

 शिवाजी विद्यापीठ कोल्हापूर जानमेवाभूत Estd. 1962 “A++” Accredited by NAAC (2021) With CGPA 3.52	SHIVAJI UNIVERSITY, KOLHAPUR 416 004, MAHARASHTRA PHONE : EPABX - 2609000, BOS Section - 0231-2609094, 2609487 Web : www.unishivaji.ac.in Email: bos@unishivaji.ac.in शिवाजी विद्यापीठ, कोल्हापूर, ४१६ ००४, महाराष्ट्र दूरध्वनी - इपीबीएक्स - २०६०९०००, अभ्यासमंडळे विभाग : ०२३१- २६०९०९४, २६०९४८७ वेबसाईट : www.unishivaji.ac.in ईमेल : bos@unishivaji.ac.in		
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संदर्भ/जा.क्र./शिवाजी वि./अ.मं./१८७

दि. ११/०६/२०२६

प्रति,

प्राचार्य/संचालक,
सर्व संलग्नित महाविद्यालये/मान्यताप्राप्त संस्था,
शिवाजी विद्यापीठ, कोल्हापूर.

विषय : Bachelor of Social Work (BSW) Part – I अभ्यासक्रमाबाबत.

संदर्भ : या कार्यालयाचे पत्र क्र. २६९ दि. 03/०७/२०२४ रोजीचे पत्र.

महोदय,

उपरोक्त संदर्भित विषयास अनुसरून आपणास आदेशान्वये कळविण्यात येते की, शैक्षणिक वर्ष २०२४-२०२५ पासून लागू करण्यात आलेल्या Bachelor of Social Work (BSW) Part I या अभ्यासक्रमामध्ये किरकोळ दुरुस्ती करण्यात आलेली आहेत.

सोबत सदर अभ्यासक्रमाची प्रत जोडली आहे. तसेच विद्यापीठाच्या www.unishivaji.ac.in. (Online Syllabus) या संकेतस्थळावर ठेवण्यात आला आहे.

सदर अभ्यासक्रम सर्व संबंधित विद्यार्थी व शिक्षकांच्या निदर्शनास आणून द्यावेत ही विनंती.

कळावे,

आपला विश्वासू



उपकुलसचिव

सोबत : अभ्यासक्रमाची प्रत.

प्रत. माहितीसाठी व पुढील योग्यत्या कार्यवाहीसाठी.

1	अधिष्ठाता, आंतर विद्याशाखीय अभ्यास विद्याशाखा	7	संलग्नता टी. 1 व टी. 2 विभागास
2	अध्यक्ष, Social Work & Allied Subject अस्थायी मंडळ	8	पी. जी. प्रवेश विभागास
3	संचालक, परीक्षा व मुल्यमापन मंडळ कार्यालयास	9	परिक्षक नियुक्ती ए व बी विभागास
4	इतर परीक्षा 01, विभागास	10	पी. जी. सेमिनार विभागास
5	पात्रता विभागास	11	नॅक विभागास
6	आय. टी. सेल विभागास		

 Estd. 1962 "A" Accredited by NAAC (2021) With CGPA 3.52	SHIVAJI UNIVERSITY, KOLHAPUR 416 004, MAHARASHTRA PHONE : EPABX - 2609000, www.unishivaji.ac.in, bos@unishivaji.ac.in शिवाजी विद्यापीठ, कोल्हापूर ४१६ ००४, महाराष्ट्र दूरध्वनी - ईपीएबीएक्स - २६०९०००, अभ्यासमंडळे विभाग - ०२३१-२६०९०९४		
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जा.क्र./शिवाजी वि./अ.मं./ 269

दि.०३/०७/२०२४

प्रति,

मा. प्राचार्य/संचालक,
सर्व संलग्नित महाविद्यालये/मान्यताप्राप्त संस्था,
शिवाजी विद्यापीठ, कोल्हापूर

विषय : BSW Part-I Sem I & II या कोर्सच्या अभ्यासक्रम बाबत...

