

Tirpude College of Social Work (Autonomous)

Civil Lines, Nagpur

Affiliated to

Rashtrasant Tukadoji Maharaj Nagpur University

Faculty of Interdisciplinary

SYLLABUS FOR THE BACHELOR OF SOCIAL WORK (BSW)

For

Fifth Semester (w. e. f. 2026-27 Academic Session)

(NEP 2020)

NEW CURRICULAR FRAMEWORK IN SOCIAL WORK

Credit Distribution for Three/Four- Year Honours/Honours with Research Degree

Programme in Social Work with Multiple Entry and Exit Options

SUBMITTED BY

BOARD OF STUDIES SOCIAL WORK

Course Details

THEORY PAPERS

BACHELOR OF SOCIAL WORK (BSW) SEMESTER -V

BSW Semester: V

Total Marks: 600

Total Credits: 24

R No.	Domain	Paper Code	Subject	Total Marks	University theory exam	CIE Marks	Min. Passing Marks	Credit	Weekly Hours
1	DSC Major	5T1	Social Policy & Social Legislation	100	80	20	40	4	4
2	DSC Major	5T2	Integrated Social Work Practice	100	80	20	40	4	4
3	DSC Major	5T3	Personal & Professional Self	50	40	10	20	2	2
4	DSC Major	5T4	Indian Constitution	100	80	20	40	4	4
5	OE	5T5	Social Change	50	40	10	20	2	2
6	FP	5P1	Social Work Practicum & Group Research Project	100	80	20	40	4	4
7	VSC	5P2	Art and Folk Culture as a tool in Social Work Practice	50	40	10	20	2	2
8	SEC	5P3	Report Writing & Documentation Skill	50	40	10	20	2	2

***Internal Viva-Voce**

- - CIE: Continuous Internal Evaluation

Bachelor of Social Work (BSW) Semester-V
Paper – I (5T1)

Social Policy and Legislation
Discipline Specific Course (DSC)

Total Credit :04
Theory: 80 Marks

Total Marks : 100
Internal Assessment: 20 Marks

Learners' Objectives:

1. To understand the concept nature and scope of social policy.
2. To understand social Policy & social Development.
3. To develop social legislation approach to the learner.
4. To learn salient features and main provisions major social legislations.

Unit- I: Social Policy: Concept of social Policy, Nature, Scope and Objectives of Social Policy, Relationship between social policy and social development. Determinants of Social Policy: Political, Economic, Social and Cultural. Social policy for marginal class. Social Policy in changing society, Social Policy and Social Justice, Social Policy and Human Rights

Unit – 2: Social Policy & Development: Social policy and intervention of social work. Importance of social policies for development women and child and vulnerable groups. Social Development: Concept and Indicators. Sustainable and Inclusive Development.

Unit – 3: Social Legislation: Concept, need and importance of Social Legislation. Law and Social Justice. Process of making law in India. Role of Social Worker in formation of Social Legislation. Legal Awareness and Public Interest Litigation

Unit – 4: Major Social Legislation (Introduction, salient features and main provisions): Bhartiya Nyaya Samhita (BNS) 2023, Free legal Aid services, Lok-Adalat, Right to information Act 2005, Right to Education Act 2009. Domestic Violence Act 2005, Juvenile Justice (care and protection of children) Act 2015.

Assignment: -

Visit to family court/ Juvenil justice Board/ Presentations, Discussion/ Workshop/ Interface with field knowledge people.

Course Outcomes:-

1. Students will understand the concept nature and scope of social policy.
2. Students will understand social Policy & social development.

3. Students will develop social legislation approach.
4. Students will learn salient features and main provisions in major social legislations.

Reference :

- Aranha T – Social Advocacy & perspective of social work. Bombay college of social work
- Bhanti R. (1993) Social Policy and Development in Rajasthan Udaipur : Himanshu Publication.
- Bulmer M.clt. (1989) The Goals of social policy, London Unwind Hyman.
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- Layer V.R.K. (1980). Some Half Hidden aspect of Indian Social Justice, Lucknow :Eastern Book Company.
- Lyer V.R.K. (1984). Justice in world and Justice in deed for Depressed classes New Delhi : Indian Social Justice.
- Lyer V.R.K. (1981) Law Versus Justices :Problem and solution. New Delhi : Deep and Deep.
- Lyer V.R.K. (1980) Justice and Beyond. New Delhi : Deep and Deep
- Kulkarni P.D. (1970) Social Policy and Social Development in India. Madras Association of school of social work in India.
- Khanna H.R. (1980) The Judicial System, New Delhi : H.P.A.
- Madison B.Q. (1980). The Meaning of Social Policy. London : Croom Helm.
- Mathur K. Bjorkman. Top Policy Makers in India, New Delhi : Concept Publishing co.
- Mullard M. and Spiker (1998) Social Policy in Changing Society, London : Routledge.
- Peak K.J. (1998) Justice Administration Police, Courts and Correction, New Jersey :Prentice Hall.

