



DAVANGERE UNIVERSITY, DAVANAGERE

PROGRAM 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)
(V & VI Semester)**

Academic year 2024-25 and onwards

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

BSW Curriculum–Davangere University, Davanagere-2024-25 and onwards

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

SEMESTER-V

Sl.	Title of the Paper	Teaching Hours/week	Semester End Exam	IA	Total Marks	Credit	Exam Duration
1	DSC5.1. Legal Knowledge for Social Work Practice	4	80	20	100	4	3
2	DSC5.2. Social Action and Social Movement	4	80	20	100	4	3
3	DSC5.3. Fundamentals of Nutrition's	4	80	20	100	4	3
4	DSC5.4. Social Work with Rural, Tribal & Urban Communities	4	80	20	100	4	3
5	DSC5.5. Social Work with Children and School Setting	4	80	20	100	4	3
6	SWP5.6. Field Work Practicum-V (Concurrent Field Work)	8	80 Vivo-Voce	20	100	4	-
7	CC : Elementary Research Methodology	2	40	10	50	2	2
Total		30	520	130	650	26	----

Note: T: Theory, P: Practical, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, and CC: Compulsory Course.

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


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SEMESTER-VI

Sl. No.	Title of the Paper	Teaching Hours/week	Semester End Exam	IA	Total Marks	Credit	Exam Duration
1	DSC6.1. Population Dynamics & Family Welfare	4	80	20	100	4	3
2	DSC6.2. Social Work Research	4	80	20	100	4	3
3	DSC6.3. Initiatives of Social Development	4	80	20	100	4	3
4	DSC6.4. Social Work and Health Care	4	80	20	100	4	3
5	DSC6.5. Social Problems and Social Development	4	80	20	100	4	3
6	SWP6.6. Field Work Practicum-VI (Concurrent Field Work)	8	80 Vivo-Voce	20	100	4	-
7	CC: Project Work/ Dissertation	2	40	10	50	2	2
Total		30	520	130	650	26	----

Note: T: Theory, P: Practical, DSC: Discipline Specific Course, DSE: Discipline Specific Elective, and CC: Compulsory Course.

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


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DAVANGERE UNIVERSITY

Course: ELEMENTARY RESEARCH METHODOLOGY BA/BSW/BVA Programs as per SEP-2024

Course Credit	No. of Hours Per Week	Total No. of Teaching Hours
2 Credits	2 Hrs	32 Hrs

Course Objectives

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 develop familiarity with qualitative and quantitative research methods
4. To learn how to prepare tools for collection of data
5. To learn process of data collection, organization, presentation, analysis and report writing

Learning Outcomes

1. Able to conduct research, and to do this with an understanding of the application of different methods and tools
2. Able to develop skills of data collection, organization, presentation, analysis and report writing

Unit I: Introduction to Research:

Chapter-1: Research: Concepts, Meaning, Definitions, Objectives, Characteristics, and Scope.

Chapter-2: Basic Elements and types of Research: Concepts, Constructs, Variables, Hypothesis. Types of Research: Pure (basic, fundamental) and applied research, qualitative and quantitative.

Chapter-3: Research Process: Identification and Formulating a Research Problem, Research objectives, Review of literature, Research designs, Sampling, Data Collection, Analysis & Interpretation

Unit II: Research Design and Sampling:

Chapter-4: Research Design: Concept and its importance in research, Features of a good research design. Types of Research Design – Exploratory, Explanatory, Descriptive, Experimental and Case study method

Chapter-5: Sampling Framework – Universe, Population, Sample, and Sampling Techniques

Chapter-6: Types of Sampling: Probability and Non-Probability Sampling

Unit III: Sources of data and Data Collection:

Chapter-7: Sources of Data: Primary and Secondary

(P.T.O)

Chapter-8: Tools and Techniques of Data Collection: Quantitative: Survey, Interview Schedule, Interview Guide and Questionnaire

Chapter-9: Qualitative: Observation, In-depth Interview and Focus Group Discussion, and Case Study

Unit IV: Data Processing and Report Writing:

Chapter-10: Processing and Presentation of Data (Analysis and Interpretations)

Chapter-11: Statistics: Meaning, Definition, Scope, Functions and Limitations, Application of Basic statistics in research

Chapter-12: Research Report: Significance of Research report, abstract and keywords, structure and contents.

REFERENCES:

An Introduction to Research Methodology: Authored by B.L. Garg, R. Karadia, F. Agarwal, and U.K. Agarwal (2002),

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, JW (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.,

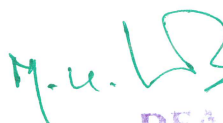
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Neuman, W. L. (2014). Social Research Methods- Qualitative and Quantitative Approach. 7th Edition. New Delhi: Pearson Education India.

Note; Elementary Research Methodology course shall be allotted by the Principal, considering the workload of the faculty members of different streams and within the faculty.


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30/5/2026
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Bachelor of Social Work (BSW)

SEMESTER-V

DSC5.1 -LEGAL KNOWLEDGE FOR SOCIAL WORK	
Number of Theory Credits	Number of lecture hours/Semester
4	64

Course objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<ol style="list-style-type: none"> 1. Provide students with a comprehensive understanding of the Indian constitutional and legal framework relevant to social work practice. 2. Familiarize students with the structure and functioning of the judicial system and access to justice mechanisms. 3. Develop basic knowledge of legal procedures, rights, and remedies to protect vulnerable and marginalized populations. 4. Enable students to understand and apply social legislations related to women, children, and disadvantaged groups. 5. Equip social work students with legal literacy skills to effectively intervene, advocate, and refer cases within legal systems. 	<ol style="list-style-type: none"> 1. Lecture 2. Assignment 3. Individual and Group Presentation 	<ol style="list-style-type: none"> 1. Explain the key provisions of the Indian Constitution and their relevance to social work practice. 2. Describe the structure and functioning of the Indian judicial system and alternative dispute resolution mechanisms. 3. Identify basic legal procedures related to criminal and civil matters, including rights of arrested persons. 4. Apply constitutional remedies and legal safeguards in case-based social work interventions. 	<ol style="list-style-type: none"> 1. Summative Assessment :80 marks 2. Formative Assessment: 20 marks