संदर्भ : या कार्यालयाचे पत्र क्र. जा.क्र. SU/BOS/221 दि.१२/०४/२०२४

महोदय,

उपरोक्त संदर्भित विषयास अनुसरून आपणास आदेशान्वये कळविण्यात येते की, शैक्षणिक वर्ष २०२४-२५ पासून लागू करण्यात आलेल्या BSW Part-I Sem I & II अभ्यासक्रमामध्ये किरकोळ दुरुस्ती करण्यात आलेली आहे. सोबत सदर अभ्यासक्रमाची प्रत जोडली आहे. तसेच विद्यापीठाच्या www.unishivaji.ac.in (Online Syllabus) या संकेतस्थळावर ठेवण्यात आला आहे.

सदर अभ्यासक्रम सर्व संबंधित विद्यार्थी व शिक्षकांच्या निदर्शनास आणून द्यावी ही विनंती.

कळावे,

आपला विश्वासू,

डॉ. स. मो. कुबल
(उपकुलसचिव)

सोबत : अभ्यासक्रमाची प्रत.

प्रत : १. अधिष्ठाता, आंतरविद्याशाखा अभ्यास विद्याशाखा.

२. अध्यक्ष, सोशल वर्क आणि संबंधित विषय अस्थायी मंडळ.

३. संचालक, परीक्षा व मुल्यमापन मंडळ कार्यालयास.

४. परिक्षक नियुक्ती ए व बी विभागास.

५. इतर परीक्षा विभागास.

६. संगणक केंद्र/आय. टी. सेल विभागास.

७. दूरस्थ व ऑनलाईन शिक्षण विभाग.

माहितीसाठी व पुढील कार्यवाहीसाठी.



SHIVAJI UNIVERSITY, KOLHAPUR

Accredited "A" Grade by NAAC

SYLLABUS

BACHELOR OF SOCIAL WORK PROGRAMME (THREE YEARS, FULL-TIME)

SEMESTER I and II (THREE YEARS, FULL TIME)

UNDER NATIONAL EDUCATION POLICY 2020

With effect from June 2024

Prepared By

BOARD OF STUDIES IN SOCIAL WORK, 2024

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SECTION I: PREAMBLE

From the Academic Year 2024-25, the Bachelor of Social Work programme offered by Shivaji University, Kolhapur and its affiliated colleges will be based on New Education Policy (N.E.P.) which provides an opportunity for the students to choose courses from the prescribed elective courses. N.E.P. will bring uniformity to the evaluation system and student's performance in examinations

SECTION II: DEFINITION OF KEY TERMS

Social Work: Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversity are central to social work.

Academic Year: Two consecutive (one odd + one even) semesters constitute one academic year.

Course: A programme component is usually referred to as 'papers'. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ Fieldwork/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.

New Education Policy (NEP): Under the NEP, the requirement for awarding a degree, diploma, or certificate is prescribed in terms of the number of credits to be completed by the students. Credit Point: It is the product of grade point and the number of credits for a course.

Credit: A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to fifteen hours of teaching (lecture or tutorial) or thirty hours of practical work/Fieldwork.

Programme: An educational programme leading to the award of a degree.

Semester Grade Point Average (SGPA): It measures the performance of work done in a semester. It is the ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that Semester. It shall be expressed up to two decimal places.

Semester: Each Semester will consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The *odd* Semester may be scheduled from July to December and the *even* Semester from January to June.

Transcript or Grade Card or Certificate: Based on the grades earned, a graded certificate shall be issued to all the registered students after every Semester. The grade certificate will display the course details (code, title, number of credits, grade secured) along with the SGPA of that Semester and CGPA earned till that Semester.

Mandatory Course: A course a candidate should compulsorily study as a core requirement is termed as a Core course.

