

BSW 5th and 6th Semester's Syllabus



TUMKUR UNIVERSITY, TUMKUR

UG BOARD OF STUDIES

PROGRAM STRUCTURE AND 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) 5th & 6th Semester

w.e.f

Academic Year 2026-27 and onwards

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

SEMESTER - V

Sl. No	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	SW5.1	DSC (T)	Social Action and Movements in India	4	3	20	80	100	4
2.	SW5.2	DSC (T)	Social Work Research	4	3	20	80	100	4
3.	SW5.3	DSC (T)	Legal Knowledge for Social Work Practice	4	3	20	80	100	4
4.	SW5.4	DSC (T)	Social Entrepreneurship and NGO Management	4	3	20	80	100	4
5.	SW5.5	DSC (T)	Communication and Counselling	4	3	20	80	100	4
6.	SW5.6	DSC (T)	Psychology for Social work Practice	4	3	20	80	100	4
7.	SW5.7	DSC (P)	Social Work Practicum – V (Concurrent Fieldwork)	8*	Viva-voce	20	80 (Viva)	100	4
8.	SW5.8	SEC	Digital Skills for Social Work Practice	2	1.5 hrs	10	40	50	2
Total								750	30

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

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

SEMESTER - VI

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	SW6.1	DSC (T)	Social Work with Tribal, Rural, and Urban Communities	4	3	20	80	100	4
2.	SW6.2	DSC (T)	Social Work with Women and Elderly	4	3	20	80	100	4
3.	SW6.3	DSC (T)	Social Work with Differently-Abled Persons	4	3	20	80	100	4
4.	SW6.4	DSC (T)	Social Policy, Planning and Development	4	3	20	80	100	4
5.	SW6.5	DSC (T)	Population Dynamics and Family Welfare	4	3	20	80	100	4
6.	SW6.6	DSC (T)	Corporate Social Responsibility	4	3	20	80	100	4
7.	SW6.7	DSC (P)	Social Work Practicum – VI (Concurrent Fieldwork)	8*	Viva-voce	20	80 (Viva)	100	4
8.	SW6.8	DSC (P)	Research Methodology with survey project	8*	Viva-voce	10	40 (Viva)	50	2
Total								750	30

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

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

COURSE-WISE SYLLABUS

SEMESTER V

Year	III	Course Code: SW 5.1			Credits	4
Sem.	V	Course Title: Social Action and Movements in India			Hours	64
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.		
Course Outcomes		At the end of the course the student should be able to: 1. Understand contemporary relevance and emerging trends in social action. 2. Analyze modern tools, digital platforms, and global influences in social action. 3. Develop practical skills for advocacy, campaigning, and policy engagement. 4. Apply social action strategies to current social issues such as inequality, climate change, and human rights.				
Module No.		Course Content		Suggested Pedagogy		Hours
Module – I		Social Action in Contemporary Context - Meaning, concept, and relevance of social action in present era. - Principles and Process of Social Action. - History of Social Action in India. - Changing nature of social problems (Geo-political scenario, urbanization, migration). - Role of social action in addressing inequality, social exclusion, and marginalization.		- Lecture, - Case Discussion, - Field-based Examples, Classroom Presentation		16
Module – II		Modern Approaches and Digital Social Action - Social action and sustainable development. - Contemporary models of social action- (Rights-Based Model, Gandhian Model (Non-violent Action, Advocacy Model, and Public Interest Litigation (PIL) Model)) - Digital activism and online campaigns. - Role of social media platforms in mobilization. - Ethical issues in digital activism.		- Lecture, - Case Discussion, - Field-based Examples, - Classroom Presentation		16
Module – III		Strategies, Tools, and Advocacy in Present Scenario - Advocacy, lobbying, and policy influence. - Campaign planning and management. - Use of media (print, electronic, digital). - Networking and coalition building. - Role of NGOs, civil society, and international organizations in Social Action.		- Lecture, - Case Discussion, - Field-based Examples, - Classroom Presentation		16

Module – IV	Social Action Practice and Emerging Issues • Social action in: - o Gender equality and women empowerment - o Environmental and climate justice - o Dalit and tribal rights. - o Migration and urban poverty. • Role of social workers as change agents • Challenges: political pressure, digital misinformation, legal barriers. Case studies of recent social movements in India (Nirbhaya Movement, Narmada Bachav Andolan, Save Aarey Movement, Digital Campaigns and Youth Movements).	• Lecture, • Case Discussion, • Field-based Examples, - Classroom Presentation	16
-------------	--	---	----

Recommended Reading Resources

- Siddiqui, H.Y. (1985), Social Work and Social Action, New Delhi,
- Jawad, R. (2012). Social work and social action. In *Religion and faith-based welfare: From wellbeing to ways of being* (1st ed., pp. 129–148). Bristol University Press. <https://doi.org/10.2307/j.ctt9qgkwz.8>
- Mondros, J. B., & Minieri, J. (2023). The Evolution Of Social Action Organizing. In *Organizing for Power and Empowerment: The Fight for Democracy* (2nd ed., pp. 1–38). Columbia University Press. <http://www.jstor.org/stable/10.7312/mond18944.4>
- Ramírez, L. G., Flores, Y., Gamboa, M., González, I., Pérez, V., Ramírez-Castañeda, M., & Vital, C. (2011). Social Action. In *Chicanas of 18th Street: Narratives of a Movement from Latino Chicago* (pp. 166–200). University of Illinois Press. <http://www.jstor.org/stable/10.5406/j.ctt1xcpcb.16>
- Brown, M. E. (2014). Social Action as Action. In *The Concept of the Social in Uniting the Humanities and Social Sciences* (pp. 208–222). Temple University Press. <http://www.jstor.org/stable/j.ctt14bsvrp.15>
- Youngblood, R. L. (1990). From Social Action to Liberation. In *Marcos Against the Church: Economic Development and Political Repression in the Philippines* (pp. 65–100). Cornell University Press. <http://www.jstor.org/stable/10.7591/j.ctvr7f2xs.9>
- Rueschemeyer, D. (2009). A General Frame: Social Action. In *Usable Theory: Analytic Tools for Social and Political Research* (pp. 27–39). Princeton University Press. <https://doi.org/10.2307/j.ctvc4j6k.5>
- Siddique, H. Y. (1997). Working with Communities – Introduction to Community Work. New Delhi: Hira Publications
- Somesh Kumar (2002) Methods for Community Participation: A complete guide for practitioners, New Delhi: Sage Publication (Vistaar)
- HarnamHarper & Brot Shah, Ghanshyam (2004), Social Movements in India: A Review of the Literature, New Delhi, Sage
- Shah, Ghanshyam (2004), Social Movements in India: A Review of the Literature, New Delhi, Sage
- Singh, R (2001), Social Movements-Old and New: A Post-modern Critique, New Delhi, Sage
- Social Action: A Guide for Social Workers – Rawat Publications, 2009.
- Social Work Practice – Rawat Publications, 2003.
- Methods of Social Work – Rawat Publications, 2010.
- Social Action in India – Oxford University Press, 2004.
- Globalization and Social Movements – Wiley-Blackwell, 2008.
- The Power of Social Movements – Cambridge University Press, 2011.