Content of the Course	Hrs
UNIT-I. INDIAN CONSTITUTION AND DEMOCRATIC VALUES	16
<p>Chapter 1: Basic Framework, Framing of the Indian Constitution, Preamble: Meaning and significance Salient features of the Indian Constitution</p> <p>Chapter 2: Fundamental Rights, Duties and Directive Principles, Constitutional safeguards for women, children and marginalized groups</p> <p>Chapter 3: Structure of Government: Union and State Governments, Parliament, President, Prime Minister and Council of Ministers</p>	
UNIT II: INDIAN JUDICIAL SYSTEM AND COURTS	16
<p>Chapter 1: Judicial Structure in India Supreme Court and High Courts, Subordinate Courts Types of Civil and Criminal Courts,</p> <p>Chapter 2: Special Courts and Quasi-Judicial Bodies Family Courts: Juvenile Justice Board (JJB), Child Welfare Committees (CWC), Lok Adalats and Legal Aid</p> <p>Chapter 3: Remedies and Constitutional Writs Habeas Corpus, Mandamus, Certiorari, Prohibition Right to information act and public interest litigation</p>	
UNIT III: LEGAL PROCEDURES AND RIGHTS PROTECTION	16
<p>Chapter 1: Basics of Criminal and Civil Procedures Introduction to Bharatiya Nyaya Sanhita (BNS), Bharatiya Nagarik Suraksha Sanhita(BNSS), Bharatiya Sakshya Adhiniyam, 2023. Registration of FIR and the investigation process</p> <p>Chapter 2: Arrest, Custody and Rights of Accused Arrest procedures and safeguards, Role of police Rights of arrested persons, Bail, probation and parole, Legal remedies for human rights violations</p> <p>Chapter 3: Human Rights Commission, Child Rights Commission, Women's Rights Commission and SC/ST Commission</p>	
UNIT-IV. LAWS RELATED TO WOMEN, CHILDREN, AND VULNERABLE GROUPS	16
<p>UNIT 1:Laws for the protection and care of Women- Maternity Benefits Act, Hindu, Muslim, and Christian Personal laws on Marriage, Divorce, Maintenance, Dowry Prohibition Act, 1961; Medical Termination of Pregnancy Act, 1971</p> <p>UNIT 2:Laws for the protection and care of Children: Child Labour (Prohibition and Regulation) Act, 1986; Central Adoption Resource Agency Guidelines; The Juvenile Justice (Care and Protection of Children), Act, 2000 Laws for the protection and care of SC/ST: Civil Right protection act 1955,</p> <p>UNIT 3 : Role of social work in various settings: prison ,court and correctional institutions</p>	

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- Diwan, Paras & Diwan, Peeyushi. (2016). Family Law (Hindu, Muslim, Christian and Parsi Laws). Allahabad: Allahabad Law Agency.
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Digital References (Online Resources)

Ministry of Law and Justice, Government of India – Bare Acts and Legal Updates

<https://legislative.gov.in>

- India Code – Official Central Acts of Parliament
- <https://www.indiacode.nic.in>
- Supreme Court of India – Judgments and Legal Information
- <https://main.sci.gov.in>
- National Legal Services Authority (NALSA) – Legal Aid and Access to Justice
- <https://nalsa.gov.in>
- National Commission for Women (NCW)
- <https://ncw.nic.in>
- National Commission for Protection of Child Rights (NCPCR)

DSC5.2. SOCIAL ACTION AND SOCIAL MOVEMENTS	
Number of Theory Credits	Number of lecture hours/Semester
4	64

Course objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<ol style="list-style-type: none"> 1. To understand the concept, philosophy and scope of Social Action and Social Movements. 2. To develop a critical understanding of ideologies, models, and approaches of Social Action. 3. To analyze the process, principles and skills required for effective Social Action. 4. To gain knowledge of major Social Movements in India and their contribution to social change. 5. To apply Social Action strategies in addressing issues of marginalized and disadvantaged groups. 	<ol style="list-style-type: none"> 1. Lecture 2. Assignment 3. Individual and Group Presentation 	<ol style="list-style-type: none"> 1. Explain key concepts and theories related to Social Action and Social Movements. 2. Differentiate between various types and approaches of Social Action and Social Movements. 3. Demonstrate understanding of the process and strategies of Social Action. 4. Critically assess major Social Movements in India. 	<ol style="list-style-type: none"> 1. Summative Assessment: 80 marks 2. Formative Assessment: 20 marks.

Content of the Course	Hrs
UNIT I: INTRODUCTION TO SOCIAL ACTION	16
<p>Chapter 1: Conceptual Framework of Social Action Meaning, Concept, and Definitions of Social Action Importance of Social Action</p> <p>Chapter 2: Ideologies and Models of Social Action Ideologies of Social Action Models of Social Action (Popular and Elitist Models)</p> <p>Chapter 3: Social Action as a Method of Social Work</p>	
UNIT II: INTRODUCTION TO SOCIAL MOVEMENTS	16
<p>Chapter 1: Concept and Nature of Social Movements Meaning, Concept, and Definitions of Social Movements Characteristics and Types of Social Movements</p> <p>Chapter 2 : Religious and Social Reform Movements Social Reform Movements in India Bhakti Movement and its Social Significance</p> <p>Chapter 3 : Marginalized Groups and Social Movements Dalit Movements, Women's Movements</p>	
UNIT III: PROCESS AND METHODS OF SOCIAL ACTION	16
<p>Chapter 1: Strategies and Approaches of Social Action RTI Movement – Case Study</p> <p>Chapter 2: Process of Social Action Process of Social Action I (Awareness Building, Organizing) Process of Social Action II (Strategy Development, Action Stage)</p> <p>Chapter 3: Social Worker Skills in Social Action Principles of Social Action (Britto)</p>	
UNIT IV: APPROACHES FOR SOCIAL MOVEMENTS AND SOCIAL ACTION	16
<p>Chapter 1: Gandhian and Sarvodaya Approaches Vinoba Bhave – Sarvodaya Movement Mahatma Gandhi – Swadeshi and Independence Movement</p> <p>Chapter 2: Environmental and Water Conservation Movements Sundarlal Bahuguna – Chipko & Environmental Movement Rajendra Singh – Water Conservation Movement</p> <p>Chapter 3 : People's and Rights-Based Movements DrBR Ambedkar – Dalit movements Medha Patkar – Narmada Bachao Andolan Dr. Sudarshan – Tribal Movement Anna Hazare – Lokpal Movement against Corruption</p>	