Rastogi P.N. (1992) Policy Analysis and Problem Solving for Social System. New Delhi :
Sage publication.

Bachelor of Social Work (BSW) – Semester V
Paper-II (5T2)

Integrated Social Work Practice
Domain: Discipline Specific Course (DSC)

Total Credits: 04

Total Marks: 100

Theory : 80 Marks

Internal Assessment: 20Marks

Learners' Objectives:

1. To develop knowledge of conceptual framework of integrated social work Practice.
2. To understand the importance of integration of methods in social work Practice.
3. To develop skills in application of integrated methods in practice.
4. To understand various approaches integrated social work practice.

Unit- 1: Conceptual Framework of integrated social work– Concept and characteristics of Integrated social work , need and importance of Integrated Social Work practice, Essential elements of Integrated Social Work Practice , Values and ethics of integrated social work practice.

Unit- 2: Integrated Social Work Practice and Phases : Integrated social work practice in Primary and Secondary methods. Phases of integrated Social Work Practice: 1. Engagment 2. Assessment 3. Intervention 4. Evaluation

Unit- 3: Skills for Social work integration and intervention levels: 1. Organizing 2. Negotiation 3. Problem Solving 4. Counselling 5. Training 6. Documentation. Social Work Intervention Levels in Integrated social work Practice: Micro, Macro.

Unit- 4: Approaches to Integration: Right Based Approach, Strength Based approach ,System approach, Ecological Approach, Holistic Approach and Empowering Approach

Assignment: -

Presentations, Discussion/ Workshop/ Interface with field knowledge people.

Course Outcome:

1. The student will develop knowledge of conceptual framework of integrated social work Practice
2. The student will understand the importance of integration of methods in social work Practice.
3. The student will develop skills in application of integrated methods in practice.
4. The student will understand various approaches in integrated social work practice.

Reference Books

Readings Adams, R. D. (2002). Social Work Themes, Issues and critical debates (2nd Ed.).Palgrave and the Open University.

Bank, S. (2001). Ethics and values in Social Work. BASW Series: Palgrave Fauri, D. P. and Wernet,

S. P. (2004). Cases in Macro Social Work Practice (2nd Ed.). Allyn and Bacon.

Ferguson, L. et. al. (2004). Globalization and Global Justice and Social Work. New York: Routledge Taylor & Francis.

Glicken, M. D. (2004). Using the Strength's Perspective in social work practice, Active approach for the helping profession. Pearson and A.B.

Healy, L. M. (2001). International Social Work: Professional Action in an Interdependent World. New York: Oxford University Press.

Johnson, L. C. (2004). Social Work Practice- A Generalist Approach (8th Ed.). Allyn and Bacon

Joseph, G. A. and William, A. T. (2014). Social Work with Disabled: An Integrated Social Work Approach and Practice for Persons with disability. International Journal of Management, Marketing and HRD, Vol.1.

Rapp, C. A. (1998). The Strength's Model Case Management and People Suffering from Severe and Persistent Mental Illness. Oxford University Press

Scheafor, B. W. and Horejsi, C. R. (2003). Techniques and Guidelines for Social Work Practice (6th Ed.). BASW Series: Palgrave

Bachelor of Social Work (BSW) Semester- V
Paper-III (5T3)

Personal and Professional Self

Discipline Specific Course (DSC)

Total Credit :02

Total Marks :50

Theory: 40 Marks

Internal Assessment: 10 Marks

Learners' Objectives:

1. To develop deeper self-awareness and understand how personal experiences influence professional behaviour.
2. To enhance personal effectiveness through emotional intelligence, self-regulation and reflective practice.
3. To build a strong professional identity aligned with social work values, ethics and responsibilities.
4. To integrate personal self with professional roles to practice social work with competence, sensitivity and accountability.