Year	III	Course Code: SW 5.2			Credits	4
Sem.	V	Course Title: Social Work Research			Hours	64
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.		
Course Outcomes		At the end of the course the student should be able to: • Understand the nature, scope, and importance of social work research. • Apply qualitative and quantitative methods in social research. • Develop tools for data collection and conduct field-based research. • Analyze and interpret data using basic statistical techniques.				
Module No.	Course Content			Suggested Pedagogy	Hours	
Module – I	Foundations of Social Work Research • Meaning, Definition, Objectives, and Functions of Research • Social Work Research: Meaning, Definition, Nature, Scope, and Significance • Role of Research in Social Work Practice ☐ Types of Research: • Basic v/s Applied • Qualitative v/s Quantitative • Action Research • Participatory Research ☐ Ethics in Social Work Research:			• Lecture, • Case Discussion, • Field-based Examples, Classroom Presentation	16	
Module – II	Research Design and Methodology ☐ Identification and Formulation of Research Problem ☐ Review of Literature (including use of online databases) ☐ Research Questions and Hypothesis Formulation ☐ Research Design: • Exploratory • Descriptive • Experimental • Evaluative • Intervention Research ☐ Sampling: • Meaning and Importance • Types: Probability & Non-probability			• Lecture, • Case Discussion, • Field-based Examples, Classroom Presentation	16	

Module - III	Methods of Data Collection and Processing □ Sources of Data: Primary and Secondary • Tools of Data Collection: • Interview Schedule • Interview Guide • Questionnaire • Observation • Focus Group Discussion □ Steps in Data Processing: • Editing • Coding and De-coding • Classification • Tabulation	• Lecture, • Case Discussion, • Field-based Examples, Classroom Presentation	16
Module – IV	Data Analysis, Interpretation and Report Writing □ Meaning and Importance of Data Analysis □ Basic Statistics: • Measures of Central Tendency (Mean, Median, Mode) • Introduction to Graphs and Charts □ Interpretation of Data □ Structure of Research Report: □ Research Presentation Skills	• Lecture, • Case Discussion, • Field-based Examples, Classroom Presentation	16
Recommended Learning Resources			
1. Black, J. and Champion, D. (1976). Methods and Issues in Social Research. New York, N.Y.: Wiley. 2. Bryman, Alan (2016), Social Research Methods. 5th Edition. London: Oxford University Press. 3. Cook, Thomas D Cook and Reichardt, eds (1979). Qualitative and Quantitative Methods in Evaluation Research. CA: Sage. 4. Creswell, J W (1994). Research Design: Qualitative and Quantitative Approaches. CA: Sage Publications. 5. Denzin, N.K. and Lincoln, Y.S. Eds (2017). The Sage Handbook of Qualitative Research. Sage. 6. Gupta, S.C., (2012), Fundamentals of Statistics, 7th revised ed., Himalaya Publishing House, New Delhi. 7. Kerlinger, F. (1986). Foundations of Behavioral Research. New York: Holt, Rinehart and Winston. 8. Kothari, C. R., (2004), Research Methodology –Methods and Techniques, 2nd ed., 9. Kumar, R., (2006), Research Methodology, 2nd ed., Pearson Education, New Delhi. 10. Laldas, D. K., (2000), Practice of Social Research, Rawat Publication, New Age International (P) Ltd., New Delhi. 11. Neuman, W. L. (2014). Social Research Methods- Qualitative and Quantitative Approach. 7th Edition. New Delhi: Pearson Education India. 12. ಸತೀಶ ಗೌಡ ಎಂ, ಸಮಾಜಕಾರ್ಯ ಸಂಶೋಧನೆ, ಸುವಿ ಪಬ್ಲಿಕೇಶನ್, ಶಿಕಾರಿಪುರ.			

Year	III	Course Code: SW 5.3			Credits	4
Sem.	V	Course Title: Legal Knowledge for Social Work Practice			Hours	64
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.		
Course Outcomes		At the end of the course, the student should be able to: a) To understand the concepts of Social Justice and Social legislation. b) To gain knowledge of the legal system and its procedure. c) Develop awareness on Legislations Pertaining to Women and Children. d) Be acquainted with Legal Services in India and the role of a Social Worker.				
Module No.		Course Content		Suggested Pedagogy	Hours	
Module - I		Social Justice and Social Legislation: • Social Justice: Meaning and characteristics • Social legislation: Meaning and characteristics • Social justice as an essential basis of social legislation • Social legislations in a welfare state with special reference to India. • Salient Features of Bharatiya Nyaya Sanhita (BNS) and Bharatiya Nagarik Suraksha Sanhita (BNSS).		Lecture, Tutorials Group Discussion Assignment	16	
Module - II		Legal System: • Criminal Justice System: Police-Structure, reporting, Case Registration (FIR) and investigation, arrest and Bail. • Structure and Functions of Courts- Local Courts, District Courts, High Court and Supreme Court. • Prosecution: Screening, decision to prosecute, deciding the charges, Public Prosecutor. • Correction: Preventive, Curative, Promotive and Rehabilitative (After care Service). • Loka Adalats: Evolution, Jurisdiction, Powers and Functions.		Lecture, Tutorials Group Discussion	16	
Module - III		Laws Related to Marginalized and Vulnerable Groups: • Child Labour Prohibition and Regulation Act (1986). • Protection of Children from Sexual Offences Act, (POCSO) (2012). • Laws related to Scheduled Castes and Scheduled Tribes (Prevention of Atrocities Act). • Mental Healthcare Act, 2017.		Lecture, Tutorials Group Discussion Activity Seminars	16	

Module - IV	Legal Services in India: ● Legal Aid: Concept of legal-aid, history of legal-aid, persons needing legal-aid, legal-aid schemes, NLSA and SLSA, ● Public Interest Litigation: Meaning, Objectives, Process and Problems. ● Right to Information Act- Provisions and implementation. ● Role of Social Worker in Legal Services	Lecture, Tutorials Seminars Visits to the settings	16
Recommended Learning Resources			
Print Resources	1. Aranha, T., Social Advocacy - Perspective of Social Work, Bombay: College of Social Work. 2. Buxi, U. 1982, Alternatives in Development: Law the Crisis of the Indian Legal System, New Delhi: Vikas Publishing House. 3. Curry, J. C. 1977, The Indian Police, New Delhi: Manu Publications. 4. Desai, A. E. (Ed.) 1986, Violation of Democratic Rights in India, Vol. 1. 5. Fleming, M. 1978, Of Crimes and Rights, New York: W.W. Norton and Company. 6. Ratanlal and Dhirajlal, 2023, The Bharatiya Nyaya Sanhita, LexisNexis Store. 7. Iyer, V. R. K 1980., Some Half Hidden Aspects of Indian Social Justice, Lucknow: Eastern Book Company. 8. Iyer, V. R. K 1984., Justice in Words and Justice in Deed for Depressed Classes, New Delhi: Indian Social Institute. 9. Iyer, V. R. K 1981., Law Versus Justice: Problems and Solutions, New Delhi: Deep and Deep. 10. Iyer, V. R. K 1980., Justice and Beyond, New Delhi: Deep and Deep. 11. Kelkar R. V. 2006., Lectures on Criminal Procedure, Lucknow, Eastern Book Company. 12. Khanna, H. R. 1980, The Judicial System, New Delhi: II P A. 13. Mathew, P. D., II P.A Legal Aid Series, Delhi: Indian Social Institute 14. McDonald. W. F. (Ed.) 1979, The Presentator, California: Berkeley: Hill 15. Newman, G. 1999, Global Report on Crime and Justice, New York: Oxford University Press. 16. Nirmal Anjali. 1992, Role and Functioning of Central Police Organisations, New Delhi: Uppal. 17. Peak, K. J. 1998, Justice Administration- Police, Courts and Correction, New Jersey: Prentice-Hall. 18. Basu N D, 2023, Bharatiya Nagarik Suraksha Sanhita, Bharat Law House Delhi. 19. Singh. L. M. (Ed.) 1973, Law and Poverty: Cases and Materials, Bombay: Tripathi.		