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DSC5.3 - FUNDAMENTALS OF NUTRITION	
Number of Theory Credits	Number of lecture hours/Semester
4	64

Course objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<ol style="list-style-type: none"> 1. To introduce students to the basic concepts and principles of nutrition and health. 2. To help students understand the relationship between food, nutrition and disease. 3. To provide knowledge about macronutrients, micronutrients, and their functions. 4. To create awareness about nutritional deficiencies and malnutrition. 5. To develop an understanding of a balanced diet and dietary planning for different age groups. 	<ol style="list-style-type: none"> 1. Lecture 2. Assignment 3. Individual and Group Presentation 	<ol style="list-style-type: none"> 1. They will be able to explain functions of specific nutrients in maintaining health, identifying nutrient specific foods and apply principles from the various facets of food science and related disciplines to solve practical as well as real-world problems. 2. Communicate a nutritional concept of your choosing in a manner that is suitable for the general public 	<ol style="list-style-type: none"> 1. Summative Assessment :80 marks 2. Formative Assessment: 20 marks.

Content of Course	Hrs
UNIT-I: UNIT – I: BASIC CONCEPTS OF NUTRITION	16
Unit I: Conceptual understanding: Chapter 1 : Definition and importance of Nutrition, Basic Food Groups: definition, types of food groups, functions of food. Chapter 2 : Balanced Diet: Meaning and definition of balanced diet- calculation of balanced diet, guidelines for planning balanced diet Chapter 3 : Nutrients and their classification: macro nutrients and micronutrients	
UNIT-II. CARBOHYDRATES, PROTEINS & VITAMINS	16
Chapter 1 : Carbohydrates and Proteins-functions, sources and deficiency Chapter 2 : Fats and Oils-functions, sources and deficiency Chapter 3 : Vitamins: Fat soluble vitamins: Functions, sources and Deficiency Vitamin A and Vitamin D: Water-soluble vitamins: Functions, sources and deficiency Vitamin B complex and vitamin C	
UNIT III: MINERAL ELEMENTS	16
Chapter 1 : Calcium and Iron: functions, sources and deficiency., Chapter 2 : Green leafy vegetables: Significance and Nutritive composition. Fiber: Significance and role of fiber in the body. Harmful effects of low fiber in the diet. Chapter 3 : Understanding food combination: Its impact on self-highlight of right and wrong food combination; Water: Its importance and functional values	
UNIT IV : APPROACHES FOR SOCIAL MOVEMENTS AND SOCIAL ACTION	16
Chapter 1: Cooking and Preventing Nutrient: Methods of Cooking and Preventing Nutrient Losses; Dry, moist, frying and micro wave cooking; Types of cooking methods-Conservation of nutrients-Enhancing Nutrient content. advantages, disadvantages and the effect of various methods of cooking on nutrients; minimizing nutrient losses Chapter 2: Food Adulteration: Types of adulterants-Common adulterants used on various eatables. Detection of Food adulterants; Food poisoning-Types, Causes and Prevention.	

References:

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DSC5.4-SOCIAL WORK WITH RURAL, TRIBAL, AND URBAN COMMUNITY DEVELOPMENT	
Number of Theory Credits	Number of lecture hours/Semester
4	64

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<ol style="list-style-type: none"> 1. To understand role of social workers in rural and urban community development. 2. To appraise the available means for rural planning and design strategies for rural development. 3. To identify issues in urbanization for managing urban community development programmes. 4. To become familiar with the need and importance of integrated tribal development programmes and the preparation of rural & urban development projects. 	<ol style="list-style-type: none"> 1. Lecture 2. Assignment 3. Individual and Group Presentation 	<ol style="list-style-type: none"> 1. Understand the broad role of social workers in the field of rural, urban, and tribal development. 2. Analyze various rural development measures, including local governance institutions formed to Facilitate rural development. 3. Clearly articulate the need and significance of rural and urban development to authorities. 4. Recognize the need for separate programmes in the field of rural & urban development by having, 5. Carry out projects that enable them to be employable and upscale their skills 	<ol style="list-style-type: none"> 1. Summative Assessment : 80 marks 2. Formative Assessment: 20 Marks.

Content of the Course	Hrs
UNIT-1- RURAL COMMUNITY DEVELOPMENT	16
Chapter 1 :Definition, Meaning, Concept & Characteristics of Rural Community. Chapter 2 :Rural Development in India – Origin & Background Chapter 3 :Community Development Projects: Sevagram Project, Nilokhai Project, Baroda Project, Marthadam Project, Bhoodan Movement	
UNIT-2 TRIBAL COMMUNITY DEVELOPMENT	16
Chapter 1 :Problems in Tribal Community: Poverty, Housing, Health, Sanitation & Education. Chapter 2 :Programmes & Schemes of Tribal Development under five years plan. Chapter 3 :Tribal Economy, characteristics ,Methods	
UNIT-3 URBAN COMMUNITY DEVELOPMENT	16
Chapter 1 : Definitions, Meaning, Concept, Objectives, & Characteristics of Urban Community. Chapter 2 : Historical background of Urban Community Development in India. Urbanization – concept, causes & problems. Chapter 3 :Rapid urbanization: Causes and consequences	
UNIT-4 TECHNIQUES AND PROGRAMMES FOR URBAN COMMUNITY DEVELOPMENT	16
Chapter 1 :Approaches to urban community development; Chapter 2 : Review of urban community development projects in the voluntary and governmental sectors; Chapter 3 : Barriers to urban community development in India. Role of Social Workers in Urban Community Development	

○ **REFERENCES**

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- Mahajan, V. S. (Ed.). *Employment through Rural Development: Towards Sustainability*. New Delhi: Deep Publications.

