

Tirpude College of Social Work (Autonomous)

Civil Lines, Nagpur

Affiliated to

RashtrasantTukadoji Maharaj Nagpur University

Faculty of Interdisciplinary

SYLLABUS FOR THE BACHELOR OF SOCIAL WORK (BSW)

For

Sixth 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 -VI

BSW Semester : VI

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	6T1	Social Entrepreneurship	100	80	20	40	4	4
2	DSC Major	6T2	Counselling in Social Work	100	80	20	40	4	4
3	DSE	6T3	Social Work Practice and Local Self Governance	100	80	20	40	4	4
4	DSE	6T4	Gender Studies	100	80	20	40	4	4
5	Minor	6T5	Indian Culture and Nation Building	50	40	10	20	2	2
6	FP	6P1	Social Work Practicum & Group Research Project	100	80	20	40	4	4
7	SEC	6P2	Leadership Skills	50	40	10	20	2	2

***Internal Viva-Voce**

- - CIE: Continuous Internal Evaluation

Bachelor of Social Work (BSW) – Semester VI

Paper I (6T1)

Social Entrepreneurship

Domain: Discipline Specific Course (DSC)

Total Credit : 04

Total Marks : 100

Theory: 80 Marks

Internal Assessment: 20 Marks

Learners' Objectives:

1. To introduce students to the concept of social entrepreneurship.
2. To develop entrepreneurial skills for solving social problems.
3. To promote innovation and sustainable social enterprises.
4. To integrate social work values with management practices.
5. To prepare students for self-employment and community leadership.

Unit I: Concept and Foundations of Social Entrepreneurship: Meaning and Definition of Social Entrepreneurship, Evolution and Scope of Social Entrepreneurship, Difference between Social Entrepreneurship and Commercial Entrepreneurship, Characteristics, Qualities and Skills of a Social Entrepreneur, Role of Social Entrepreneurs in Social and Economic Development, Global and Indian Perspectives on Social Entrepreneurship.

Unit II: Social Problems and Entrepreneurial Opportunities: Major Social Problems: Poverty, Unemployment, Health, Education, Environment, Social Innovation and Community Development, Community Needs Assessment and Problem Identification, Role of NGOs, Self Help Groups (SHGs) and Cooperatives, Society Registration Act 1860, Identification of Social Business Opportunities, Case Studies of Successful Social Enterprises.

Unit III: Models and Management of Social Enterprises: Types of Social Enterprise Models: 1. Non-Profit Model 2. For-Profit Model 3. Hybrid Model, Cooperative and Community-Based Enterprises, Women and Youth Entrepreneurship, Project Planning and Business Plan Preparation, Resource Mobilization and Fundraising, Financial Management and Sustainability.

Unit IV: Ethics, Policy and Future Trends in Social Entrepreneurship: Ethical Issues and Social Responsibility in Social Entrepreneurship, Government Policies and Support Schemes for Social Enterprises, Corporate Social Responsibility (CSR) and Social Entrepreneurship, Digital and Technology-based Social Enterprises, Monitoring and Evaluation of Social Enterprises, Challenges and Future Prospects of Social Entrepreneurship

Course Outcomes:

1. Understand basic concepts of social entrepreneurship
2. Identify social issues and convert them into entrepreneurial opportunities
3. Design a social enterprise project
4. Apply ethical and sustainable practices
5. Demonstrate leadership and innovation skills

Reference Books

1. [*Social Entrepreneurship in India: Quarter Idealism and a Pound of Pragmatism*](#) by Madhukar Shukla (Sage Publications)
2. [**SOCIAL ENTREPRENEURSHIP, INTRAPRENEURSHIP, AND SOCIAL VALUE CREATION**](#)
Authors: Monica Nandan Dr., Tricia Bent-Goodley, Gokul Mandayam
Publication: [Faculty Bookshelf](#)
3. Government of India – Reports on Social Entrepreneurship and CSR
4. IGNOU Study Material – Social Entrepreneurship

Bachelor of Social Work (BSW) Semester-VI
Paper – II (6T2)

Counselling in Social Work
Domain: Discipline Specific Course (DSC)

Total Credit: 04
Theory :80 Marks

Total Marks :100
Internal Assessment :20 Marks

Learners' Objectives:

1. To get a comprehensive knowledge of counselling, It's goals and process and related fields.
2. To acquire the knowledge about various approaches and skills in the practice of counselling.
4. To gain an understanding about areas and practice of counselling in different settings.
5. To gain the understanding of the therapeutic approaches to counselling.