Project: An elective course designed to acquire special/advanced knowledge regarding research. A candidate who studies such a course on his own with advisory support from a faculty member is called a project

Ability Enhancement Courses may have two kinds:

- a) **Ability Enhancement Compulsory Course (AECC)** is mandatory for all.
- b) **Ability Enhancement Elective Course (AEEC):** These courses may be chosen from a pool of courses designed to provide value-based and skill-based instruction.

SECTION III: ORDINANCE & REGULATIONS FOR THE DEGREE OF BACHELOR OF SOCIAL WORK

(As per New Education Policy 2020, Effective from June 2024)

The Bachelor of Social Work Degree programme of Shivaji University, Kolhapur, comes from the Faculty of Social Sciences preview. The nature & scope of the course is designed to focus on the sole & isolated special aspect of the study area of the programme. Its Ordinance & Regulations, Teaching and Examination schemes are provided in the present syllabus. However, other relevant Ordinances & Regulations of the Faculty of Social Sciences may also apply to the B.S.W. programme.

CONCEPT OF B.S.W. DEGREE PROGRAMME

The profession of Social Work seeks to improve the quality of life for individuals and to effect system-wide change through the pursuit of social justice. Like any helping profession, such as nursing and teaching, Social Work seeks to help people overcome some of life's most difficult challenges. Social workers not only consider individuals' internal struggles but also work with people to examine their relationships, family structure, community environment, and the systems and policies that impact them to identify ways to help address challenges. Bachelor of Social Work programs prepare students for Generalist social work practice. Students learn to practice social work with individuals, families, groups and communities. Social workers help clients cope with problems such as Poverty, abuse, addiction, unemployment, educational problems, disability, trauma and mental illness. Social workers provide individual, family and group counselling, case management services, connecting clients with resources and service providers, and other services to empower clients to meet their needs. Bachelors of Social Work programs combine classroom learning with field education. Students gain work experience while applying their classroom training to real-world work settings. After completing the B.S.W. programme, one can start practising as a Professional Social Worker.

GENERAL OBJECTIVES OF THE PROGRAMME

1. The objective of the B.S.W programme is to impart Social Work education at the graduate level to groom competent Social Work professionals who can bring positive change in the world.
2. To conduct Social Work research by involving students to train them in methodologies and techniques of research.
3. To undertake field action projects in Social Work and allied fields and carry out the Institute's social responsibility programmes.
4. To maintain diversity among students and faculty for nurturing cultural exchange and national integration.
5. Organize lectures, seminars, and workshops, and publish books and papers to enrich knowledge and disseminate current academic information and messages.

6. To collaborate with similar organizations and like-minded professionals for academic excellence and professional growth.

7. To take regular feedback from students and stakeholders to maintain the quality of teaching and learning.

NATURE AND DURATION OF THE PROGRAMME

The course of study for the Bachelor of Social work degree shall be regular, full time and its duration shall be six semesters extending over three academic years. Each academic year shall be divided into two semesters, coinciding with the two terms announced by Shivaji University, Kolhapur, every academic year.

MEDIUM OF INSTRUCTION

The medium of instruction shall be in English

PATTERN OF EXAMINATION

The Examination for the Bachelor of Social Work degree shall be held in six parts at the end of each Semester, i.e., I, II, III, IV, V and VI.

RULES

1. Every course (Theory) 15 hrs = 1 Credit
2. Concurrent Fieldwork 15 hrs per week (2 Days Fieldwork-7 ½ hours/Day)
3. Internship Training 30 Days * 7 hrs /Day =210 Hours/15 hrs = 14 Credits
4. Mandatory Courses are Compulsory
5. Ability Enhancement Course: Compulsory

STANDARD OF PASSING

To pass the first, second, third, fourth, fifth and sixth semesters end examinations, the students should have obtained:

1. **Theory Examination:** In a theory paper, a candidate should obtain a minimum of 40% of total marks, i.e. 16 out of 40 marks.
2. **Continuous Internal Evaluation (C.I.E.) – examination:** For every C.I.E. component, a candidate should obtain a minimum of 50% of the total marks, i.e. 05 out of 10 marks.
3. A candidate must obtain minimum passing marks in both the Heads of Passing. In other words, they must pass both the Semester and C.I.E. examinations.
4. An unsuccessful candidate who has obtained **40 %** of the full marks in a paper/s may be given exemption from appearing in that paper/s at the subsequent Examination and will be declared to have

passed the respective semester-end Examination when the candidate has passed in the remaining paper/s.

5. A minimum of **180 hours** of fieldwork is essential for consideration in the internal assessment and viva-voce Examination.

6. Students who fail in fieldwork will have to repeat the respective fieldwork practicum before the start of the next Semester.

ALLOWED TO KEEP TERMS (ATKT) NORMS

1. **ATKT:** Students who fail any number of papers in the first Semester will be allowed to keep terms in the second Semester.

2. **ATKT for the third Semester:** Students who fail a maximum of two papers each in the first and second semesters may be granted ATKT for the third Semester.

3. **ATKT for the fourth Semester:** Students who fail a maximum of two papers in the third Semester will be allowed to keep terms in the fourth Semester and may be granted ATKT, provided they have cleared all the papers of the first and second Semesters, including fieldwork.

4. **ATKT for the fifth Semester:** The students who fail a maximum of two papers in the third and fourth Semester each may be granted ATKT for the fifth Semester, provided they have satisfactorily passed all papers of both Semesters I and Semester II. Admission to the fifth Semester will be granted only if they pass in all the papers, including fieldwork at either Semester I and II or Semester III and IV examinations.

5. **ATKT for the sixth Semester:** Students who fail in a maximum of two papers in semester V may be allowed to appear for Semester VI exams. However, the semester VI exam results will not be declared until they clear Semester V.

AWARD OF DEGREE

The degree of Bachelor of Social Work shall not be conferred upon a candidate unless the candidate has passed in all the papers and in fieldwork prescribed for the six semesters' examinations in accordance with the provision of present syllabus.

Semester examination pattern

1. The theory examination shall be conducted at the end of each Semester, as per the Shivaji University guidelines. .

2. **Semester re-examination:** In case candidates fail in any of the papers in any semester examination, they can appear for the re-examination in the subsequent Semester.

3. The system of Examination would be Semester based along with Continuous Internal Evaluation (C.I.E.).

4. Criteria for Continuous Internal Evaluation: The total C.I.E. component carries 10 Marks for each theory paper, which is divided as follows:

C.I.E. component	I	II	III	IV	V	VI
Attendance	5	5	5	5	5	5
Open Book Assignment	5	5	5	5	5	5
Class Assignment	5	5	5	5	5	5
Seminar	5	5	5	5	5	5
Total	20	20	20	20	20	20

Note:

- ☐ There shall be a written test for Class assignment.
- ☐ Students have to present individual seminar for each theory paper.
- ☐ Student should write an open book assignment for each theory paper in each Semester.
- ☐ The Class assignment, Open book assignment, Seminar and attendance carry a maximum of 5 marks each.
- ☐ **C.I.E. – Re-examination:** If due to any unforeseen or unpredictable event, any of the student/s fails to appear for the C.I.E. examination, or fails in the C.I.E., the – C.I.E. re-examination for such students can be held during the same Semester.

SOCIAL WORK PRACTICUM – GOALS AND OBJECTIVES

The Practicum for Social Work curriculum is designed to provide a variety of opportunities to develop and enhance skills. Opportunities range from those that aid learning, observation and analysis of the realities and experience participation in social intervention. Besides, the tasks are so organized as to help the learner acquire learning skills, enrich those already acquired, and enhance these for complex situations. Gradually, the learner is encouraged to move to being an independent worker. Social Work Practicum includes Fieldwork component in every Semester which includes Block Placement and Summer Placement.