DSC5.5. SOCIAL WORK WITH CHILDREN AND SCHOOL SETTING	
Number of Theory Credits	Number of lecture hours/Semester
4	64

Course objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<ol style="list-style-type: none"> To develop a comprehensive understanding of the concept of child and childhood from biological, psychological, social, and legal perspectives. To familiarize students with the developmental stages of childhood and common behavioural and neuro-developmental disorders. To create awareness about children in difficult circumstances, including abuse, neglect, disability, labour, trafficking, and conflict with law. To impart knowledge about child rights, national and international child protection mechanisms, and the role of NGOs. To enable students to understand the school as a social institution and the structure of the Indian school system. 	<ol style="list-style-type: none"> Lecture Assignment Individual and Group Presentation 	<ol style="list-style-type: none"> Define the concept of child and childhood using biological, developmental, and legal frameworks. Identify and explain the developmental stages of childhood and associated behavioural and neuro-developmental disorders. Analyze the causes and effects of difficult circumstances faced by children, including abuse, labour, disability, trafficking, and conflict situations. Demonstrate an understanding of child rights, including the UN Convention on the Rights of the Child and child protection mechanisms in India. 	<ol style="list-style-type: none"> Summative Assessment :80 marks Formative Assessment: 20 marks.

Content of Course	Hrs
UNIT I: CHILD, CHILDHOOD AND DEVELOPMENT	16
<p>Chapter 1: Concept of Child and Childhood Meaning and definitions of child; biological and legal definitions; childhood as a social construct; status of children in Indian society.</p> <p>Chapter 2: Developmental Stages of Childhood Stages of development (infancy, early childhood, middle childhood, adolescence); physical, emotional, cognitive and social development; factors influencing child development.</p> <p>Chapter 3: Behavioural and Developmental Issues in Children Neuro-developmental disorders (ADHD, Autism, SLD, IDD); emotional and mental health problems (anxiety, depression, PTSD); importance of early intervention; role of ICDS.</p>	
UNIT II: CHILDREN IN DIFFICULT CIRCUMSTANCES AND CHILD RIGHTS	16
<p>Chapter 1: Children in Difficult Circumstances Orphan and destitute children; street children; child labour; child beggars; children with disabilities; causes and effects of vulnerability.</p> <p>Chapter 2: Abuse, Violence and Exploitation of Children Child abuse (physical, emotional, sexual); child trafficking; children in conflict with law; communal violence and armed conflict; discrimination based on gender and caste.</p> <p>Chapter 3: Child Rights and Protection Mechanisms Meaning and importance of child rights; UN Convention on the Rights of the Child (UNCRC) and UNICEF; fundamental rights of children in India; NCPCR; role of NGOs in child protection.</p>	
UNIT III: SCHOOL SYSTEM AND STUDENT-RELATED ISSUES	16
<p>Chapter 1: School as a Social Institution Meaning and types of schools in India (public, aided, private); school as an agency of socialization; administrative structure of public schools.</p> <p>Chapter 2: Educational Policies and Programmes Right to Education (RTE) Act; Sarva Shiksha Abhiyan (SSA); School Development and</p>	

Monitoring Committee (SDMC); overview of current government schemes in schools. Chapter 3: Issues Faced by Children in Schools Poverty and malnutrition; gender issues; chronic absenteeism; school dropouts; scholastic backwardness; anxiety, depression and school phobia	
UNIT IV: SCHOOL SOCIAL WORK – CONCEPTS, ROLES AND PRACTICE	16
Chapter 1: Concept and Values of School Social Work Meaning, definitions and evolution of school social work; values and principles of school social work practice. Chapter 2: Roles and Skills of School Social Worker Promotive, preventive, curative and rehabilitative roles; skills such as counselling, case work, group work, communication and advocacy. Chapter 3: Areas of Intervention in School Settings Interventions with students, parents, teachers and school administration; community linkage; home visits; support to families at risk; inclusive education.	

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- **UN Convention on the Rights of the Child (UNCRC)**
<https://www.ohchr.org>
- **Ministry of Education, Government of India**
<https://www.education.gov.in>
- **Right to Education (RTE) Act – Official Portal**
<https://rte.education.gov.in>
- **Ministry of Women and Child Development (ICDS & Child Protection)**
<https://wcd.n>

SWP 5.6. FIELD WORK PRACTICUM –V

(Concurrent Field Work)

Course Title	<i>SWP 5.6-Field Work Practicum-V (Concurrent Field Work)</i>	Course Credits	3
Total Contact Hours	16 Hours per week (25Fieldwork Visits)	Duration of ESA	Viva-voce
Formative Assessment Marks	20	Summative Assessment Marks	80

Objectives	Pedagogy	LearningOutcomes	CourseEvaluati on
<ol style="list-style-type: none"> 1. To understand the agency setup in relation to the service delivery system 2. To develop an understanding of community (structure, needs, self-help system, etc.) 3. To develop capacity for planning, organizing, and implementing different programs for individuals and groups 4. To improve skills in communication and networking with other organizations 5. To develop skills in report writing and use of supervision. 	Lecture Practical exposure, Field work Training, Concurrent Fieldwork to various Agencies	<ol style="list-style-type: none"> 1. Able to observe and analyze social realities 2. Able to understand the needs, problems, and programs for different target groups 3. Able to understand community as a social structure and power dynamics operating in a community setting 4. Able to imbibe the ethics and values of the social work profession, including attributes for the same 5. Able to network with other organizations. 	Field work evaluation:80 (Semester end examination- Viva voe:80 Marks and Formative assessment: 20 Marks)

Field Work Tasks/activities

1. Familiarization with agency, its objectives and Programmes.
2. Familiarization with Community people and prepare Community 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 neighbouring areas.
6. Understand power structure of surrounding area and of local Community leaders and Stakeholders.