UNIT 1: Introduction of Counselling—definition, Meaning, Goals of Counselling. Principles and ethics of counselling. Qualities, skills and techniques of an effective counsellor.

UNIT 2: Areas of Counselling -I: School counselling, child and adolescent counselling, pre and post marital counselling, geriatric counselling, addiction counselling, counselling in correctional setting,, Family Counselling, career counselling, Industrial Counselling

UNIT 3: Areas of Counselling –II:

Counselling to Suicidal persons, adoption counselling, counselling to HIV/AIDS pre & post test counselling, Telephonic / online counselling, Family Counselling, Counselling in Medical and Psychiatric settings, counselling digital and technology, Counselling for different Psychiatric disorders .

Unit 4: Therapeutic approach to counselling: CBT (Cognitive behavioural Approach), RIBT (Rational Innovative Behaviour Transitional approach), Psychoanalytic approach, TA (Transitional analysis approach), Egan's Three stage model of counselling

Assignment: Seminar/Case presentation based on any one approach under the supervision of Head of the department of Psychology in the college.

Course Outcome:

1. Students will get a comprehensive knowledge of counselling, It's goals and process and related fields.

13. □□□□□□ □□□□□□ □. (□□□□) □□□□□□□□□□□□□□ □□□□□□□□ □□□□□□□□ , □□□□□□□□□□
□□□□□□□□□□□□□□□□

**Bachelor of Social Work (BSW) Semester- VI
Paper-III (6T3)**

**Social Work Practice and Local Self Governance
Discipline Specific Electives (DSE)**

Total Credit :04

Total -100 Marks

Theory : 80 Marks

Internal Assessment : 20 Marks

Learners' Objectives:

1. To understand the concept, structure, and functioning of local self-governance in India.
2. To develop knowledge about the role of social workers in strengthening democratic decentralization.
3. To understand the functioning of Panchayati Raj Institutions and Urban Local Bodies.
4. To enhance skills for community participation, planning and development at the grassroots level.

Unit I: Introduction to Local Self Governance: Meaning, concept, and importance of local self-governance; Historical evolution of local self-governance in India; Democratic decentralization; 73rd and 74th Constitutional Amendments; Structure and functions of Panchayati Raj Institutions (PRIs); Structure and functions of Urban Local Bodies (ULBs).

Unit II: Social Work Practice in Local Governance: Role of social worker in local self-governance; Community organization and participation; Capacity building and leadership development; Advocacy and social action at local level; Role of NGOs in local governance; Ethics in social work practice in governance.

Unit III: Planning and Development at Grassroots Level: Concept of rural and urban development; Participatory planning and micro-level planning; Role of Gram Sabha and Ward Committees; Government schemes and programs (MGNREGA, NRLM, SBM, etc.); Social audit and accountability mechanisms; Role of social workers in implementation and monitoring

Unit IV: Issues and Challenges in Local Governance: Challenges in Panchayati Raj and Urban Local Bodies; Gender issues and inclusion (women, SC/ST, marginalized groups); Transparency, corruption, and governance issues; Role of e-governance in local bodies; Case studies of successful local governance models; Future prospects and reforms in local self-governance.

Internal Assessment: Seminar/ presentation based on any one topic related to syllabus.

Course Outcomes:

1. Students will understand the structure and functioning of local self-governance institutions in India.
2. Students will understand the role of social work practice in rural and urban governance.

3. Students will understand policies, programs, and challenges in decentralized governance.
4. Students will apply social work skills in community participation, planning, and local development processes.