Unit I: Understanding Personal Self: Concept, meaning and components of *Self* in social work, Self-awareness: meaning, importance and methods, Self-concept, self-esteem and self-image, self-control, Personal values, beliefs and attitudes and their influence on behaviour, Goal setting

Unit II: Personal Growth and Development: Personality development: growth and development, Concept of SQ and importance of SQ in social work Practice, Emotional Intelligence and its relevance to social work, Stress: Causes, Impact, Stress Management, Managing emotions, motivation and resilience

Unit III: Person as a Professional Self :Meaning and concept of professional self, Professional identity of a social worker, Roles and responsibilities of social workers, Relationship between personal self and professional self

Unit IV: Ethics, Skills and Professional Competence: Ethical responsibilities of a social worker, communication skill, leadership skill, Team work, Time management, Use of different media for presentation in Social Work Practice.

Internal Assignment Activity-Based

- Classroom Presentation (Individual/Pair), PPT, Classroom seminar /Workshop.
- Use charts, PPT, or visual aids
- Include self-awareness, strengths, areas for improvement, and professional goals

Course Outcomes:

1. Students will understand and analyse their personal self and behaviour.
2. Students will develop self-awareness and emotional balance.
3. Students will integrate personal values with professional social work practice.

4. Students will apply ethical principles and professional standards in practice.

References

1. Adams, M., & Costa, B. (Eds.). (2013). *Personal development in counselling and psychotherapy*. SAGE Publications.
 2. Branden, N. (1994). *The six pillars of self-esteem*. Bantam Books.
 3. Clear, J. (2018). *Atomic habits: An easy & proven way to build good habits & break bad ones*. Avery.
 4. Cottrell, S. (2021). *Skills for success: Personal development and employability* (4th ed.). Red Globe Press.
 5. Covey, S. R. (1989). *The 7 habits of highly effective people: Powerful lessons in personal change*. Free Press.
 6. Desai, M. (2008). *Ideologies and Social Work*. Rawat Publications.
 7. Dowson, P. (2016). *Personal and professional development for business students*. SAGE Publications.
 8. Duckworth, A. (2016). *Grit: The power of passion and perseverance*. Scribner.
 9. Duhigg, C. (2012). *The power of habit: Why we do what we do in life and business*. Random House.
 10. Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.
 11. Erikson, T. (2014). *Surrounded by idiots: The four types of human behavior and how to effectively communicate with each in business (and in life)*. BusinessBooks.
 12. Kadushin, A. (2013). *Supervision in Social Work*. Columbia University Press.
 13. Lyengar, S. (2010). *The art of choosing*. Twelve.
 14. Moon, J. A. (2013). *A handbook of reflective and experiential learning: Theory and practice*. Routledge.
 15. Newport, C. (2016). *Deep work: Rules for focused success in a distracted world*. Grand Central Publishing.
- Smale, B., & Fowlie, J. (2015). *How to succeed at university: An essential guide to academic skills, personal development and employability* (2nd ed.). SAGE Publications.

Bachelor of Social Work (BSW) Semester – V

Paper IV (5T4)

Indian Constitution

Domain: Discipline Specific Course (DSC)

Total Credit: 04

Total: 100 Marks

Theory: 80 Marks

Internal Assessment: 20 Marks

Learner's Objectives:

- To understand the history and Ideology of Indian Constitution.
- To know the concept, rights and duties of citizens in Indian Constitution.
- To acquire knowledge of rights of marginalized groups
- To know role and functions of institutions under Indian constitution and role of social worker.

Unit 1: History of Indian Constitution: Brief history of the Indian Constitution, Drafting Committee, Ideology of the Indian Constitution, Democracy, Roles of President of India, Governor and constituent assembly.

Unit 2: Introduction to Indian Constitution: Foundation of the constitution, Concept of Indian Constitution, Preamble, The Fundamental Rights, Fundamental Duties, Directive Principles of State Policy in Indian Constitution, Local Self Governance, Parliamentary form of Government in India

Unit 3: Indian Constitution and Rights of Marginalized Groups: Women's rights, Minority Rights, Rights of Disabled Person, Rights of Marginalized Groups, Rights of Senior Citizens, Rights of LGBTQIA+.

Unit 4: Role and Functions of Institutions under Indian Constitution: Family Court, Juvenile Justice Board, District Legal Authority, National Commission for Women, National Commission for Children, National Commission for SC and ST, National Human Rights Commission of India, Role of Social Worker.