Bachelor of Social Work (BSW)

SEMESTER-VI

DSC6.1-POPULATION DYNAMICS AND FAMILY WELFARE	
Number of Theory Credits	Number of lecture hours/Semester
4	64

Course objectives	Teaching Learning Process	LearningOutcomes	CourseEvaluation
<ol style="list-style-type: none"> 1. To provide a basic understanding of population dynamics and demographic processes. 2. To enable students to understand fertility, mortality and migration patterns in India. 3. To familiarize students with reproductive health and family planning concepts. 4. To develop knowledge about family welfare programmes and population policies in India. 5. To sensitize students to population education and family life education. 	<ol style="list-style-type: none"> 1. Lecture 2. Assignment 3. Individual and Group Presentation 	<ol style="list-style-type: none"> 1. On successful completion of the course, students will be able to: Explain basic concepts and theories related to population dynamics. 2. Analyze fertility, mortality, and migration trends in the Indian context. 3. Describe reproductive health and family planning methods. 4. Understand legal and ethical aspects related to reproductive rights. 5. Identify major family welfare programmes and population policies in India. 	<ol style="list-style-type: none"> 1. Summative Assessment : 80 marks 2. Formative Assessment: 20 marks

Content of the Course	Hrs
UNIT I: POPULATION DYNAMICS AND TRENDS	16
Chapter 1: Introduction to Population Studies Meaning and scope of population studies Importance of population studies in social work Chapter 2: Population Growth and Demographic Transition World population growth trends Population growth in India Population explosion and its social implications Chapter 3: Sources of Demographic Data and Population Change Census of India and Sample Registration System (SRS) National Family Health Survey (NFHS)	
UNIT II: FERTILITY, MORTALITY, AND MIGRATION	16
Chapter 1: Fertility and Its Determinants Meaning and measurement of fertility Biological and social determinants of fertility Primary and secondary sterility Chapter 2: Mortality and Health Indicators Meaning and levels of mortality Infant, child, and maternal mortality Causes and prevention of maternal and child deaths Chapter 3: Migration and Urbanization Meaning and types of migration Causes and consequences of migration Rural–urban migration Impact of migration on family life	
UNIT III: REPRODUCTIVE HEALTH AND FAMILY PLANNING	16
Chapter 1: Reproductive Health and Human Reproduction Basic anatomy and physiology of reproduction Concept of reproductive health Common reproductive health problems Role of the social worker in reproductive health Chapter 2: Family Planning Methods Meaning and objectives of family planning Temporary and permanent methods Chapter 3: Medical Termination of Pregnancy and Legal Issues Medical Termination of Pregnancy (MTP) Act Ethical and social issues PCPNDT Act and sex selection	
UNIT IV: FAMILY WELFARE PROGRAMMES AND POPULATION EDUCATION	16
Chapter 1: Family Welfare Programmes in India	

<p>Evolution of family welfare programmes Rural and urban family welfare services National Health Mission and family welfare</p> <p>Chapter 2: National Population Policy and Role of Agencies National Population Policy Role of central and state governments Role of NGOs in family welfare Public-private partnership</p> <p>Chapter 3: Population Education and Role of Social Worker Meaning and scope of population education Family life education Population awareness programmes Role of social worker in community education</p>	
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- National Family Health Survey (NFHS) – <https://rchiips.org/nfhs>

DSC6.2-SOCIAL WORK RESEARCH	
Number of Theory Credits	Number of lecture hours/Semester
4	64

Course objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<ol style="list-style-type: none"> 1. To help students understand the meaning, nature, and importance of research as a method of social work. 2. To introduce students to the scientific research process, including research problem formulation, design, and methodology. 3. To develop knowledge of quantitative and qualitative research approaches used in social work research. 4. To familiarize students with tools and techniques of data collection relevant to social work practice. 5. To provide basic understanding of statistical techniques for data analysis and interpretation 	<ol style="list-style-type: none"> 1. Lecture 2. Assignment 3. Individual and Group Presentation 	<ol style="list-style-type: none"> 1. After successful completion of the course, the students will be able to: 2. Explain the concepts, characteristics, and significance of research in social work practice. 3. Distinguish between social research and social work research and explain their applications. 4. Formulate research problems, objectives, and research questions relevant to social work settings. 5. Identify and apply appropriate research designs, sampling methods, and hypotheses in simple research studies. 6. Use suitable tools such as questionnaires, interviews, observations, and qualitative methods for data collection. 7. Analyze and interpret data using basic statistical techniques and present findings systematically 	<ol style="list-style-type: none"> 1. Summative Assessment :80 marks 2. Formative Assessment: 20 marks.