Digital Resources	Ministry of Social Justice and Empowerment, Government of India https://socialjustice.gov.in/ Glimpses of Indian Social Legislation and Social Welfare https://onlinecourses.swayam2.ac.in/e-learning/preview/cec26_hs43 https://egyankosh.ac.in/handle/123456789/67131 https://egyankosh.ac.in/bitstream/123456789/67125/1/Unit-3.pdf India Code - Digital Repository of All Central and State Acts https://www.india.gov.in/services National Commission for Women Government of India: https://www.ncw.gov.in Legal Services Authorities: https://nalsa.gov.in/legal-aid/ Right to Information: https://rti.gov.in
-------------------	--

Year	III	Course Code: SW 5.4		Credits	4
Sem.	V	Course Title: Social Entrepreneurship and NGO Management		Hours	64
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.	
Course Outcomes		At the end of the course the student should be able to: ● Understand the concepts and principles of social entrepreneurship. ● Develop entrepreneurial mindset and identify social business opportunities. ● Help students understand the concept, structure, functions, and importance of Non-Governmental Organizations (NGOs) in social development and social work practice. ● Develop basic knowledge and skills in NGO management, including planning, administration, leadership, fundraising, documentation, and project implementation.			

Module No.	Course Content	Suggested Pedagogy	Hours
Module - I	Foundations of Social Entrepreneurship • Meaning and Definitions of Entrepreneurship. • Meaning, Characteristics, and Scope of Social Entrepreneurship. • Difference between Entrepreneurship and Social Entrepreneurship. • Need and Importance of Social Entrepreneurship in Social Work Practice Entrepreneurial Qualities and Skills	• Lecture, • Case Discussion • Field-based Example • Classroom Presentation	16
Module - II	Process of Social Enterprise Development • Idea Generation and Opportunity Recognition. • Project Formulation and Business Plan Writing. • Resource Mobilization: Grants, CSR, Crowd funding, Impact Investment. • Marketing and Scaling of Social Enterprises. • Challenges and Opportunities for Social Entrepreneurship in India.	• Lecture, • Case Discussion • Field-based Example • Classroom Presentation	16
Module - III	Introduction to NGO Management • Concept, characteristics, and scope of NGOs • History and growth of NGOs in India • Types of NGOs: - Voluntary organizations, - Registered Non Profit Organisations • Role of NGOs in social welfare and community development • NGO registration procedures: - o Trust Act - o Societies Registration Act	• Lecture, • Case Discussion • Field-based Example • Classroom Presentation	16
Module - IV	Administration and Management of NGOs • Organizational structure and leadership in NGOs • Financial management and budgeting in NGOs • Fundraising methods and resource mobilization • Project proposal writing and project implementation • Monitoring, evaluation, and documentation in NGOs • Public relations and networking.	• Lecture, • Case Discussion • Field-based Example • Classroom Presentation	16

Recommended Reading Resources

1. Carsrud, A. L., and Brannback, M.E. (2007) Entrepreneurship, Westport, Connecticut: Greenwood Publishing Group
2. Drucker, P. (2014). Innovation and Entrepreneurship Routledge: New York.
3. Hisrich, R. (2011) Entrepreneurship 6/E New Delhi: Tata McGraw-Hill
4. Lussier R. N., Corman, J. and Kimball, D. (2014) Entrepreneurial New Venture Skills, New York Routledge
5. Nieuwenhuizen, C (2009) Entrepreneurial Skills, Lansdowne, Cape Town: Juta and Company Ltd.
6. Pandya, R. (2016) Skill Development and Entrepreneurship in India, New Delhi: New Century Publications.
7. Choudhary, D. Paul Choudhary, D. P. (2011). *Social welfare administration*. Atma Ram & Sons.
8. Goel, S. L., & Kumar, R. Goel, S. L., & Kumar, R. (2004). *NGO management and development*. Deep & Deep Publications.
9. Tripathi, P. C., & Reddy, P. N. Tripathi, P. C., & Reddy, P. N. (2012). *Principles of management*. McGraw Hill Education.
10. Bhattacharya, Sanjay Bhattacharya, S. (2009). *Social work administration and development*. Rawat Publications.
11. Kramer, Ralph M. Kramer, R. M. (1981). *Voluntary agencies in the welfare state*. University of California Press.
12. Lewis, David Lewis, D. (2001). *The management of non-governmental development organizations*. Routledge.
13. NITI Aayog. (2021). *Handbook for voluntary organizations*. Government of India.
14. Ministry of Corporate Affairs – Information related to Section 8 Companies and NGO registration.
15. NGO Darpan Portal – Government portal for NGO registration and collaboration.
16. Patel, Mohan Patel, M. (2010). *NGO and social welfare*. ABD Publishers.

Year	III	Course Code: SW 5.5			Credits	4
Sem.	V	Course Title: Communication and Counselling			Hours	64
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.		
Course Outcomes		At the end of the course the student should be able to: ● Develop communication, public speaking, listening skills in students. ● Develop students as trainers or resource person in conducting training programmes ● Understand the concept and theories of counselling for Social Work practice ● Able to understand the basics of counselling and guidance				

Module No.	Course Content	Suggested Pedagogy	Hours
Module - I	Introduction of Communication • Communication: concept, Meaning, Definition, significance, principles. • Process: Sender, Messenger, Channel, Receiver, and Feedback • Forms of communication: Verbal, non-verbal. • Principles of communication • Barriers in Communication • Importance of Communication in Social Work Profession	• Lecture, • Case Discussion • Field-based Example • Classroom Presentation	16
Module - II	• Types of Effective Communication: Intra-personal and Inter-personal, group communication and mass Communication • Listening: Benefits of Effective Listening, Causes of Poor Listening, Developing Listening Skills. • Mass Communication: Meaning and Characteristics and Types of mass communication	• Lecture, • Case Discussion • Field-based Example • Classroom Presentation	16
Module - III	Introduction to Counselling • Concept and Definitions of Counselling. • Nature and Scope of Counselling • Principles of Counselling • Counselling Process (Assessment, Intervention, and Termination) • Types of Counselling (Directive, Non-Directive, Eclectic.)	• Lecture, • Case Discussion • Field-based Example • Classroom Presentation	16

Module - IV	• Qualities of an effective counsellor. • Counselling skills. • Counsellor and counselee relationship • Counselling Techniques • Ethical considerations in Counselling • Theories of Counselling • Practice of counselling: family counselling centers, premarital and Post-marital counselling, correctional institutions, de-addiction and rehabilitation centers	• Lecture, • Case Discussion • Field-based Example • Classroom Presentation	16
-------------	---	--	----

