do’s and Don’ts of a Project Proposal. o Financing: Sources of Finance: Local, National and International Agencies.		Lecture, Tutorials Seminars Visits to the settings	12	

References:

- Bornstein, D., & Davis, S. (2010). *Social Entrepreneurship: What Everyone Needs to Know*. Oxford University Press.
- Bornstein, D. (2007). *How to Change the World: Social Entrepreneurs and the Power of New Ideas* (Updated Edition). Oxford University Press.
- Khanka, S. S. (2013). *Entrepreneurship Development*. S. Chand Publishing.
- Desai, V. (2011). *Dynamics of Entrepreneurial Development and Management* (6th ed.). Himalaya Publishing House.
- Charantimath, P. M. (2014). *Entrepreneurship Development and Small Business Enterprises* (2nd ed.). Pearson Education India.
- Lewis, D., & Kanji, N. (2009). *Non-Governmental Organizations and Development*. Routledge.
- Chowdhry, P. (2013). *Social Work Administration and Development*. Rawat Publications.
- Sooryamoorthy, R. (2011). *NGOs in India: A Cross-Sectional Study*. Rawat Publications.
- Chandra, P. (2015). *Projects: Planning, Analysis, Selection, Financing, Implementation, and Review* (9th ed.). McGraw Hill Education.
- Sachdeva, D. R. (2010). *Social Work Administration*. Kitab Mahal Publishers.
- UNESCO. (2016). *Handbook on Project Proposal Writing*. UNESCO Publications.
- Bhattacharyya, L. K. (2004). *NGO Management*. Deep and Deep Publications.

Year	III	Course Code: SW5.5 (Practical)			Credits	3
Sem.	V	Course Title: SOCIAL WORK PRACTICUM – V (Concurrent Fieldwork)			Hours	8 hrs per week
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: NA (viva)		
Course Outcomes		At the end of the course, the student should be able to: 1. Familiarization with agency, its objectives and Programmes. 2. Familiarization with different settings of social work. 3. Able to understand the social work intervention with target population. 4. Build the capacity to work in chosen setting.				
COURSE CONTENT						
Concurrent Field Work: Every student of V Semester BSW shall be placed in an agency for Concurrent field work two days in a week. The broad aim of concurrent filed work practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations. This learning experience should provide an opportunity of working with communities, groups, individuals/families and managing organization tasks. It is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two days in every week of the semester. The learner is expected to complete a minimum of 24 days of visits in this semester.						
Placement may be in different fields of social work including specialized area of social work i.e., Hospitals, social development agencies, industries, correctional settings, women empowerment, school settings, etc.						
Note on the Calculation of Workload for Social Work Practicum						
- The workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14). - The <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14) states that “... each learner should get about forty-five to sixty minutes of individual instruction...” and that “hence teacher-learner ratio suggested is 1:8...” (enclosed as Annexure 1). Thus, it may be noted that the instructional hours for “Social Work Practicum” vary depending on the number of students allocated for supervision to each of the faculty. - In keeping with the guidelines given in the <i>UGC Model Curriculum for Social Work Education</i>, for a batch of eight students, the faculty is expected to provide 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 8 hours per week (i.e. 16 hrs. /2 = 8). Hence, the workload for Social Work Practicum per week will be Eight hours for a batch of eight students.Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.						
Note on the Assessment of Social Work Practicum						

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

Recommended Learning Resources

PRINT RESOURCES	1. Kohli, A.S. 2004. Field Instruction and Social Work: Issues, Challenges and Response. Delhi: Kanishka. 2. Lawani, B.T. 2009. Social Work Education and Field Instructions. Agra: Current Publications. 3. Mathew, G. Supervision in Social Work. Mumbai: TISS. 4. Roy, S. 2012. Fieldwork in Social Work. Jaipur: Rawat Publications. 5. Sajid, S.M. 1999. Fieldwork Manual. New Delhi: Department of Social Work, Jamia Milia Islamia. 6. Singh, R.R. (ed.) 1985. Fieldwork in Social Work Education: A Perspective for Human Service Profession. New Delhi: Concept Publishing. 7. Subedhar, I.S. 2001. Fieldwork Training in Social Work. New Delhi: Rawat. 8. University Grants Commission. 1978. Review of Social Work Education in India: Retrospect and Prospect. New Delhi: UGC. 9. Dr. Jayapraksh P and Dr. Gayatri Jayaprakash . 2025. Samaj Karya Shikshan Adhi Kshetra Karya: Suvvi Publication: Gama, Shikaripura, Shivamogga -577214.
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SEMESTER V