Content of the Course	Hrs
UNIT I: FUNDAMENTALS OF SOCIAL WORK RESEARCH	16
<p>Chapter 1: Research and Scientific Inquiry Meaning and definition of research, characteristics of scientific research, types of research, methods of scientific research, steps in the research process</p> <p>Chapter 2: Social Research and Social Work Research Meaning and nature of social research, social work research, difference between social research and social work research, aims and objectives of social work research</p> <p>Chapter 3: Research Problem and Ethics Problem formulation, identification and selection of research topic, development of research questions, basic research concepts, and ethical issues in social work research.</p>	
UNIT II: RESEARCH METHODOLOGY AND RESEARCH DESIGN	16
<p>Chapter 1: Research Methodology and Review of Literature Meaning of research methodology, sources of data, primary and secondary data, importance and sources of review of literature, and use of literature in social work research.</p> <p>Chapter 2: Research Design Meaning, objectives, and functions of research design, characteristics of a good research design, types of research designs, and differences between quantitative and qualitative research approaches.</p> <p>Chapter 3: Sampling and Hypothesis Concept and purpose of sampling, principles and types of sampling, sample size and formula for calculating sample size, meaning and nature of hypothesis, criteria of hypothesis, types of hypothesis, and testing of hypothesis.</p>	
UNIT III: TOOLS AND TECHNIQUES OF DATA COLLECTION	16
<p>Chapter 1: Questionnaire Meaning and concept of questionnaire, types of questions, construction of questionnaire, pre-testing, advantages and disadvantages of questionnaire.</p> <p>Chapter 2: Interview and Observation Interview: meaning, types, functions, characteristics, advantages and disadvantages. Observation: meaning, types, advantages, and limitations.</p> <p>Chapter 3: Qualitative Methods Case study, focus group discussion, and ethnography as tools of social work research, including their relevance, advantages, and limitations.</p>	
UNIT IV : UNIT IV: STATISTICAL TECHNIQUES AND RESEARCH REPORTING	16
<p>Chapter 1: Data Processing and Presentation Data processing, editing, coding, classification, tabulation, diagrammatic and graphical representation of data.</p> <p>Chapter 2: Statistical Analysis Measures of central tendency (mean, median, mode), measures of dispersion (standard deviation and variance), normality of data, parametric and non-parametric tests, and basic</p>	

computer skills for data analysis.

Chapter 3: Interpretation and Research Report Writing

Interpretation of data, inference, preparation of research report, structure of research report, and principles of scientific writing in social work research.

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- Kothari, C. R. *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publishers.
- Wilkinson, T. S., & Bhandarkar, P. L. *Methodology and Techniques of Social Research*. Mumbai: Himalaya Publishing House.
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- SAGE Research Methods – <https://methods.sagepub.com>
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DSC6.3-INITIATIVES OF SOCIAL DEVELOPMENT	
Number of Theory Credits	Number of lecture hours/Semester
4	64

Course objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<ol style="list-style-type: none"> 1. To Provide an understanding of the concept, nature and dimensions of social development. 2. Enable students to understand the relationship between social, economic and human development. 3. Introduce various models and approaches to social development, including welfare, rights-based and participatory approaches. 4. Develop an understanding of sustainable and inclusive development initiatives in India. 5. Familiarize students with rural, urban and marginalized group development programmes. 6. Enhance knowledge of government, non-governmental and international agencies involved in social development. 	<ol style="list-style-type: none"> 1. Lecture 2. Assignment 3. Individual and Group Presentation 	<ol style="list-style-type: none"> 1. After successful completion of the BSW programme, the students will be able to: 2. Demonstrate an understanding of the fundamental concepts, theories, values and principles of social work practice. 3. Analyze social problems and development issues affecting individuals, families, groups and communities in the Indian context. 4. Apply social work methods such as case work, group work, community organization, social action and social work research in professional practice. 5. Understand social policies, welfare programmes and development initiatives implemented by the government and non-governmental agencies. 6. Develop professional skills for working with diverse populations, including marginalized and vulnerable groups. 	<ol style="list-style-type: none"> 1. Summative Assessment :80 marks 2. Formative Assessment: 20 Marks.

Content of the Course	Hrs
UNIT I: CONCEPT AND FOUNDATIONS OF SOCIAL DEVELOPMENT	16
<p>Chapter 1: Concept of Social Development Meaning and definition of social development. Social development and social change. Social development and human development.</p> <p>Chapter 2: Models and Approaches to Social Development Welfare approach. Developmental approach. Participatory development approach.</p> <p>Chapter 3: Dimensions of Social Development Poverty and inequality. Social exclusion and marginalization. Gender and social development. Human development indicators (HDI).</p>	
UNIT II: SUSTAINABLE AND INCLUSIVE DEVELOPMENT INITIATIVES	16
<p>Chapter 1: Sustainable Development Concept and principles of sustainable development. Environmental sustainability. Social and economic sustainability. Sustainable Development Goals (SDGs).</p> <p>Chapter 2: Inclusive Development Concept of inclusive growth and development. Development of marginalized and vulnerable groups. Tribal development initiatives. Women-cantered development initiatives.</p> <p>Chapter 3: Rural and Urban Development Initiatives Rural development programmes in India. Urban development initiatives and missions. Slum development and urban poverty alleviation. Role of Panchayati Raj Institutions and Urban Local Bodies.</p>	
UNIT III: GOVERNMENT AND NON-GOVERNMENT INITIATIVES IN SOCIAL DEVELOPMENT	16
<p>Chapter 1: Role of Government in Social Development Social sector policies and programmes. Role of central and state governments. Social protection and social security measures. Public Distribution System and welfare schemes.</p> <p>Chapter 2: Role of NGOs and Civil Society Voluntary organizations in development. Community-based organizations (CBOs). Role of self-help groups (SHGs).</p>	

Corporate Social Responsibility (CSR) initiatives. Chapter 3: International Agencies and Development Role of United Nations agencies such as UNDP, UNICEF and WHO. World Bank and Asian Development Bank.	
UNIT IV: CONTEMPORARY ISSUES AND EMERGING INITIATIVES IN SOCIAL DEVELOPMENT	16
Chapter 1: Contemporary Development Challenges Poverty, unemployment and inequality. Regional imbalances in development. Rural–urban disparities. Migration and development. Chapter 2: Human Development and Social Development Initiatives Education and development initiatives. Health and nutrition programmes. Digital inclusion and development. Chapter 3: Role of Social Worker in Social Development Social worker as a development facilitator. Community organization and development. Advocacy and policy intervention. Monitoring and evaluation of development programmes.	