Recommended Readings

- T.N. Chaturvedi – *Panchayati Raj*
- S.R. Maheshwari – *Local Government in India*
- IGNOU Study Materials on Rural Development
- Government of India Reports on PRIs and ULBs
- *Rural Local Governance and Development: Theories and Practices of Panchayati Raj Institutions in India* – Mahi Pal
→ Covers grassroots governance, participation, and development processes in detail
- *Local Governance in India: The Panchayati Raj* – Vinayak Narain Srivastava
→ Explains democratic decentralization and functioning of PRIs
- *Panchayati Raj: Decentralization and Local Governments* – Shyam Prakash Singh
→ Focus on administration, finance, gender, and rural development
- *Governance at Grassroots Level in India* – S.S. Chahar (Ed.)
→ Includes decentralization, women participation, and reforms
- *Social Justice and Panchayati Raj* – B.K. Pandey
→ Connects governance with social justice and participation
- *Community Organization in Social Work* – Murray G. Ross
- *Social Work Administration* – K.K. Singh
- *Methods of Social Work* – S. Paul Chowdhry
- *Rural Development in India* – Katar Singh
- *Participatory Development* – Robert Chambers
- *Panchayati Raj Reforms in India: Power to the People at the Grassroots* – D. Sundar Ram (Ed.)
→ Discusses 73rd & 74th Amendments and decentralization issues
- *Swaraj* – Arvind Kejriwal
→ Advocates people-centric governance and Gram Sabha empowerment
- *Indian Administration* – S.R. Maheshwari
- *Local Government in India* – S.R. Maheshwari
- *And Who Will Make the Chapatis?* – Bishakha Datta
→ Case studies on women in Panchayats in Maharashtra
- *Gender and Governance* – Nivedita Menon
- *Women and Panchayati Raj* – B.S. Baviskar & George Mathew
- *Urban Local Government in India* – M.P. Mathur
- *Municipal Governance in India* – Ramesh K. Arora
- *Urban Development and Governance in India* – Bhanwar Singh
- *Everybody Loves a Good Drought* – P. Sainath
- *The Elephant Paradigm: India Wrestles with Change* – Gurcharan Das
- IGNOU Study Materials (Rural Development & Social Work)
- Government Reports on PRIs & ULBs (Ministry of Panchayati Raj)

Bachelor of Social Work (BSW) – Semester VI
Paper-IV (6T4)

Gender Studies

Domain: Discipline Specific Elective (DSE)

Total Credits: 04

Total Marks: 100

Theory : 80 Marks

Internal Assessment : 20Marks

Learners' Objectives:

1. To develop an understanding of gender as a social construct and its relevance in social work practice.
2. To examine gender inequalities in social, economic, cultural and political contexts.
3. To understand issues and challenges faced by women and gender minorities.
4. To familiarize students with laws, policies and programs related to gender justice and empowerment.

Unit I: Introduction to Gender Studies: Meaning and concept of sex and gender, Gender as a social constraint, Gender roles, stereotypes, and socialization, Gender discrimination and inequality, Gender and intersectionality (caste, class, religion, disability, region), Importance of gender perspective in social work.

Unit II: Status of Women and Gender Relations in India: Status of women in India, Gender relations in family, community, and workplace, Education, health, and employment issues of women, Gender-based division of labour, Violence against women: types, causes, and consequences, Role of media in shaping gender attitudes.

Unit III: Women's Movements and Gender Justice: Development of women's movements in India, Feminist perspectives (Indian and Western): Liberal, Radical, Socialist, and Eco-feminism (basic understanding), Role of NGOs and civil society in women's empowerment, Gender and human rights, Contemporary issues: gender equality, empowerment, and participation.

Unit IV: Laws, Policies, and Programs for Gender Equality: Constitutional provisions for gender equality, Important laws related to women: Protection of Women (Domestic Violence Act 2005), Dowry Prohibition Act 1961, Sexual Harassment (Women at Workplace Act 2013), Child Marriage Prohibition Act 2006, Government schemes and programs for women's development, Role of social workers in promoting gender justice and empowerment, Overview of Women's policy in India.