Internal Assignment:

Visit to any two of the given institutions:

1. Family Court/ Juvenile Justice Board/District Legal Authority/ local self government
2. Presentations /Discussions/ Classroom seminar / Workshop/ Interface with Field Experts.

Learning Outcomes:

- The student will be able to understand history and ideology of the Indian Constitution
- The students will understand the concept, rights and duties of citizens in the Indian Constitution.
- The students will acquire knowledge of rights of marginalized groups.

- The students will acquire knowledge about the role and functions of institutions under the Indian Constitution and the role of social workers.

References:

1. Aranha Social Advocacy-Perspective of Social Work. Bombay: College of Social Work.
2. Bhumi R. (1903) Social Policy and Development in Rajasthan Udaipur: Himanshu Publication
3. Bulmer Melt (1989), the Goals of Social Policy, London: Unwin Hyman
4. Hebsor R.K (ed) Social Intervention for Justice, Bombay: TISS
5. Dhanaskar Mohini (2024), Indian Constitution , Tejas Publication Nagpur
6. Desi Al ted), (1986), Violation of Democratic in India, Vol. No. I
7. Dr, IN Pandey. Constitutional Law of India, Central tow Agency.
8. Government of India, (1973) Report of The legal Aid Committee
9. Iyer V.R.K. (1980). Some Half Hidden aspect of Indian Social Justice, Lucknow: Eastern Book Company,
10. Iyer VR K. (1984) Justice in World and Justice in Deed for Depressed classes, New Delhi Indian Social Justilate.
11. Iyer V.R.K (1981), Law verses Justice. Problem and Solution, New Delhi. Deep and Deep

Bachelor of Social Work (BSW) Semester –V
Paper – V (5T5
Social Change
Domain: Open Elective (OE)

Total Credit: 02
Theory: 40 Marks

Total: 50 Marks
Internal Assessment: 10 Marks

Learner's Objectives:

1. To Provide inside of social change.
2. To introduce students to the types and causes of social change.
3. To provide the knowledge about theories of social change.
4. To aware about Planning and Social Change.

Unit 1: Introduction to Social Change:

Social Change: Meaning, Definition, Characteristics of Social Change.

Unit 2: Types of Social Change:

Types of Social Change: Evolution, Revolution, Progress, Development.

Agents / Causes of Social Change: Natural factor, biological factor, Cultural factor, Technological factor, Economical factor, Demographic factor, Geographic factor.

Unit 3: Theories of Social Change:

Conflict Theory: Definition of conflict, Forms of conflict. Causes of conflict, Theory of Carl Marx – Class Conflict. Cyclical Theory of Social Change: Vilfred Pareto.

Unit 4: Planning and Social Change:

Meaning of Planned Change, Types of Planned Change, Agencies of Planned Change, Utility of Planned Change.

Internal Assignment:

Presentation and Written assignment related to the theory paper.

Learning Outcomes:

1. Learner understands about the subject of social change.
2. Learner develops the understanding of causes of social change.
3. Learner gain the knowledge about theories of social change.
4. Learner will develop their awareness about Planning and Social Change.

References:

- कान्होलकर, कविता; (2025), 'समाजशास्त्रीय विचारवंत', नागपूर, साई ज्योती प्रकाशन.
- भांगे. विजय (२०२२), समाजकार्य के लिए समाजशास्त्र, Cambridge Book House, Jaipur.

- रा. ज. लोटे. समाजशास्त्र परिचय, पिंपळपुरे पब्लिशयर्स नागपूर .
- Thulkar Saurabh (2024), Introduction to Sociology, Tejas Publication, Nagpur
- Ravindranath Mukhargi ,Social Change in India, Vivek Publication, Delhi.
- **Haralambos, M., & Holborn, M.** (2013). *Sociology: Themes and Perspectives*. HarperCollins Publishers.
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- **Giddens, A.** (2013). *Sociology*. Polity Press.
- **Rao, M.S.A.** (1979). *Social Movements in India*. Manohar Publications.
- **Desai, A.R.** (2005). *Social Background of Indian Nationalism*. Popular Prakashan.
- **Articles and Journals:**
- Giddens, A. (1991). *Modernity and Self-Identity: Self and Society in the Late Modern Age*. Stanford University Press.
- Shah, G. (2002). *Social Movements and the State*. SAGE Publications.
- **Web Resources:**
- UN Sustainable Development Goals (SDGs) official website.
- Journals on social change and development: *Economic & Political Weekly, Journal of Social Work*.