Recommended Reading Resources

- Brown, Leland: Communicating Facts and Ideas in Business, Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1970.
- Dave, Indu: The Basic Essentials of Counseling, Sterling Publishers Pvt., Ltd., New Delhi, 1983.
- Desai, M.M. (Ed): Creative Literature and Social Work Education, Somaliya Publications Pvt. Ltd., Bombay, 1979
- D'souza, Y.K: Communication Today and Tomorrow, Discovery Publishing House, New Delhi, 1999.
- Fisher, Dalmar: Communication in Organizations, Second Edition, Jaco Publishing House, Mumbai, 199
- Gamble, T.K. & Gamble, M 2002 'Communication Works'. McGraw Hill.
- Kennedy, E: On Becoming a Counselor – A Basic Guide for Non-Professional Counselors, Gill and Macmillan, Delhi, 1977.
 - Knapp, M.L. & Miller, G.R. 1985 'Handbook of Interpersonal Communication'. Sage Publications.
 - McQuail's Mass Communication Theory (4th and 5th Edition): Denis McQuail
 - Belack, A.S., Harson, H and Kazdin, A.E. (Ed), (1982). International Handbook of Behaviour Modification and Therapy. New York: Plenum Press.
 - Brammer, L.M. and Shostrom, E.L. (1982). Therapeutic Psychology – Fundamentals of Counseling and Psychotherapy (4th F.C) Englewood Cliffs: Prentice Hall Inc.
- Brown, D and Srebanus, D.j.(1988) An Introduction to Counselling Profession. Engle-Wood Cliffs, New Jersey: Prentice Hall.
 - Corey, G. (1977) Theory and Practice of Counselling and Psychotherapy, Monterey, CA Book/Cole publishing Company.
 - Cormier, L and Hackney, H (1995) The professional Counsellor. Englewood Cliffs, New Prentice Hall.
 - Gladding, S.T. (1996) Counselling and Comprehensive Profession, New Delhi: Perntice hill.

Year	III	Course Code: SW 5.6			Cred its	4
Sem.	V	Course Title: Psychology for Social work Practice			Hours	64
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.		
Course Outcomes		At the end of the course the student should be able to: • Able to understand psychological concepts and its relevance to Social Work. • Able to understand determinants and processes of personality development • Able to understand the basic concepts and processes in social psychology and its relevance to Social Work • Able to understand social attitudes and psycho-social behaviour				
Module No.		Course Content		Suggested Pedagogy	Hours	
Module - I		Introduction to Psychology • Psychology: Concept, Definition Scope and Relevance to Social Work. • Mental Health and Psychological Wellbeing Concept, Characteristics of Mentally Healthy Individual. • Mental Health and Psychological Wellbeing Importance in Social Work • Emotion and Intelligence: Concept, Factors affecting on Emotion and Intelligence • Leadership: Meaning, Definitions, Traits and Functions, Dynamics of Leadership		• Lecture, • Case Discussion • Field-based Example • Classroom Presentation	16	
Module - II		Introduction to Social Psychology • Social Psychology: Concept, Definition and Relevance to Social Work • Methods of Social Psychology: Systematic observation method, Correlation method, Experimental method, Survey method, Case study method, Socio-metric method, Content Analysis method • Social Perception and Social Cognition: Definitions, Features and Factors • Social Influence and Interpersonal Attraction: Definitions, Features and Factors		• Lecture, • Case Discussion • Field-based Example • Classroom Presentation	16	

Module - III	Social Attitude • Attitude: Meaning, Definition, Components of attitude • Social Attitude: Meaning, Definition, Features and Formation • Process of attitudes development: Classical conditioning, Instrumental conditioning, Observational learning, Attitude maintenance and change • Stereotypes and Prejudices : Nature and origin of stereotypes and prejudice	• Lecture, • Case Discussion • Field-based Example • Classroom Presentation	16
Module - IV	Collective and Social Behaviour- Social Influence and Social Relations • Collective and Social Behaviour: Characteristics and Dynamics • Pro-social behaviour : Responding to an emergency, External and Internal influences, Theories and Steps, ways to increase pro-social behaviour • Social Influence: Conformity; Compliance & obedience. • Social Relations: Interpersonal attraction: internal, external and interactive determinants of attraction	• Lecture, • Case Discussion • Field-based Example • Classroom Presentation	16
Recommended Reading Resources			
• Taylor.S.E, Peplau.A.L & Sears.D.O(2006), Social Psychology, 12th edPearson Education, . New Delhi. • Crisp, R.J. & Turner, R. N. (2012). Essential Social Psychology (2nd ed.). New Delhi, Sage South Asia Edition. • Delmater, J. D. & Myers, D. L. (2007). Social Psychology (6th ed.) Thomson learning, Inc.USA • Kassin, S., Fein, S., & Markus, H. R. (2008). Social Psychology. (7th ed.) Houghton Mifflin company.New York • Brown, J.D. (2006). Social Psychology. Mc Graw- Hill companies, Inc.New York • Kuppuswamy, B. (1972). Elements of Social Psychology. New York: Asian Publishing House. • Morgan, C.T., King, R.A. Weisz, J.R., Schopler, J. (2001). Introduction to Psychology. New Delhi: Tata McGraw and Hill.			

Year	III	Course Code: SW5.7 (Practical)			Credits	4
Sem.	V	Course Title: SOCIAL WORK PRACTICUM – V (Concurrent Fieldwork)			Hours	8 hrs per week
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: NA (viva)		
Course Outcomes		At the end of the course, the student should be able to: 1. Familiarization with agency, its objectives and Programmes. 2. Familiarization with different settings of social work. 3. Able to understand the social work intervention with target population. 4. Build the capacity to work in chosen setting.				
COURSE CONTENT						
Concurrent Field Work: Every student of V Semester BSW shall be placed in an agency for Concurrent field work one day in a week . The broad aim of concurrent filed work practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations. This learning experience should provide an opportunity of working with communities, groups, individuals/families and managing organization tasks. It is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for one day in a week of the semester. The learner is expected to complete a minimum of 12 days of visits in this semester .						
Placement may be in different fields of social work including specialized area of social work i.e., Hospitals, Social development agencies, Industries settings, Correctional settings, Women empowerment, School settings, etc.						
Note on the Calculation of Workload for Social Work Practicum						
- The workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14). - The <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14) states that “... each learner should get about forty-five to sixty minutes of individual instruction...” and that “hence teacher-learner ratio suggested is 1:8...” (enclosed as Annexure 1). Thus, it may be noted that the instructional hours for “Social Work Practicum” vary depending on the number of students allocated for supervision to each of the faculty. - In keeping with the guidelines given in the <i>UGC Model Curriculum for Social Work Education</i>, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. - Since the Paper is of Practical nature, the total workload for the faculty for a batch of eight students is 04 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.						

Note on the Assessment of Social Work Practicum	
The assessment of Social Work Practicum shall strictly be as per the guidelines given at the beginning of this curriculum.	
Recommended Learning Resources	
PRINT RESOURCES	1. Kohli, A.S. 2004. Field Instruction and Social Work: Issues, Challenges and Response. Delhi: Kanishka. 2. Lawani, B.T. 2009. Social Work Education and Field Instructions. Agra: Current Publications. 3. Mathew, G. Supervision in Social Work. Mumbai: TISS. 4. Roy, S. 2012. Fieldwork in Social Work. Jaipur: Rawat Publications. 5. Sajid, S.M. 1999. Fieldwork Manual. New Delhi: Department of Social Work, Jamia Milia Islamia. 6. Singh, R.R. (ed.) 1985. Fieldwork in Social Work Education: A Perspective for Human Service Profession. New Delhi: Concept Publishing. 7. Subedhar, I.S. 2001. Fieldwork Training in Social Work. New Delhi: Rawat. 8. University Grants Commission. 1978. Review of Social Work Education in India: Retrospect and Prospect. New Delhi: UGC.