Year	III	Course Code: SW5.6 (Practical) Course Title: Study Visits or Internship	Credits	2
Sem.	V		Hours	6 hrs per week
Formative Assessment Marks: 10		Summative Assessment Marks: 40	Duration of ESA: NA (viva)	
COURSE CONTENT				
Study tour is one of the vital components of Social Work Education at the institute which allows students to avail the due exposure with the agencies working at different locations across the spectrum of social work. During the study tour students are most likely to visit organizations working situated throughout India. Study tour usually lasts for 3 to 6 days excluding the days spent in travel, whereby student are ensured the exposure to all the specializations.				
Objectives				
• The study tour is organised to ensure cross cultural professional exposure. • The study tour is an opportunity for students to explore their cohorts. • The study tour provides an opportunity to students to find their inner potential in terms of logistic management, interpersonal management, managing group communication and dynamics. • Study tour allows students to learn professional organization management from a wide range of organizations of development & social sector. • Students get to learn from the learning of the organizations in different cross cultural and regional settings.				
Guidelines for Conducting Study Visits				
Guidelines (Students)				
• Primary objective of study visit is academic in nature therefore students should not equate it with a general excursion; however opportunities for leisure trip are given in limited capacity during the study tour. • Participation of students in study tour is essential as the component is duly graded against the field work project of third semester. • Students should go through the details of the organization prior to visit it during study tour. This enhances their exposure and learning. • Students should be alert, must demonstrate alacrity, and should be participative in discussions conducted after the presentations made by the agency professional during the visit. • Student participants of the study tour must submit an undertaking in accordance with the student safety policy of the institute before leaving for the tour, without which students shall not be allowed to accompany the cohort for the tour. • Study tour fee and any other financial contribution with this regard must be made in advance by the student as per the instructions of the department which is entirely separate from regular college fee. • Students must carry their ID card issued by the college, diary and pen while they visit various organizations during the tour. • Students should produce the report of the study tour as per the prescribed format and must submit it in stipulated time. • Students should follow all the instructions from faculty escorts accompanying them on tour and must attend every day evaluation meeting organized by the faculty escorts. • During the tour, students are divided into various committees and each committee is assigned with duty schedule in order to ensure smooth execution of the tour.				

- Students should follow the rules and instructions of the premises where the stay has been arranged during the camp.
- Without the permission of faculty in-charge escorting them, students are not allowed to go away from the premises where they are lodged. In case of any problem/need/issue of any kind, students should immediately inform the faculty in-charge escorting them.
- Students are supposed to follow the code of conduct as informed by the department before the commencement of the tour. Consumption of alcohol, tobacco and any other kind of substance abuse is strictly prohibited. Any behaviour that violates the social norms will be unacceptable during the tour.

Guidelines (Faculty)

- Study tour escort will schedule the tour in consultation with head of the department.
- Faculty escort will finalise student committees with their duties for various tasks pertaining to the tour.
- Faculty escort will orient all the student participants before scheduling of the tour and should facilitate all the students to groom their leadership, organising and professional skills during the process.
- Faculty escorts on the tour must ensure that activity schedule is strictly followed during the tour.
- Faculty escort on tour has to conduct daily evaluations and should facilitate students to connect the classroom learning with the field learning during the tour.
- Faculty escorts are supposed to monitor the entire tour and should watch the participants on the tour.
- Faculty escorts are not allowed to relax any norm/rule agreed in consensus prior to the tour however in exigent circumstances they may take appropriate decision even otherwise, in due consultation with head of the department.
- Faculty escorts should plan the financial aspects of the tour in consultation with head of the department and finance officer of the college prior to the commencement of the tour.
- After the completion of the tour, concerned student committees shall submit the reports along with statement of expenditure of the tour in consultation with faculty escorts within stipulated time.
- Faculty escorts of the tour must schedule a comprehensive departmental review meeting once the tour is over, at an appropriate time in consultation with head of the department.

Guidelines for the 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 credit internship is equal to 30hrs on field experience.
- Internship shall be Discipline Specific of 45-60 hours (2 credits) with duration 2 weeks (15 days.)
- 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.
- Internship mentor/supervisor shall avail work allotment during 5th semester for a maximum of 20 hours.
- The student should submit the final internship report to the mentor for completion of the internship. (Report submission after every 5 days (3 Reports))

- Method of evaluation: Report submission/Assessment/Presentation/Viva-Voce.