Tirpude College of Social Work (Autonomous)
SCHEME OF EXAMINATION
FOR
SOCIAL WORK PRACTICUM
BACHELOR OF SOCIAL WORK (BSW)
FOUR YEAR SEMESTER PATTERN
(w. e. f. 2026-2027 Academic Session Onwards)

(NEP 2020)

Paper -VI (5P1)

Examination Leading to Degree of Bachelor of Social Work

Detailed note regarding BSW Semester-V

Social Work Practicum and Group Research Project

Field Work Placement – Labour Welfare Centre /Open Communities

- (A) No grace marks shall be allowed for passing in Social Work Practicum (i.e. Paper 6).
- (B) The Social Work Practicum of the Student shall be supervised by the Social Work Faculty (i.e a teacher who shall not be below the rank of an Assistant Professor recognized by the RTM Nagpur University, Nagpur).
- (C) Social Work Practicum paper has been given 4 Credits.
- (D) The Social Work Practicum shall comprise of the following components:

Components	Details	Marks Allotted	No of Days	Hours
Orientation		05	01	7.0 Hrs
Skill Laboratory sessions (5 sessions)	1. Skills in Rapid Assessment 2. Skills in Resource Mobilization for Community Programmes 3.Participatory Rural /Urban Appraisal (PRA) Techniques (Problem Identification and Priority Setting skills)	10	02	14.0 Hrs

	4.Skills for Community Awareness Campaign Design 5.Skills in Documentation and report writing of Community Work			
Concurrent Practice Learning (CPL)	Working with Community- Working With: women, children, elderly, youths Community Issues: Education, Health and Public Health Issues, etc.	40	16	16X7.5 hrs =120 Hrs
Group Research Project	1.Orientation 2.Preparation of synopsis 3.Synopsis Presentation 4.Preparation of tools of data collection	05 10 05 05	01 04 01 06	07.0 Hrs 28.0 Hrs 07.0 Hrs 42.0 Hrs
Internal Viva Voce	Social Work Practicum and Group Research Project	20		
Total		100	31	225 Hrs

(E) Hours of Social Work Practicum:

The Duration of Concurrent Practice Learning shall be a minimum of **15 (Fifteen)** Clock Hours spread over two days in a week covering total **16 days** in a semester.

(F) All the Social Work Practicum Records shall be preserved/ retained by the college for a period minimum of Three years from the date of University Examination.

(G) The student who fails in Social Work Practicum shall have to repeat the same process in the next subsequent academic semester.

(H) Absence from activities covered under the head Social Work Practicum shall lead to forfeiting of the entire marks allocated to the said activity. There shall be no substitute for these activities

(I) CPL and Internal Viva-Voce Examination components are compulsory. Students will not be get admission in the next semester till they fulfill these criterions.

(J) Social Work Practicum records shall include Social Work Practicum Journal/ file, attendance sheets, conference sheets, diary etc.

(K) The concerned affiliated college or department of social work, which imparts social work training to students, shall follow the Social Work Practicum Manual prescribed by RTM Nagpur University, Nagpur. This manual is based on the guidelines of the UGC Model Curriculum in Social Work Education.

(L) The college shall nominate one internal coordinator, who shall act as a facilitator in the compilation of marks given by the respective faculty supervising each particular activity of the Social Work Practicum. The marks will be sent by the internal coordinator under their seal and signature, using a Performa developed by RTM Nagpur University, with the signature of the

concerned faculty supervisor along with the roll numbers allotted by the university. A committee comprising the Principal or the Principal's representative, the Head of Field Work and the Field Work Supervisor should be constituted for the internal Viva Voce examination.

(M) The concurrent practice learning shall have the work-load of 1.50 clock hours per student per week.

Bachelor of Social Work (BSW) Semester – V

Paper -VII (5P2)

Art, Folk Culture As a Tool in Social Work Practice

Vocational Skill Course (VSC)

Total Credit: 02

Practice: 40Marks

Total Marks : 50

Internal Assessment: 10 Marks

Learners' Objectives:

1. To Understand the various tools of Folk art culture.
2. To understand the use of various tools of folk art and culture in social work practice.
3. To develop skills in using art and folk culture in social work practice.