Internal Assessment :

1. Written Assignment : Students will submit one assignment on any one of the following topics:

- Gender discrimination in family or workplace
- Study of a women's movement in India
- Role of education in women's empowerment
- Analysis of a gender-related social issue
- Women's Policy in India

2. Seminar/Presentation

- Group presentation on gender issues such as violence, empowerment, or legal awareness.

Course Outcomes:

- Students will understand key concepts and perspectives in gender studies.
- Students will analyze gender-based discrimination and inequality in society.
- Students will gain knowledge about women's movements and gender-related policies.
- Students will develop sensitivity and skills to work towards gender equality in professional practice.

Suggested Readings

Desai, N., & Krishnaraj, M. (1987). *Women and society in India*. Ajanta Publications.

Chakravarti, U. (2003). *Gendering caste: Through a feminist lens*. Popular Prakashan.

Rege, S. (2003). *Sociology of gender: The challenge of feminist sociological knowledge*. Sage Publications.

Moser, C. O. N. (1993). *Gender planning and development: Theory, practice and training*. Routledge.

Government of India. (Various years). *National policy reports and documents on women and gender equality*. Ministry of Women and Child Development.

United Nations. (Various years). *Reports and policy documents on gender equality and women's empowerment*. United Nations Publications.

Kabeer, N. (1999). *Reversed realities: Gender hierarchies in development thought*. Verso

Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge.

Fausto-Sterling, A. (2000). *Sexing the body: Gender politics and the construction of sexuality*. Basic Books.

Sedgwick, E. K. (1990). *Epistemology of the closet*. University of California Press.

Burke, P. (1996). *Gender shock: Exploding the myths of male and female*. Anchor Books

Miller, C., & Swift, K. (1988). *The handbook of nonsexist writing* (2nd ed.). Harper & Row.

Lupton, G., Short, P. M., & Whip, R. (1992). *Society and gender*. Macmillan

Bachelor of Social Work (BSW) Semester – VI

Paper- V(6T5)

**Indian Culture and Nation Building
Minor**

Credits : 02

Theory: 40 Marks

Total Marks : 50 Marks

Internal Assessment : 10 Marks

Learners' Objectives:

1. To provide students with a foundational understanding of Indian culture, heritage and its role in national building.
2. To explore the social, cultural and historical factors that shape Indian society.
3. To develop awareness about the contributions of Indian civilization to nation-building and social development.
4. To develop understanding of cultural values in social work practice in nation building

Unit 1: Introduction to Indian Culture : Definition and characteristics of culture, Diversity and unity of Indian culture, Major cultural regions and communities, Indian art, music, dance, literature and festivals.

Unit 2: Historical Perspectives and Nation Building: Overview of Indian civilization and major historical phases, Role of freedom struggle in nation-building, Contributions of social reformers and cultural leaders, Impact of British rule and socio-cultural awakening.

Unit 3: Culture and Social Integration: Social institutions and cultural norms, Social cohesion through cultural practices, Role of religion, language, and traditions in social integration, Challenges to cultural unity in contemporary India.

Unit 4: Culture and Nation Building in the Context of Social Work: Role of Youth in Nation Building, Social Responsibility using cultural values like cooperation, respect and service in social work and community development, Cultural competence and social work practice, Role of culture in community development.

Assignment

1. Classroom seminar, presentation and written assignment related to the theory paper.
2. Field Visit to cultural centres on art, music, dance, literature and festivals.

Course Outcome:

1. The students will understand the core elements and diversity of Indian culture.
2. The students will analyse the relationship between culture and social cohesion in nation-building.
3. Students will be able to recognize the historical milestones and contributions that shaped modern India.
4. Students will understand the role of cultural values in social work practice in nation building

Reference Books

“संस्कृत विज्ञान, संस्कृत विद्या संस्कृतविद्या संस्कृत”by Dr. Madhukar Nikam

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

"Indian Culture and Heritage" by S. K. Chatterjee

"Indian Society and Culture" by Nadeem Hasnain

"Cultural History of India" by A. L. Basham

"Social Work and Social Development in India" by P. D. Kulkarni

"Indian Nationalism and Culture" edited by Thomas R. Metcalf

"संस्कृत विज्ञान विद्या विद्या विद्या विद्या "Author: Swami Vivekananda (or attributed to his teachings)