Year	III	Course Code: SW5.8			Credits	2
Sem.	V	Course Title: Digital Skills for Social Work Practice			Hours	32
Formative Assessment Marks: 10		Summative Assessment Marks: 40		Duration of ESA: 1.5 hrs.		
Course Outcomes		At the end of the course, the student should be able to: 1. Understand and use essential digital tools for documentation, communication, and administration in social work. 2. Apply digital skills in data collection, analysis, and reporting. 3. Utilize social media and digital platforms for advocacy and fundraising.				
Module No.		Course Content		Suggested Pedagogy	Hours	
Module I		Fundamentals of Digital Literacy for Social Work ● Digital Literacy: Concepts & Importance ● Operating Systems: Windows, Android ● MS Office Productivity Tools: Use of MS Office & Nudi software		Lab-based tutorials, individual assignments, practical demos	10	

	● Social Work Documentation: Digital Case Notes, Visit Reports, Meeting Minutes ● Google Docs, Sheets, Slides, Application of AI in Social Work, & Digital Safety.		
Module II	Fundamentals of Digital Literacy for Social Work ● Data Collection Tools: Google Forms, MS Excel: Data Entry & Analysis in Excel: Filters, Charts, graphs and use of basic Statistics ● Power Point Presentations ● Email : ● Introduction to popular Research Database : Google Scholar, JSTOR, Shodhganga, ● Introduction to Social Work E -journals, & E – books	Lab-based tutorials, individual assignments, practical demos	10
Module III	Digital Media for Advocacy and Networking ● Creating and Managing Campaigns on Facebook, Instagram, WhatsApp, Twitter/X ● Online Fundraising: Introduction to platforms like Ketto, Milaap, GoFundMe ● Building LinkedIn Profile & Online Resume ● Introduction to PARI (People's Archive of Rural India) ● Introduction to NGO Portals (DARPAN, CSR Box, FCRA dashboard). ● Introduction to Tele-social Work and E-Counselling Platforms (Zoom, Google Meet, etc.)	Lab-based tutorials, individual assignments, practical demos	12
Recommended Learning Resources			
Print Resources	1. “Digital Literacy: A Primer on New Media and Social Work” – TISS Publications 2. “Social Work in Digital World” – NASW Press		
Digital Resources	1. NDLM (National Digital Literacy Mission) 2. Google Workspace and Microsoft Learn platforms 3. NGO Darpan Portal (https://ngodarpan.gov.in) 4. Canva, Google Sites, LinkedIn Learning		

SEMESTER VI

Year	III	Course Code: SW 6.1			Credits	4
Sem.	VI	Course Title: Social Work with Tribal, Rural, and Urban Communities			Hours	64
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.		
Course Outcomes		At the end of the course the student should be able to: • Understand role of social workers in tribal, rural and urban community development. Appraise the available means for rural planning and design strategies for rural development. • Identify issues in urbanization for managing urban community development programmes. • Become familiar with the need and importance of Integrated tribal development programmes and the preparation of tribal development projects				
Module No.	Course Content			Suggested Pedagogy	Hours	
Module – I	Introduction to communities Community: Concept, meaning, objectives Importance of community in social work practice; Major characteristics of tribal, urban and rural communities.			• Lectures, • Field-based Examples, • Classroom Presentation	16	
Module – II	Tribal Communities in India • Tribal Movements During British Rule: BODO Movement, Maoist Movement, Anti-POSCO Movement and Impact on The Lives of Tribes and Developing Trends. • Tribal Issues in India: Land Alienation, Land Acquisition in the Name of Development, Mining in Forest Areas, Migration, Mechanization, Land Redistribution. • Development and Displacement:, Rescue, Relief, Reconstruction, Resettlement Rehabilitation of Displaced Communities. • Constitutional Provisions for the protections of tribes Role of social workers in tribal development			• Lectures, • Case Discussion, • Field-based Examples, • Classroom Presentation	16	

Module – III	Rural Communities in India Rural social structure, Problems & Strategies of Rural Development: ● Problems in Rural Development: Poverty, Housing, Health, Sanitation & Education. ● Programmes & Schemes of Rural Development in India: ● The role of Social Worker in rural development.	● Lectures, ● Case Discussion, ● Field-based Examples, ● Classroom Presentation	16
Module - IV	Urban Communities in India: ● Definition, Meaning & Concept of Urban Community, ● Characteristics of Urban Community. ● Urbanization – Concept, Meaning, Definition causes, process ● Problems & Consequences of rapid urbanization: Migration, Slums, Urban poverty, Social disorganization. ● Urban welfare programmes.	● Lectures, ● Case Discussion, ● Field-based Examples, ● Classroom Presentation	16
Recommended Reading Resources			
1. Gore, M.S.et.al (ed.) (1990) Social Implications of Development: The Asian Experience, Vindya Prakashan Pvt. Ltd, Allahabad. 2. Joshi, V. (Ed.). (1998). Tribal Situation in India: Issues in Development: with Special References to Western India. Jaipur: Rawat Publications. 3. Pandey, G. (1979): Government's Approach to Tribal's Development: Some Rethinking, Prashasanika, 8 (1), 56-68, 1979. 4. Radhakrishna, M. (2016). First Citizens: Studies on Adivasis, Tribals, and Indigenous Peoples in India. New Delhi: Oxford University Press 5. Rath, G. C. (Ed.). (2006). Tribal development in India: The contemporary debate. 6. Shah, Ghanshyam (2004). Social Movements in India: A Review of the Literature, Sage Publications, New Delhi. 7. Singh, K.N. and Singh, S.N. (1976). Effective Communication media for Rural Audiences, Dharamsi Morarji Chemical Company. 8. Vittal, N. Communication for Rural Development in India: some facts, NIRD, Hyderabad 9. Ministry of Rural Development. (2016). Ministry of Rural Development, Government of India. Retrieved from rural.india.in: https://rural.nic.in/ 10. Ministry of Social Justice and Empowerment. (2003). National Portal of India. Retrieved from India.govt.in-National Commission for Denotified, Nomadic and Semi-Nomadic Tribes (NCDNSNT): https://www.india.gov.in/national-commission-denotified-nomadic-and-semi-nomadic-tribes-ncdnsnt?page=6 11. Ministry of Tribal Affairs. (1999). Ministry of Tribal Affairs, Government of India. Retrieved from tibal.nic.in: https://tribal.nic.in/ 12. Behura, N. .. (2006). Tribals and the Indian Constitution. Jaipur: Rawat Publications. 13. Chitambar, J. (1973). Introductory to Rural Sociology. New Delhi: Wiley Eastern Private Ltd. 14. D.C, S. (2004). Tribal Issues in India. New Delhi: Rawat Publications. 15. Dahama, O. (1976). Extension and Rural Welfare. Agra: Ram Prasad and Sons. 16. Dayal, R. (1960). Community Development, programmes in India. Allahabad: Kitab Mahal publications Ltd. 17. Desai, A. R. (1956). Rural sociology: Its Need in India. Sociological Bulletin, Volume: 5 issue: 1, page(s): 9-28. 18. Dube, S. (1958). Indian's Changing villages. London: Routledge.			