The objectives are met by providing a variety of experiences to learners, to:

1. (i) Develop the ability to observe and analyze social realities.
- (ii) Understand the characteristics of social systems and their dynamics.
- (iii) Appreciate society's response to people's needs, problems, and social issues.

- (iv) Develop critical understanding of the application of legislation, legal process, and social policy.
- 2. (i) Develop ability to examine the process of programme management and participate in the effort at various levels.
- (ii) Develop ability to recognize the need for newer programs, initiate and participate in them.
- (iii) Use human rights tools, understanding of gender justice, and need for equity in all intervention.
- (iv) Develop an understanding of organizational structures, resource management, and day to day administration for human service programmes- developmental and welfare.
- (v) Develop the capacity to integrate knowledge and practice-theory by participating in intervention.
- 3. (i) Clarify and imbibe values which sustain positive attitudes and professional ethics.
- (ii) Develop the capacity for self-direction, growth, and change, through self-awareness.
- 4. Enhance writing skills to document practice appropriately. Recordings to be viewed as an expression of interest, motivation and involvement in practice. They be viewed as evidence of enrichment in the process of professional growth

The Practicum for B.S.W Course will have the following

1. **Structured experience laboratory** is a classroom activity, to provide in the games/activities, form the involvement of self in various practice skills. These laboratory experiences are designed in small groups to encourage participation, sharing of the experience and aid in examining learning and applications of skills. These sessions have a specific objective of experiencing self, and applying/using self in practice.
2. **Orientation visits** provide information regarding:
 - o The importance and place of the practicum in the educational programme.
 - o The purpose, functions and ethics in professional practice
3. **Concurrent Fieldwork** - On going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two days or its equivalent, each week of the

semester. The learners may be placed in agencies or in communities to initiate and participate in direct service delivery.

4. **Rural/Tribal camps** provide opportunities to experience rural life, analyze rural dynamics, and observe the functioning of local self-government and voluntary organizations. This experience aids peer participation in planning for activities for own group and those for local people. It also helps develop skills carry out, evaluate, and report the experience.
5. **Summer Placement** provides an opportunity to experience day to day work in a setting. The learner gets involved with direct practice with the client system and with the ongoing management operations of the setting. The time frame recommended for this experience is about three weeks.
6. **Tribal visit** provide opportunities to experience tribal life, analyze their dynamics, and observe the functioning of local self-government and voluntary organizations. This experience aids peer participation in planning for activities for own group and those for tribal people. It also helps develop skills, carry out, evaluate, and report the experience.
7. **Block Placement** enables learners integrate learning and generate newer learning by participating in the intervention processed over a period of four weeks continuously, in a specific agency.

STRUCTURED EXPERIENCE LABORATORY

In the first semester, Structured Experience Laboratory will be organized for the students. It provides the opportunity of “learning by doing” in a conducive environment. This environment,

i.e. a laboratory, wherein learners and facilitators meet jointly to experience certain intervention skills, needs to use the most creative methods of learning. This learning opportunity is conducted through activities or other simulated exercises. Structured experience are directed to helping the learners enhance their awareness about self and others to aid conscious use of intervention tools.

Objectives

- Understanding of situations in the world of reality through experiencing situations in a laboratory setting, using imagination and cognitive abilities.

- Reflect over one's own behaviour, and its effect on self and others.
- Observe others' behaviour and with the help of the facilitator, understand the same.
- Express feelings and appropriate reaction/response to others' feelings.
- Confront situations wherein conflicts, decision-making and reflections are necessary.
- Observe self, recognize own strengths and limitations, and also observe behavior patterns that call for change.

Specific objectives for orientation in the initial phase of first year of UG Social Work programme.