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- Ministry of Women and Child Development
<https://wcd.nic.in>
- Ministry of Housing and Urban Affairs
<https://mohua.gov.in>
- United Nations Development Programme (UNDP)
<https://www.undp.org>
- UNICEF – Social Development and Child Welfare
<https://www.unicef.org>

DSC6.4-SOCIAL WORK AND HEALTH CARE	
Number of Theory Credits	Number of lecture hours/Semester
4	64

Course objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<ol style="list-style-type: none"> 1. To develop a comprehensive understanding of the concept of health, public health, and their social determinants. 2. To familiarize students with the structure and functioning of the public health system in India at various levels. 3. To provide knowledge about national health policies, programmes, and major communicable and non-communicable diseases. 4. To enable students to understand social work interventions in health care settings such as hospitals, communities, and industries. 5. To equip students with knowledge of rehabilitation, health education, and family life education. 	<ol style="list-style-type: none"> 1. Lecture 2. Assignment 3. Individual and Group Presentation 	<ol style="list-style-type: none"> 1. After successful completion of the course, the students will be able to: 2. Explain the concept, dimensions, and determinants of health from a social work perspective. 3. Describe the structure and functions of the public health system in India at central, state, district, and local levels. 4. Identify major health problems in India, including communicable and non-communicable diseases, and vulnerable population groups. 5. Analyze national health policies and programmes in relation to health care delivery and social justice. 6. Demonstrate an understanding of social work methods and interventions used in health care settings. 	<ol style="list-style-type: none"> 1. Summative Assessment :80 Marks 2. Formative Assessment: 20 Marks.

Content of the Course	Hrs
UNIT I: CONCEPT OF HEALTH AND PUBLIC HEALTH	16
<p>Chapter 1: Concept of Health Meaning and definitions of health; dimensions of health – physical, mental and social; determinants of health; health as a human right.</p> <p>Chapter 2: Public Health – Concept and Scope Concept and scope of public health; evolution of public health; promotive, preventive, and curative aspects; current health profile of India.</p> <p>Chapter 3: Public Health System in India Structure and functions of the public health system at the central, state, district and local levels; role of PHC, CHC, and Sub-centres; grassroots health services including ASHA, ANM, and Anganwadi workers.</p>	
UNIT II: HEALTH POLICIES, PROGRAMMES AND DISEASES	16
<p>Chapter 1: National Health Policies and Programmes National Health Policy (1983, 2002, 2017); National Health Mission; population and family welfare programmes.</p> <p>Chapter 2: Communicable Diseases Meaning, causes, symptoms and prevention of communicable diseases – tuberculosis, leprosy, malaria, HIV/AIDS and sexually transmitted diseases.</p> <p>Chapter 3: Non-Communicable Diseases and Vulnerable Groups Non-communicable diseases – diabetes, hypertension, heart diseases, cancer and neurological disorders; health issues of women, children, elderly and persons with disabilities.</p>	
UNIT III: SOCIAL WORK INTERVENTION IN HEALTH CARE	16
<p>Chapter 1: Social Work Practice in Health Settings Social work with patients, families, groups and communities; multidisciplinary team approach in health care.</p> <p>Chapter 2: Social Work in Hospitals, Community and Industry Role of medical social worker in hospitals; community health social work; occupational and industrial health services.</p> <p>Chapter 3: Rehabilitation and Health Education Rehabilitation – meaning, concept, principles; medical, social and vocational rehabilitation; occupational, recreational and vocational therapies; family life education and health education; National Population Policy (2000).</p>	
UNIT IV: HEALTH SYSTEM AND ORGANIZATIONS	16
<p>Chapter 1: Health Care Administration in India Health care administration at centre, state, district and local levels; organization and management of health services.</p>	

<p>Chapter 2: International Organizations in Health Care Role and functions of WHO, UNICEF and UNDP in health promotion and development. Chapter 3: Role of NGOs and Emerging Areas of Practice Role of NGOs in health care – Ford Foundation, CARE, International Committee of the Red Cross, Indian Red Cross Society; psychiatric social work; advocacy; role of social worker as counsellor, researcher and community health worker.</p>	
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<https://nhm.gov.in>
- Indian Council of Medical Research (ICMR)
<https://www.icmr.gov.in>
- National Institute of Mental Health and Neuro Sciences (NIMHANS)
<https://nimhans.ac.in>
- National Population Policy Documents
<https://www.mohfw.gov.in>

DSC6.5.SOCIAL PROBLEMS AND SOCIAL DEVELOPMENT	
Number of Theory Credits	Number of lecture hours/Semester
4	64

Course objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<ol style="list-style-type: none"> 1. To introduce students to the concept, nature and classification of social problems in Indian society. To help students understand the causes and consequences of major social problems affecting individuals, groups and communities. 2. To provide conceptual clarity on social development and its relationship with economic growth, social change and sustainability. 3. To familiarize students with contemporary development approaches, models and global development perspectives. 4. To enable students to understand major areas of social development such as rural, urban and tribal development. 	<ol style="list-style-type: none"> 1. Lecture 2. Assignment 3. Individual and Group Presentation 	<ol style="list-style-type: none"> 1. On successful completion of the course, the students will be able to: 2. Define and explain the concept, nature and classification of social problems. 3. Analyze the socio-economic, cultural and political causes of major social problems in India. 4. Assess the impact of social problems on individuals, families and society. 5. Explain the concept of social development and its historical and social context in India. 6. Identify and compare different approaches, models and strategies of social development. 7. Demonstrate understanding of sustainable development, human development and global development goals such as SDGs. 	<ol style="list-style-type: none"> 1. Summative Assessment :80 marks 2. Formative Assessment: 20 marks.