Year	III	Course Code: SW 6.2			Credits	4
Sem.	VI	Course Title: Social Work with Women and the Elderly			Hours	64
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.		
Course Outcomes		At the end of the course the student should be able to: ● Understand the status and issues of women in India. ● Understand the concept of Gerontological Social Work. ● Gain knowledge of major legislation related to women and the elderly. ● Understand National Policies and Constitutional Safeguards for women and senior citizens. ● Develop understanding of the role of social workers in women's empowerment and elderly care.				
Module No.		Course Content		Suggested Pedagogy	Hours	
Module - I		Status of Women in India ● Status of Women in Ancient, Medieval and Modern India. ● Current issues of Women in India. ● Women Empowerment – Meaning, Definition and Challenges ● Women Empowerment through Self-Help Groups (SHGs)		● Lecture ● Tutorials ● Group Discussion ● Assignments ● Field-based Examples	16	
Module - II		Gerontological Social Work: ● Gerontological Social Work - Meaning and Scope; Concept of Healthy Aging ● Care Settings for Elderly: Hospitals, Geriatric Wards, Home based Care, Day-Care Centres and Facilities for Homeless Elderly, Elderly Helpline and Senior Citizen Forum ● Social Security Schemes for Elderly		● Lecture ● Tutorials ● Group Discussion ● Assignments ● Field-based Examples	16	
Module - III		Legislation related to Women and the Elderly: ● The Dowry Prohibition Act-1961 ● The Indecent Representation of Women (Prohibition) Act-1986 ● Protection of Women from Domestic Violence Act-2005 ● Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act-2013 ● Maintenance and Welfare of Parents and Senior Citizens Act-2007		● Lecture ● Tutorials ● Group Discussion ● Assignments ● Field-based Examples	16	

Module - IV	Women and Elderly Welfare: • National Policy for Women and the Elderly • National Commission for Women • National Council for Senior Citizens • Constitutional Safeguards for Women and the Elderly • Role of Social Worker in Women Empowerment and Elderly Care	• Lecture • Tutorials • Group Discussion • Assignments • Field-based Examples	16
Recommended Learning Resources			

Print Resources	1) Altekar, A. S. (1956) <i>The Position of Women in Hindu Civilization</i>, Delhi: Motilal Banarsidass Publishers. 2) Desai, Neera. (1987) <i>Women in Modern India</i>, Mumbai: Himalaya Publishing House. 3) Sharma, R. N. & Sharma, R. K. (2004) <i>Women, Law and Social Change in India</i>, New Delhi: Atlantic Publishers. 4) Lal Das, D. K. (2008) <i>Women and Human Rights</i>, New Delhi: Deep & Deep Publications. 5) Mukhopadhyay, Carol Chapnick. (1994) <i>Women, Education and Family Structure in India</i>, New Delhi: Rawat Publications. 6) Jayapalan, N. (2001) <i>Indian Society and Social Institutions – Vol. I</i>, New Delhi: Atlantic Publishers. 7) Majumdar Maya (2004) <i>Social Status of Women in India</i>, New Delhi: Dominant Publishers and Distributors 8) Desai Murli (1986) <i>Family and Intervention – Some Case Studies</i>, Mumbai: TISS 9) Williamson, Robert C. (1967) <i>Marriage and Family Relations</i>, New York: John Wiley & Sons, Inc. 10) Bali, P. Arun, (2001) <i>Care of the Elderly in India</i>, Shimla: Indian Institute of Advanced Studies. 11) Dandekar, Kumudini. (1996) <i>The Elderly in India</i>, New Delhi: Sage Publications. 12) Desai, Murli and Raju, Siva (2000) <i>Gerontological Social Work in India – Some Issues and Perspectives</i>, Delhi: BR Publishing House 13) Gangadhar B. Sonar (2010) <i>Social Work with Elderly</i>, in <i>Fields of Social Work Practice</i>, edited by B. S. Gunjal and G. M. Molankal, Bangalore: Baraha Publishing House. Reports and Institutional Publications HelpAge India. (2022). <i>State of elderly in India report</i>. National Commission for Women. (n.d.). <i>Annual reports and publications</i>. Ministry of Women and Child Development. (n.d.). <i>Women welfare schemes and reports</i>. Government of India. National Institute of Social Defence. (n.d.). <i>Programmes for senior citizens</i>. Government of India. Legal and Policy Documents Government of India. (2005). <i>The Protection of Women from Domestic Violence Act, 2005</i>. Ministry of Law and Justice. Government of India. (2007). <i>The Maintenance and Welfare of Parents and Senior Citizens Act, 2007</i>. Ministry of Law and Justice. Government of India. (2013). <i>The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013</i>. Ministry of Law and Justice. Government of India. (2016). <i>The Rights of Persons with Disabilities Act, 2016</i>. Ministry of Law and Justice.
-----------------	---

Digital Resources	National Commission for Women https://share.google/WfKYnLLqPAQsakv8r National Council Ageing With Dignity Department of Social Justice & Empowerment – Government of India https://share.google/0EO9xmYkH04r2T5y HelpAge India https://youtube.com/@helpage_india?si=91pWPAICGPI52yYZ Gerontological Social Work, Osmania University https://youtube.com/playlist?list=PLC4PaTsQiLcblCygQdV4VybkFRqexDRW0&si=E30iH2PJMvXoOhTe
-------------------	---

Year	III	Course Code: SW 6.3		Credits	4
Sem.	VI	Course Title: Social Work with Differently-Abled Persons		Hours	64
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.	
Course Outcomes		At the end of the course the student should be able to: a) Explain key concepts and models of disability. b) Analyze barriers faced by Differently Abled Persons in society. c) Identify rehabilitation services and support systems. d) Apply Social Work methods in Disability settings. e) Demonstrate sensitivity towards inclusion and accessibility. f) Use inclusive and respectful language.			
Module No.		Course Content		Suggested Pedagogy	Hours
Module - I		Introduction to Disability ● Disability: Meaning & Definitions ● Evolution of dignified Etymology: Person-first vs Identity-first Impairment vs Disability vs Handicap vs Differently-Abled. ● Models of disability: ● Medical model ● Social model ● Rights-based model ● Bio-psychosocial model ● Disability Inclusion and Accessibility ● Accessibility Audit – Meaning & features		Lecture Group Discussion on Stigma & Inclusion Documentary screening Barrier Identity Activity on campus	16

Module - II	Types & Causes of Disabilities A). Physical, Sensory & Intellectual Disabilities • Locomotor disability • Visual impairment • Hearing impairment • Intellectual disability • Multiple disabilities B). Mental health & Invisible Disabilities: • Mental Illness • Learning Disabilities • Behavioural Disabilities: ASD, ADHD C). Causes of Disabilities • Genetic causes • Prenatal and Perinatal causes • Malnutrition • Accidents & trauma • Infectious diseases • Environmental causes D). Magnitude of Disability in India: Prevalence & Incidence of Disability	Lecture Group Discussion Visit to Special school, Rehabilitation center	16
Module - III	Disability Rights, Policies & Welfare Services: A). International Frameworks • UN Convention on the Rights of Persons with Disabilities (UNCRPD) • Sustainable Development Goals (SDGs) and disability inclusion B). Indian Legal Framework - • Rights of Persons with Disabilities Act, 2016 • National Trust Act - 1999 • Rehabilitation Council of India Act – 1992 • Inclusive Education Policies • National government Institutions working in the Area of Disability C). Welfare & Rehabilitation Services • Government Schemes & Benefits • Reservation Policies • Disability Certification: UDID card • Disability pension	Lecture Audio – visual learning Group Discussion Seminars	16