- Acquire beginner's skills to establish relationship with clients and client groups by participating in activities to develop systematic observation, listening, verbal- communication and understanding non-verbal messages- body language, empathy and life skills.
- Develop better understanding of one another through group processes.
- Enhancing self-awareness in relationship to professional role.
- Reinforcing professional values.

Outcome of Learning

The learners enhance their ability to adapt, be flexible to experience, discuss and share the learning.

ORIENTATION VISITS

In the second semester, students will be oriented to varied setting/agencies.

Two types of orientation activities are organized. One is orientation to social work practice learning and its place in the curriculum.

While the other is orientation to the setting/agency. The learner is placed in for the social work practice learning. This orientation is carried out at the setting/agency.

A. Orientation to social work practice

- This orientation may be through a large group meeting to share and discuss place of practice learning as an integral part of the curriculum.
- Code, norms, and expectations of this teaching-learning opportunity.
- Requirements of working like days, hours, agency timings and other such details of practice learning.

- Nature and tasks of initial phase and involvement of learner and instructor.
- Learner responsibility to setting agency and the institution of learning.
- Details regarding records and their submission.
- Practice learning instruction: individual conferences – for hour per week, groupconferences once a fortnight.

B. Orientation to social work setting/agency

- Nature of setting/agency - its objectives services programmes, structure, generalenvironment.
- Contact person in the setting/agency, role of that individual.
- Annual and other brochures for information.
- Introduction to setting/agency management, staff and on-going activities.
- General introduction to setting/agency its programmes and beneficiaries. Informationof other similar services.
- **Policies supporting the service agency, local, national.**
- Brief reference to other developmental and welfare services in the location.
Learners may inthe first four weeks make a local directory to include emergency numbers ofhospitals/Primary Health Centers, police, ward of panchayat office, and network agencies.

CONCURRENT FIELDWORK

In the third, fourth, fifth and sixth semester the students will have to go to fieldwork two days a week to agencies/settings allotted by the department. The board's aim is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situation. This learning experience should provide an opportunity of working with communities, groups, individuals/ families and managing organization tasks. The areas for concurrent practice learning are:

- Understanding both the agency and the clients as systems.
- Developing knowledge of administrative procedures, programme management, and utilizingthese skills in practice.
- Developing skills of problem solving process, and practice based research.
- Developing as a professional person.
- Using instruction to learn practice.

Objectives of Concurrent Fieldwork

- Develop understanding and ability to critically analyze various problems and needs of the individuals, groups and communities.
- Develop knowledge about community resources and services, and utilize them independently and effectively.
- Develop process-oriented skills in work with individuals, families, groups and communities in relation to tasks.
- Participate in administrative processes.
- Learn to integrate theory with practice.
- Plan and organize tasks independently and evaluate them.
- Utilize practice principles based on professional social work values.
- Use field-instruction to develop as a professional person.

RURAL CAMPS

In the fourth semester of the Social Work Practice a ten-day rural camp is conducted. Rural camps provide opportunities to experience rural life, analyze rural dynamics, and observe the functioning of local self-government and voluntary organizations. This experience aids peer participation in planning for activities for own group and those for local people. It also helps develop skills, carry out, evaluate, and report the experience.

Objectives of Rural Camp:

- Develop understanding and ability to critically analyze various problems and needs of the individuals, groups and communities.
- Develop knowledge about community resources and services, and utilize them independently and effectively.
- Develop process-oriented skills in work with individuals, families, groups and communities in relation to tasks.
- Participate in administrative processes.
- Learn to integrate theory with practice.
- Plan and organize tasks independently and evaluate them.
- Utilize practice principles based on professional social work values.
- Use field-instruction to develop as a professional person.