Note on the Calculation of Workload for Social Work Practicum

The workload for Social Work Practicum (Study Visits and Internship) 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 8 hours per week (i.e. $16 \text{ hrs.}/2 = 8$). Hence, **the workload for Social Work Practicum per week will be Eight hours for a batch of eight students.** Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

Note on the Assessment of Social Work Practicum

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

SEMESTER VI

Year	III	Course Code: SW 6.1			Credits	4
Sem.	VI	Course Title:Social Work with Tribal, Rural, and Urban Communities			Hours	48
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.		
Course Outcomes		At the end of the course the student should be able to: - To Understand the concept of community Development - To understand the concepts and strategies of Urban, Rural and Tribal Community development. - To understand various Urban, Rural and Tribal Community development programmes in India				
Module No.		Course Content		Suggested Pedagogy	Hours	
Module - I		UNIT- I: TRIBAL COMMUNITIES - Tribal Communities: Meaning, Definition, Characteristics and Classification of tribes. - Major tribes in India and Karnataka - Contemporary Problems of Tribes - Tribal Rehabilitation and Tribal Resettlement - Constitutional Provisions for the protections of tribes - National Policy on Tribal Development		Lecture, Tutorials Group Discussion Assignment	12	
Module - II		UNIT- II: RURAL COMMUNITY - Meaning, Definition, Characteristics of Rural community. - Scope of studying the rural community and its relation to social work - Dynamics in Rural Communities: Caste – Class and Gender. - Contemporary problems of rural India		Lecture, Tutorials Group Discussion Activity Seminars	12	
Module - III		UNIT III URBAN COMMUNITY - Urban Community: Meaning, Definitions and Characteristics. - Urbanization: meaning, causes and Consequences. - Types of Urban Local bodies (ULB’s): Town Panchayath, Town Municipal council, City Municipal councils, City Corporations, Metropolitan city, Megacity. - Urban Community: Issues and Concerns		Lecture, Tutorials Seminars Visits to the settings	12	

Module - IV	UNIT IV COMMUNITY DEVELOPMENT PROGRAMMES AND INTERVENTIONS • Community Development: Meaning, Definition and Characteristics • Contemporary Tribal, Rural and Urban Community Development Programmes • Social work intervention: Tribal, Rural and Urban Community Development	Lecture, Tutorials Seminars Visits to the settings	12
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Year	III	Course Code: SW 6.2			Credits	4
Sem.	VI	Course Title:Social Work with Women and Elderly			Hours	48
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.		
Course Outcomes		At the end of the course the student should be able to: a) To understand the condition of women and elderly in society b) Identify key social issues affecting them. c) Understand basic legal rights and government support. d) Apply simple social work methods in practice e) Enhance skills in legal awareness, advocacy, and rights-based practice				
Module No.		Course Content		Suggested Pedagogy	Hours	
Module - I		Introduction and Status - Profile of women and elderly in India. - Status of women in India (past and present) - Changing family system (joint to nuclear) - Gender inequality and age discrimination		Lecture, Tutorials Group Discussion Assignment	12	
Module - II		Problems of Women: - Social Problems - Health Problems - Education Problems - Economic Problems - Religious and Cultural Problems - Political Problems (Participation)		Lecture, Tutorials Group Discussion	12	
Module - III		Problems of Elderly: - Health problems (Physical and mental) - Loneliness and neglect - Financial problems and dependency - Elder abuse - Digital illiteracy		Lecture, Tutorials Group Discussion Activity Seminars	12	
Module - IV		Social Work Practice: - Role of social worker in working with Women and Elderly - Overview of Government schemes meant for women and elderly - NGO’s working for women and elderly at National and State level - Institutional care for women and elderly		Lecture, Tutorials Seminars Visits to the settings	12	