Module - IV	Social Work Practice & Disability: Key challenges faced by Differently Abled: ● Stigma & Stereotypes: Social Attitudes ● Social exclusion & Marginalization ● Family adjustment & Caregiver burden ● Education & Employment challenges ● Mental health among differently abled persons ● Gender and disability Rehabilitation: Meaning & Definition ● Rehabilitation Approaches (Models): ● CBR vs IBR vs HBR Role of NGOs in Disability Sector Application of various Social Work methods with Differently Abled.	Lecture Seminars Poster making on Challenges Experiential Learning Visit to NGO's working on Disability issues	16
Recommended Reading Resources			
Print Resources	1. Oliver, Michael — Understanding Disability 2. Lennard Davis — The Disability Studies Reader 3. Tom Shakespeare — Disability Rights and Wrongs 4. Anita Ghai — Disability in South Asia 5. Nandini Ghosh — Interrogating Disability in India 6. WHO — World Report on Disability 7. Michael Oliver — “The Social Model of Disability” 8. Tom Shakespeare — “The Social Model of Disability” 9. Anita Ghai — Disability and Gender in India 10. Amita Dhanda — Legal capacity and disability rights 11. WHO & World Bank reports on disability 12. Arora, M.K. (2022). Neurodevelopmental disorders in the Indian context: different disorders speak different stories. New Delhi: Prestige Publications. 13. Caplan, A. L. Is medical care the right prescription for chronic illness? In: S. Sullivan and M. E. Lewin (eds.) The economics and ethics of long-term care and disability(pp.73-89) Lanham, Md.:University Press of America. 14. Ghai, A. (2015). Rethinking disability in India; New Delhi: Routledge. 15. Mohopatra C. S., 2004 'Disability management in India' National Institute for the Mentally Handicapped (NIMH). 16. Nagi, S. Z. Some conceptual issues in disability and rehabilitation In: M. OCR for page 32 Linton, S. (1995). 17. Claiming disability: Knowledge and identity NY: New York University Press; 199 pp. 18. Status of Disability in India -2012, Rehabilitation Council of India, New Delhi. 19. Aberecht, G. (2006). (Ed.). Encyclopedia of disability. Chicago: Sage Publications		

Digital Resources	DOCUMENTARIES / FILMS / TED TALKS: FILMS & DOCUMENTARIES • Crip Camp • Rising Phoenix • Black • Margarita with a Straw • Taare Zameen Par • The Reason I Jump TED Talks • Stella Young — “I’m Not Your Inspiration” • Haben Girma — Accessibility and inclusion • Temple Grandin — Autism and neurodiversity ONLINE LEARNING RESOURCES • WHO Disability Resources • UNCRPD Official Site • RPWD Act India • NCPEDP India • Enable India NGOs & ORGANIZATIONS • National Centre for Promotion of Employment for Disabled People (NCPEDP) • Enable India • Sense International India • Action For Autism • CBM Global Disability Inclusion • UNICEF Disability Inclusion
----------------------	--

Year	III	Course Code: SW 6.4			Credits	4
Sem.	VI	Course Title: Social Policy, Planning and Development			Hours	64
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.		
Course Outcomes		At the end of the course the student should be able to: CO1. Develop understanding of concept of social policy and social planning; and CO2. Understand Concept and nature of Development and Human Development				
Module No.		Course Content		Suggested Pedagogy	Hours	
Module - I		Introduction to Social Policy • Social Policy: Concept, Definitions, Characteristics and Objectives • Principles, Models, and Determinants of Social Policy: • Indian Constitution as the source for social policy • Overview of Social Policy in India		Lecture Group Discussion on Stigma & Inclusion	16	
Module - II		Understanding Social Planning • Social Planning: Concept, Definitions and Objectives • Process, Functions and Types (State and National) of Social Planning • Social and Economic Planning: Similarities and Dissimilarities • NITI Aayoga: Structure and Functions		Lecture Group Discussion	16	
Module - III		Nature and Concept of Development • Development: Concept, Definitions, Types and Objectives • Economic Development: Concept, Definition, Objectives and Prerequisites • Social Development: Concept, Definition, Objectives and Prerequisites • Sustainable Development: Concept, Definition, Objectives and Goals		Lecture Audio – visual learning Group Discussion Seminars	16	

Module - IV	Human Development • Human Development: Concept, Definition Objectives and Indicators. • UNDP and Human Development • Salient Features of Karnataka's Human Development Indicators • Approaches to Human Development	Lecture Seminars Poster making on Challenges	16
Recommended Reading Resources			
Print Resources	Social Policy in a Development Context Thandika Mkandawire, June 2001. ABRAMOVITZ, MOSES Elements of social capability, in Bon Ho Koo and Dwight H. Perkins (eds.), Social Capability and Long-Term Economic Growth, London: Macmillan, 1995, pp. 19-47. ADELMAN, IRMA AND CYNTHIA TAFT MORRIS "Factor analysis of the interrelationship between social and political variables and per capita gross national product", Quarterly Journal of Economics, LXXIX, 1965. ALESINA, ALBERTO AND R. PEROTTI The political economy of growth: A critical survey of the recent literature, World Bank Economic Review, 8:7, 1994 BARDHAN, PRANAB : Distributive Conflicts, Collective Action, and Institutional Economics, mimeo, March 1999 . http://globetrotter.berkeley.edu/macarthur/inequality/papers BARDHAN, PRANAB AND SAMUEL BOWLES The Cost of Inequality: A Research Initiative, draft proposal to the Board of the MacArthur Foundation, 1996. http://globetrotter.berkeley.edu/macarthur/inequality/ BARRO, ROBERT: Determinants of Economic Growth: A Cross Country Empirical Study, Cambridge, Massachusetts: MIT Press, 1998..		

Year	III	Course Code: SW 6.5			Credits	4
Sem.	VI	Course Title: Population Dynamics and Family Welfare			Hours	64
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.		
Course Outcomes		At the end of the course the student should be able to: • Understand the concept of population dynamics and family welfare • Develop skills for planning and implementing family welfare programmes. • Students able to study role of social workers in family welfare programmes				
Module No.		Course Content		Suggested Pedagogy	Hours	
Module - I		Population Growth Population growth: Meaning, Factors affecting on Rapid Growth of population in India, Causes, and Measures for controlling it. Demography: Meaning, Definition Sources of Demography - Census, National Sample Survey, Registration of births, deaths and marriages. Components of population change: (Fertility, Mortality and Migration.)		Lecture Group Discussion on Stigma & Inclusion	16	
Module - II		Fertility & Sterility • Fertility: Meaning, Definitions, • Factors affecting Fertility: Biological, Social, Cultural, Economical and Religion. • Sterility: Meaning, Types and Causes.		Lecture Group Discussion	16	
Module - III		Mortality and Migration • Mortality: Meaning and Definitions. • Mortality Differentials: Infant mortality, Child mortality and Maternal mortality, • Reasons and Remedies for Mortality • Uses & Importance of the study of Mortality. • Migration: Meaning, Definition, Types. Causes and consequences of migration, • Impact of migration and Urbanization on the family		Lecture Audio – visual learning Group Discussion Seminars	16	