Content of Course	Hrs
UNIT I: INTRODUCTION TO SOCIAL PROBLEMS AND SOCIAL DEVELOPMENT	16
<p>Chapter 1: Social Problems – Concept and Classification Meaning and definition of social problems Nature and characteristics of social problems Classification of social problems Social problems in the Indian context</p> <p>Chapter 2: Causes and Consequences of Social Problems Economic, social, cultural and political causes Consequences for individuals, family and society Social inequality, marginalization and vulnerability Rural–urban and regional disparities</p> <p>Chapter 3: Social Development – Conceptual Framework</p> <ul style="list-style-type: none"> • Meaning and concept of social development • Relationship between social development and economic growth • Positive and negative dimensions of social development • Historical and social context of development in India 	
UNIT II: MAJOR SOCIAL PROBLEMS IN INDIA	16
<p>Chapter 1: Problems of Children and Youth Juvenile delinquency: causes and consequences Child labour and bonded labour Legislative measures and child welfare programmes Role of social workers in child protection</p> <p>Chapter 2: Social Evils and Deviant Behaviour Alcoholism and drug abuse Beggary and commercial sex work Dowry system and violence against women Corruption and terrorism as social problems</p> <p>Chapter 3: Prevention and Management of Social Problems Social work approaches to prevention and control Role of government, NGOs and civil society Community awareness and participation Legal and policy measures</p>	
UNIT III: SOCIAL DEVELOPMENT APPROACHES AND GLOBAL PERSPECTIVES	16
<p>Chapter 1: Approaches and Models of Social Development</p> <ul style="list-style-type: none"> • Models and theories of social development • Development debates and critiques • Distorted development and regional imbalance • Socio-cultural dimensions of development 	

<p>Chapter 2: Sustainable and Human Development Concept of sustainable development Socio-cultural sustainability Human Development Index (HDI) Indicators for development policies and programmes</p> <p>Chapter 3: International Development Perspectives United Nations Development Programme (UNDP) Millennium Development Goals (MDGs) Sustainable Development Goals (SDGs) Indigenous and local approaches to development</p>	
<p>UNIT IV: AREAS OF SOCIAL DEVELOPMENT AND PROFESSIONAL INTERVENTION</p>	16
<p>Chapter 1: Areas of Social Development Rural development Urban development Tribal development Management of ecology and environment</p> <p>Chapter 2: Social Change and Social Intervention Process of social change Social intervention strategies Interrelationship between economic, political, ethnic and cultural factors Initial conditions required for social development</p> <p>Chapter 3: Role of Social Work in Development Practice Role of social workers in development programmes Role of NGOs and civil society in development of weaker sections Welfare of SCs, STs, minorities and other backward communities</p>	

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[↗ https://hdr.undp.org/](https://hdr.undp.org/) (Access latest HDI data and country profiles)
- **United Nations Sustainable Development Goals (SDGs)**
[↗ https://sdgs.un.org/goals](https://sdgs.un.org/goals) (SDG goals, targets and indicators)
- **Ministry of Statistics & Programme Implementation, Government of India**
[↗ http://mospi.gov.in/](http://mospi.gov.in/) (Official statistics on poverty, inequality, education, unemployment)
- **NITI Aayog, Government of India** (2021). *SDG India Index & Dashboard Report*
[↗ https://niti.gov.in/](https://niti.gov.in/) (Measures India's performance on SDGs)

SWP6.6.FIELD WORK PRACTICUM –VI

(Concurrent Field Work)

Course Title	<i>SWP6.6. Field Work Practicum-VI (Concurrent Field Work)</i>	Course Credits	3
Total Contact Hours	16 Hours per week (25 Fieldwork Visits)	Duration of ESA	Viva-voce
Formative Assessment Marks	20	Summative Assessment Marks	80

Objectives	Pedagogy	Learning Outcomes	Course Evaluation
<ol style="list-style-type: none"> 1. To understand the agency setup in relation to the service delivery system 2. To develop an understanding of Community (structure, needs, self-help system, etc.) 3. To develop capacity for planning, organizing, and implementing different programs for individuals and groups 4. To improve skills in communication and networking with other organizations 5. To develop skills in report writing and use of supervision. 	Lecture Practical Exposure, Field Work Training, Concurrent Fieldwork to various Agencies	<ol style="list-style-type: none"> 1. Able to observe and analyse social realities 2. Able to understand the needs, problems, and programs for different target groups 3. Able to understand community as a social structure and power dynamics operating in a community setting 4. Able to imbibe the ethics and values of the social work profession, including attributes for the same. 5. Able to network with other organizations. 	Field work evaluation:80 (Semester end examination-Viva voe:80 Marks and Formative assessment: 20 Marks)

Fieldwork tasks/activities

1. Continue to organize activities with groups of women, children, youth, and other population groups.
2. Mobilize resources and develop networks with other institutions/organizations working in the neighboring areas.
3. Understand the power structure of the 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 fieldwork experiences and professional growth.
6. Prepare and submit fieldwork records for all the processes involved.
7. Integrate theoretical knowledge with field practice, i.e., methods, principles, skills, and techniques of social work, etc.

ProgramName	BSW	Semester	VI
Course Title	DISSERTATION		
CourseCode:	CC	No. of Credits	2
Contact hours	48 Hours	Duration of SEA/Exam	-
FormativeAssessmentMarks	40 (Report)	SummativeAssessment Marks 10	-

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

Objectives	LearningOutcomes	Evaluation
<ol style="list-style-type: none"> 1. To develop the ability to initiate and conduct research 2. To develop research skills of identifying and selecting a research area and preparing a research proposal 3. To develop skills of doing literature reviews and steps of research methodology 4. To be familiarized 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 a topic for research 3. Able to develop the skill of doing literature reviews and data collection and the accompanying drawbacks 4. Able to understand different steps in conducting research and associated limitations 5. Able to do data analysis and report writing Able to understand ethics involved in research. 	Dissertation Report:40 IA:10

DISSERTATION STRUCTURE

Contents

The format for preparing framework for synopsis of the dissertation are:

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

The format for dissertation would be as per given below:

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. The dissertation should be submitted in spiral-bound/soft-bound copy in triplicate (one each for the 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.