Reference –

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Year	III	Course Code: SW 6.3			Credits	4
Sem.	VI	Course Title:Social Work with Differently-abled Persons			Hours	48
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.		
Course Outcomes		At the end of the course the student should be able to: 1. Import knowledge on concept, Nature and models of Differently-abled and understanding trends and current situation of Differently-abled . 2. Import knowledge on Differently-abled issues, problems and responses of Differently-abled . 3. Understanding policies, rehabilitation of persons with Differently-abled , services for the PWD				
Module No.		Course Content		Suggested Pedagogy	Hours	
Module - I		Differently-abled : • Meaning and Definitions. • Concept of Impairment, Handicap and Disability. • Types/Categories of Differently-abled. • Models of Differently-abled : The Charity Model, the Medical Model (individual), Social Model, Rights Based Model		Lecture, Tutorials Group Discussion Assignment	12	
Module - II		Differently-abled Issues and Challenges: • Societal attitude toward Persons with Differently-abled (PWD)-Stigma, Discrimination, oppression and social exclusion • Issues of access to education, employment, health, technology. • Differently Abled and human rights • Recent Trends of Differently-abled in India.		Lecture, Tutorials Group Discussion	12	
Module - III		Policy, Legal Framework, Services and Programmes: • United Nations Convention on Rights of Person with Disabilities. • Legislations pertaining to Differently abled: RPD Act & National Trust Act. • Services and programmes for Persons with Differently abled.		Lecture, Tutorials Group Discussion Activity Seminars	12	

	• Role of Government, NGO's and Civil society for Differently-abled.		
Module - IV	Rehabilitation Services – Community and Institution: • Types of Rehabilitation services for the PWD - Educational, vocational, economic & social • Institutional and Community Based Rehabilitation (CBR). • Roles and functions of Social Worker with differently abled. • Assistive Technology and Differently-abled: Introduction to Assistive Technology Cognitive assistance, including computer and electrical assistive devices Infrastructural assistance Devices for effective communication	Lecture, Tutorials Seminars Visits to the settings	12

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Year	III	Course Code: SW 6.4			Credits	4
Sem.	VI	Course Title:Disaster Management			Hours	48
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.		
Course Outcomes		Course outcome:At the end of the course the student should be able to: a) Explain key concepts such as disaster, hazard, vulnerability, resilience, and risk. b) Apply disaster management strategies across pre-disaster, during disaster, and post-disaster phases. c) Demonstrate skills in psychological first aid and basic psychosocial interventions. d) Analyze disaster management policies and institutional frameworks in India and Karnataka. e) Design community-based disaster risk reduction (CBDRR) and rehabilitation programmes. f) Critically examine the role of social workers in disaster prevention, response, and recovery.				
Module No.	Course Content			Suggested Pedagogy	Hours	
Module - I	Introduction to Disaster Management • Concepts: Disaster, Hazard, Risk, Vulnerability, Capacity, Resilience • Types of Disasters: ◦ Natural: Floods, cyclones, droughts, landslides ◦ Human-made: Industrial, chemical, biological disasters • Disaster Profile of India and Karnataka • Impact of Disasters: Social, economic, environmental, and psycho-social • Impact of Disaster on Development and Climate Change			Lecture, Tutorials Group Discussion Assignment	12	
Module - II	Prevention, Mitigation and Preparedness • Disaster Management Cycle • Prevention and Mitigation Strategies ◦ Structural measures (flood control, cyclone shelters) ◦ Non-structural measures (policies, awareness, early warning systems) • Disaster Risk Reduction (DRR) and Sendai Framework • Community-Based Disaster Risk Reduction (CBDRR) • Role of Local Governance (Panchayats, Municipalities)			Lecture, Tutorials Group Discussion	12	
Module - III	Disaster Response, Relief and Rehabilitation • Emergency Response: Search, rescue, evacuation • Relief Operations: ◦ Shelter, food, water, sanitation, health			Lecture, Tutorials Group Discussion Activity	12	

	care • Institutional Mechanisms: ◦ National Disaster Management Authority (NDMA) ◦ State Disaster Management Authority (Karnataka) ◦ District Administration and NGOs • Rehabilitation and Reconstruction: ◦ Livelihood restoration ◦ Housing and infrastructure rebuilding ◦ Social inclusion of vulnerable groups	Seminars	
Module - IV	Psycho-social Care in Disaster Management • Psycho-social Dimensions of Disasters • Psychological Impact: Trauma, grief, loss, stress, PTSD • Psychological First Aid (PFA) • Psychosocial Interventions : ◦ Crisis intervention ◦ Counseling and supportive therapy ◦ Group work and community-based approaches • Ethical issues in disaster intervention	Lecture, Tutorials Seminars Visits to the settings	12

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Year	III	Course Code: SW6.5 (Practical) Course Title: SOCIAL WORK PRACTICUM – VI	Credits	3
Sem.	VI		Hours	8 hrs