Module - IV	Family welfare programmes Family welfare programmes: Meaning, Clinical Aspects of family planning methods, Uses, Barriers and Suggestions for its Success. Basic Principles of Family Welfare Programme. Role of Government, Non-Government Organization and Social worker in the implementation of family planning programmes. Population Education: Meaning, Definition, Aims, and Scope. Family Life Education: Meaning, definition and importance Silent features of National Population Policy (NPP)-2000.	Lecture Seminars Poster making on Challenges	16
Recommended Reading Resources			
Print Resources	Ahmad, Aijazuddin: Noin, Daniel and Sharma, H.N. (Eds) (1997), Demographic Transition – The Third World Scenario, Rawat Publications, Jaipur. Ashish Bose, Devendra B. Gupta Gaurishankarrao Chowdhary, Population. 0Statistics in India Baskar, Rao N (1976), Family Planning in India – A Case Study of Karnataka, Vikas Publishing House Pvt, Ltd., New Delhi. Basu, Alska Milkweed (1986), Development and Change, “Birth control by asset less workers in kerala”, Vol.17 (2), 1986, PP, 256-282. Behrman, S.J: Corsa, Leslie and Freedman, Ronald (Eds) (1969), Fertility and Family Planning – A World View University of Michigan Press. Bhende, Ahsa A and Kanitkar Tara (1992), Principles of Population Studies, Himalaya Publishing House, Bombay. Bose, Ashish: India’s Urban Population, 1991 Census data states, Districts, cities and towns, Wheeler Publishing, New Delhi, 1994. Hansraj (), Fundamentals of Demography with special reference to India, Surjeet Publication, Delhi Pathak, Lalit P: Population Studies (1998), The Discipline, Development Pattern and Information System, Rawat Publications, Jaipur.		

Year	III	Course Code: SW 6.6			Credits	4
Sem.	VI	Course Title: Corporate Social Responsibility			Hours	64
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: 3 hrs.		
Course Outcomes		At the end of the course the student should be able to: • Understand the conceptual framework of CSR • Understand the legal framework of CSR • Understand the CSR practices and role of Social Workers				
Module No.	Course Content			Suggested Pedagogy	Hours	
Module - I	Corporate Social Responsibility (CSR) • Concept and Definition of CSR • Evolution of CSR • Nature and Scope of CSR • Principles of CSR			Lecture Group Discussion on Stigma & Inclusion	16	
Module - II	Corporate Philanthropy • Developing Philanthropic Endeavors • Potential Benefits of Philanthropic Model of CSR • Creating Community Awareness Regarding Patterns of Philanthropic CSR • Developing Networking with Philanthropic Organizations			Lecture Group Discussion	16	
Module - III	Provisions of CSR under Companies Act, 2013 • Introduction to CSR Mandate • Important Legal Provisions in Accordance to Schedule -VII • Financial Provisions under Corporate Social Responsibility (Article 135) of Companies Act 2013 • Structure and Functions of CSR Committee			Lecture Audio – visual learning Group Discussion Seminars	16	

Module - IV	Best Practices of CSR • Best Practices of CSR: Global and Indian Experiences • Integration of PPP in Institutional Social Responsibilities and Corporate Social Responsibility • Sustainable Development Goals (SDGs) and Corporate Social Responsibility • Social Work Profession and Corporate Social Responsibility	Lecture Seminars Poster making on Challenges	16
Recommended Reading Resources			
Print Resources	Madhumita Chatterji: Corporate Social Responsibility Oxford University Press publication Kamal Garg: Corporate Social Responsibility; Publisher: Bharat Law House Philip Kotler and Nancy Lee, Corporate Social Responsibility: Doing the Most Good for Your Company and Your Cause. Marc J. Epstein and Adriana Rejc Buhova: Making Sustainability Work: Best Practices in Managing and Measuring Corporate Social, Environmental and Economic Impacts Dr. Goel Mridula: Business Ethics and Corporate Social Responsibility – Is There a Dividing Line? Timothy J McClimo: Ten CSR Trends To Watch In 2021		

Year	III	Course Code: SW6.7 (Practical)		Credits	4
Sem.	VI	Course Title: SOCIAL WORK PRACTICUM – VI (Concurrent Fieldwork)		Hours	8 hrs per week
Formative Assessment Marks: 20		Summative Assessment Marks: 80		Duration of ESA: NA (viva)	
Course Outcomes		At the end of the course, the student should be able to: 1. Familiarization with agency, its objectives and Programmes. 2. Familiarization with different settings of social work. 3. Able to understand the social work intervention with target population. 4. Build the capacity to work in chosen setting.			
COURSE CONTENT					
Concurrent Field Work: Every student of VI Semester BSW shall be placed in an agency for Concurrent field work for one day in a week . The broad aim of the concurrent field work practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations. This learning experience should provide an opportunity of working with communities, groups, individuals/families and managing organization tasks. It is an opportunity to develop intervention skills in real situations. This entails learning social work practice for one day in a week of the semester. The learner is expected to complete a minimum of 12 days of visits in this semester .					
Placement may be in different fields of social work, including specialized area of Social work i.e., Hospitals, social development agencies, Industries settings, Correctional settings, Women empowerment, School settings, etc.					
Self-Evaluation Report by Student: You may write a brief report of about four pages regarding your self-evaluation regarding field work, the experience you gained during the third year of your field work practicum according to the set parameters namely knowledge, skills, attitude and development of Professional self.					
Note on the Calculation of Workload for Social Work Practicum					
- The workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14). - The <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14) states that “... each learner should get about forty-five to sixty minutes of individual instruction...” and that “hence teacher-learner ratio suggested is 1:8...” (enclosed as Annexure 1). Thus, it may be noted that the instructional hours for “Social Work Practicum” vary depending on the number of students allocated for supervision to each of the faculty. - In keeping with the guidelines given in the <i>UGC Model Curriculum for Social Work Education</i>, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. - Since the Paper is of Practical nature, the total workload for the faculty for a batch of eight students is 04 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.					

Year	III	Course Code: SW6.8 (Practical) Course Title: Research Methodology with survey project			Credits	2
Sem.	VI				Hours	6 hrs per week
Formative Assessment Marks: 10		Summative Assessment Marks: 40		Duration of ESA: NA (viva)		
Course Outcomes		At the end of the course, the student should be able to: 1. Identify and formulate a relevant intervention research problem based on field experience. 2. Design and implement a structured intervention programme. 3. Identify and operationalize outcome variables. 4. Apply appropriate methods to measure and evaluate impact. 5. Analyze findings and draw meaningful conclusions. 6. Prepare and present a systematic research report.				
COURSE CONTENT						

Instructions

1. Selection of Topic and Problem Identification

- Students shall identify a field-based problem from their practicum setting (individual, group, or community level).
- The topic should be relevant, feasible, and researchable within the available time frame.
- Students must formulate:
 - Title of the study
 - Statement of the problem
 - Objectives of the study
- A brief review of literature should be undertaken to understand existing knowledge and gaps.
- Ethical considerations must be ensured (consent, confidentiality, non-harm).

2. Development of Intervention

- Students shall design an intervention programme based on:
 - Identified needs
 - Relevant theories and social work approaches
- The intervention plan should include:
 - Goals and specific objectives
 - Description of activities/strategies
 - Duration and time frame
 - Resources required
- A pilot or preliminary feasibility check may be conducted where possible.

3. Identification of Outcome Variables

- Students shall clearly define:
 - Independent variable (intervention)
 - Dependent variables (expected outcomes)
- Variables must be operationally defined.
- Indicators should be identified to measure change (e.g., behavioural, psychological, social indicators).

4. Measuring Impact of Intervention

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

5. Research Report Writing

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

1. Title Page
2. Declaration

Assessment Pattern

Formative Assessment Marks – 10 Marks

- Research Proposal, Intervention Design – 05 Marks
Data Collection & Analysis. Overall involvement and learning – 05 Marks

Summative Assessment Marks – 40 Marks

- Viva-voce Examination for Final Research Report Evaluation