List of Suggested Activities:

1. Writing script of street play and performing street play.
2. Story telling compilation and use of storytelling in social work methods.
3. One act play on any social issue for creating awareness.
4. Traditional way of creating awareness: Bahinabai Chaudhary's poetic composition (*Ovya*) for creating awareness and team building.
5. Folk Songs: Use of various folk songs in sensitization, awareness generation and concretization.
6. Indian Traditional Methods: *Bharood/ Povada/Bhajan/Kirtan /Gondhal/Dandar/* puppet show.
7. Use of Gramgeeta (Rashtrasant Tukadoji Maharaj)/ Saint Gadge Maharaj thoughts in Community Awareness and community participation.
8. Use of Instruments: *Dafari/Dholki/Lezim/Khanjiri/ basuri/ Tarpa/Nagara/Daf/Ektari/ Tiprya /Chiplya etc.*
9. Use of art in creating awareness on social issues: Poster making, Warli art, painting, collage, Rangoli.
10. Folk Dance for creating awareness and team building: Festival Dance, agricultural event dance, tribal individual and group dance (*Dhemsra/Rela/Ger Dance/Dandar Dance/Bhangorya Dance*).
11. Folk Drama: *Dandar Drama/ Khamma Drama /Bohada Drama/ Songadya Drama etc.*

Criteria for Conducting Activities:

1. Minimum any four (04) activities from the list are mandatory.
2. For Each activity 10 marks are allotted.
3. For document submission 10 marks are allotted.
4. Activity report should be submitted to the concerned subject faculty/Field work supervisor.

Note:

Student should submit activity reports, attendance, Geo tagged photographs, videos, documentaries, reels on specific suitable activities and also articles published in newspapers.

Course Outcome:

1. Students will understand various tools of Folk art culture.
2. Students will understand the use of various tools of folk art and culture in social work practice.
3. Students will develop skills in using art and folk culture in social work practice.

Reference books

“भारतीय संस्कृती, लोककला आणि राष्ट्रीय बांधणी” by Dr. Madhukar Nikam

“Indian Knowledge Systems: Wisdom for the Modern Education” by Dr. Madhukar Nikam

"Folk Art of India" by Krishna Chaitanya

"Indian Calligraphy: The Art of Writing" by Raghunath Singh

"Storytelling in Indian Folk Art" by Dr. Shivaji Panikar

"Folk Art of India" (Course Material) by Dr. R. S. Sharma,

"Madhubani and Other Indian Folk Art" by Joyce M. Townsend

Bachelor of Social Work (BSW) Semester V

Skill Enhancement Course (SEC)

Paper VIII (5P3)

Report Writing and Documentation Skill

Credit -2

Activity -40 Marks

Total Marks – 50

Internal Assessment -10 Marks

Learners' Objectives:

- To develop knowledge about various types of report writing in social work practice
- To understand structure and content of report writing
- To develop skills in report writing and documentation in social work Practice

1. Assessment/Client Reports: These documents, often called biopsychosocial assessments, outline a client's background, presenting problems, and coping mechanisms.

A. **Case Notes (Progress Notes):** Daily or session-based notes that record interactions.

Common formats include:

- i. **SOAP:** Subjective, Objective, Assessment, Plan.
- ii. **BIRP:** Behavior, Intervention, Response, Plan.
- iii. **SBIRT:** Screening, Brief Intervention, and Referral to Treatment.

B. **Incident Reports:** Detailed, objective accounts of accidents, injuries, or critical incidents involving clients or staff.

C. **Court/Legal Reports:** Formal, evidence-based reports submitted to judicial systems to assist with child custody, probation, or protective services cases.

D. **Termination/Closure Summaries:** Documents the end of a client's treatment, summarizing goals achieved, interventions used, and recommendations.

2.Administrative & Macro Report

A. **Grant Proposals/Reports:** Documents written to secure or report on funding for programs and services.

B. **Annual Reports:** Comprehensive summaries of an organization's yearly performance, activities, and outcomes.

3.Research Reports: Data-driven reports that analyze program effectiveness, often for publication or to guide policy changes.

4. **Evaluation Reports** : Programme and Project Evaluation report

5. **Functional Classifications**

A. **Informational Reports:** Provide facts, such as status updates on a client or project.

B. **Analytical Reports:** Go beyond data to interpret information, explain *why* something happened, and provide recommendations.

C. **Progress Reports:** Document ongoing developments in a case or program.

6. **Referral Report**

7. **Summary Report**

Internal Assessment

Minimum any four reports of above listed activities: 10 marks each report activity

Submission of the report: 10 marks.