		(Concurrent Fieldwork)				per week
Formative Assessment Marks: 20			Summative Assessment Marks: 80		Duration of ESA: NA (viva)	
Course Outcomes		At the end of the course, the student should be able to: 1. Familiarization with agency, its objectives and Programmes. 2. Familiarization with different settings of social work. 3. Able to understand the social work intervention with target population. 4. Build the capacity to work in chosen setting.				
COURSE CONTENT						
Concurrent Field Work: Every student of VI Semester BSW shall be placed in an agency for Concurrent field work two days in a week. The broad aim of concurrent filed work practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations. This learning experience should provide an opportunity of working with communities, groups, individuals/families and managing organization tasks. It is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two days in every week of the semester. The learner is expected to complete a minimum of 24 days of visits in this semester. Placement may be in different fields of social work including specialized area of Social work i.e., Hospitals, social development agencies, industries, correctional settings, women empowerment, school settings, etc.						
Self-Evaluation Report by Student: You may write a brief report of about four pages regarding your self-evaluation regarding field work, the experience you gained during the third year of your field work practicum according to the set parameters namely knowledge, skills, attitude and development of Professional self.						
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 <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14). • The <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14) states that "... each learner should get about forty-five to sixty minutes of individual instruction..." and that "hence teacher-learner ratio suggested is 1:8..." (enclosed as Annexure 1). Thus, it may be noted that the instructional hours for "Social Work Practicum" vary depending on the number of students allocated for supervision to each of the faculty. • In keeping with the guidelines given in the <i>UGC Model Curriculum for Social Work Education</i>, for a batch of eight students, the faculty is expected to provide 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 8 hours per week (i.e. 16 hrs./2 = 8). Hence, the workload for Social Work Practicum per week will be Eight 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.						

Year	III	Course Code: SW6.6 (Practical)	Credits	2
Sem.	V I	Course Title: Intervention Research Project	Hours	6 hrs per

				week
Formative Assessment Marks: 10		Summative Assessment Marks: 40		Duration of ESA: NA (viva)
Course Outcomes	At the end of the course, the student should be able to: 1. Identify and formulate a relevant intervention research problem based on field experience. 2. Design and implement a structured intervention programme. 3. Identify and operationalize outcome variables. 4. Apply appropriate methods to measure and evaluate impact. 5. Analyze findings and draw meaningful conclusions. 6. Prepare and present a systematic research report.			
COURSE CONTENT				
Instructions				
1. Selection of Topic and Problem Identification				
- Students shall identify a field-based problem from their practicum setting (individual, group, or community level). - The topic should be relevant, feasible, and researchable within the available time frame. - Students must formulate: - Title of the study - Statement of the problem - Objectives of the study - A brief review of literature should be undertaken to understand existing knowledge and gaps. - Ethical considerations must be ensured (consent, confidentiality, non-harm).				
2. Development of Intervention				
- Students shall design an intervention programme based on: - Identified needs - Relevant theories and social work approaches - The intervention plan should include: - Goals and specific objectives - Description of activities/strategies - Duration and time frame - Resources required - A pilot or preliminary feasibility check may be conducted where possible.				
3. Identification of Outcome Variables				
- Students shall clearly define: - Independent variable (intervention) - Dependent variables (expected outcomes) - Variables must be operationally defined. - Indicators should be identified to measure change (e.g., behavioural, psychological, social indicators).				

4. Measuring Impact of Intervention

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

5. Research Report Writing

Students shall prepare a comprehensive research report with the following structure:

1. Title Page
 2. Certificate/Declaration
 3. Acknowledgement
 4. Abstract/Executive Summary
 5. Introduction
 6. Review of Literature
 7. Methodology (including intervention design)
 8. Data Analysis and Findings
 9. Discussion
 10. Conclusion
 11. Recommendations
 12. References (APA format)
 13. Annexures (tools, schedules, etc.)
- The report should follow academic writing standards.
 - Proper referencing and avoidance of plagiarism must be ensured.

6. Presentation and Viva Voce

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

Assessment Pattern (Suggested)

Internal Assessment – 40 Marks

- Research Proposal – 10 Marks
- Intervention Design – 10 Marks

- Data Collection & Analysis – 10 Marks
- Presentation/Viva – 10 Marks
- End Semester – 60 Marks
- Final Research Report Evaluation

BoS (UG-BSW) Committee:

Sl.No	Name	Designation	Signature
1	Dr.RameshB	Chairman	
2	Dr.NageshaHV	Member	
3	Dr.AnandaNL	Member	
4	Dr.PattanRakesh	Member	
5	Mr.DinakaraNaik	Member	
6	Mrs.Hemalatha	Member	


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