Bachelor of Social Work (BSW) Semester – VI

Paper -VI (6P1)

Examination Leading to Degree of Bachelor of Social Work

Detailed note regarding BSW Semester-VI

Social Work Practicum and Group Research Project

Field Work Placement –Open Communities/Labour Welfare Centre

A) No Grace marks shall be allowed for passing in social work practicum and group research project

B) The Social Work Practicum and Group Research Project of the students shall be supervised by the Faculty supervisor (I.e. a Teacher who shall not be below the rank of an assistant Professor recognized by the RTM Nagpur University, Nagpur)

C) The Social Work Practicum and Group Research Project shall comprise of the following Components:

Components	Details of Components	Marks Allotted	No of Days	Hours
Orientation			01	7.0 Hrs
Skill Laboratory sessions (6 sessions)	1. Skills in Organizing Community Meetings and Focused Group Discussion (FGD) 2. Skills in Community Programme proposal writing 3. Skills in Monitoring and Evaluation of Community Programmes 4. Skills of Conflict Management in Community Settings 5. Fundraising and Networking skills	05	02	14.0 Hrs
Concurrent Practice Learning (CPL)	Working with Community - Working With: women, children, elderly, youths Community Issues: Education, Health and Public Health Issues, etc	30	16	16X 7.5Hrs= 120 Hrs
Study Tour	Minimum five agency visits	15	04	04X7.0 Hrs=28 Hrs
Group Research Project	1. Data Collection 2. Data Processing 3. Report Writing 4. Presentation	25	09	63.0 Hrs

Internal Viva Voce	Social Work Practicum, Group Research Project and Study Tour	05		
External viva voce	Social Work Practicum, Group Research Project and Study Tour	20		
Total		100	32	232Hrs

(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. The study Tour shall have the workload 1.0 workload. The study Tour shall have conducted within Maharashtra State. The duration of Study tour will be 4 days

**Bachelor of Social Work (BSW) Semester- VI
Paper- VII (6P2)**

**Leadership Skills
Skill Enhancement Course (SEC)**

Total Credit :02

Total -50 Marks

Practical: 40 Marks

Internal Assessment : 10 Marks

Learners' Objectives :

1. To develop administrative competencies among students
2. To enhance leadership qualities in social work practice
3. To provide hands-on experience in organizational functioning
4. To build skills in planning, decision-making, and team management

Unit 1. Field-Based Administrative Study

- Visit a Social Welfare Organization / NGO / Institution
- Study administrative structure:
 - a. Organizational hierarchy
 - b. Roles and responsibilities of staff
 - c. Decision-making process
- Prepare a **field report**

Unit 2. Leadership Skill Development Activities

- Conduct/participate in:
 - a. Group discussion
 - b. Role play (leader vs follower situations)
 - c. Team-building exercises
- Demonstrate:
 - a. Communication skills
 - b. Conflict resolution
 - c. Motivation techniques

Unit 3. Project Planning & Management

- Prepare a **mini project proposal** including:
 - a. Problem identification
 - b. Objectives
 - c. Action plan
 - d. Budget planning
- Simulate implementation and evaluation

Unit 4. Record Keeping & Documentation

- Maintain:
 - a. Daily activity diary

- b. Meeting records (minutes)
- c. Case/Group work documentation

Internal Viva Voce (10 Marks)

- Based on:
 - a. Fieldwork experience
 - b. Leadership concepts
 - c. Administrative understanding

Evaluation Scheme (50 Marks)

Component	Marks
Field Study Report	10
Leadership Activities	10
Project Work	10
Record & Documentation	10
Internal Viva Voce	10
Total	50

Course Outcomes:

1. Students will understand administrative processes in social work settings
2. Students will develop leadership and teamwork skills
3. Students will gain practical exposure to project planning and management
4. Students will improve documentation and reporting skills