Participatory Rural Appraisal:

- Living conditions, housing, water supply and other amenities.
- Social life - power structure, community life, social norms and social institutions, dominant caste, untouchability, etc.
- Marriage and types of families, family life.
- Economic life - Occupation, extent of employment, ownership of house, land, average size of holding, proportion of landless laborer's, proportion of land held by non-tribals and average size of holding (in a tribal area), income and indebtedness, bonded labour.
- Exploitation by landlord, moneylender, and traders, extent and areas of exploitation, efforts made to obtain justice and with what effect, conflict and conflict resolution methods.
- Political life-dominant politicians in the region and taluka, the bases of their power, their links with other economic exploiters and politicians at different levels, their influence with respect to the police, judiciary, government officials, factional politics that affect development and social justice.
- Education - level of education, education facilities and who controls them, suitability of education system, use of education facilities by different caste and class groups.

- Conditions of health and nutrition, services available and their use.
- Positive local initiatives in the area.
- Other problems and issues.
- Analysis of intervention programmes/services approach/strategies, participation of the client system.
- Gaps and suggestions.
- Role of the social worker.

Guidelines for observation of a voluntary agency in a rural setting:

- The approach and methods used for achieving objectives.
- Organizational structure.
- Priorities and programs evolved, participation of people in decision-making and in programme implementation, problems encountered in programme implementation.
- Impact on the villagers in terms of their problems, social justice, development of leadership, development of an alert and democratic community.
- Relationship with Panchayat Raj, Block Development personnel, the magistracy and other government institutions and bodies, difficulties encountered, benefits received.

Guidelines for Observation of community development organizations and Panchayat Raj:

- Administrative set up of both the above.
- Who the zilla parishad samiti/panchayat members are, their socio- economic and caste status.
- Problems of administrative personnel in working with elected persons at different levels.
- Decision making process: type of problems that come before the zilla parishad, panchayat samiti/panchayat, who initiates projects, process of assessing them.
- How decisions are made - manipulations, lobbying, pressure tactics used.
- Current major programmes, budget allocations for the programmes, methods of implementation, participation of people, impact on development and social justice.

Rural Camp carries 30 Marks. This is awarded on the basis of report submitted by the students, on basis of every day evaluation and student's involvement in planning and execution of the activities in the camp.

The student must complete all ten days of the rural camp to become eligible for the viva-voce. The student must secure 50% to pass the Rural Camp-Practicum examination through viva. Failed candidates must re-do the Rural Camp.

SUMMER PLACEMENT

At the end of the fourth semester, students have to undergo a three-week summer placement programme. It is increasingly recognized/ accepted that a part of the summer vacation, after completing the second year of the programme, could be fruitfully used to integrate practice skills and techniques learnt. Minimum of three weeks of placement is recommended as a time frame for the summer placement. The learner is to directly work with client system, and the management operations of day to day work of the setting. The learner may use the same setting for data collection of the research project, if such an arrangement is a part of the plan.

Objectives

- Experience direct practice and management operations.
- Enhances and integrate practice of social work methods and strategies.
- Experience self in the role of the professional social worker.

Note:

The learner must volunteer to locate a setting of choice about two to three months in advance and explore further possibilities of a three-week practice learning placement, after which a confirmation letter must be submitted to the Summer Placement Coordinator. Once confirmed, changes shall not be entertained. Students who have special classes/supplementary examination during the tenure of the summer placements should take prior permission from the summer placement coordinator for flexibility in the dates, failing which the students become ineligible and must redo the summer placement. The practice learning setting should preferably have a professionally trained social worker on the team of the staff. The learner is to record the learning in a format provided for concurrent learning and submitted to both the setting and the teaching institutions. During the placement, weekly reports have to be submitted online or by post. Summer placement has to be carried out individually. On the successful completion of the summer placement, a certificate from the agency must be produced in original along with a photocopy of the same.

TRIBAL VISIT

In the sixth semester of the Social Work Practice a five-day tribal visit is conducted. Tribal visit provide opportunities to experience tribal life, analyze their dynamics, and observe the functioning of local self-government and voluntary organizations. This experience aids peer participation in planning for activities for own group and those for tribal people. It also helps develop skills, carry out, evaluate, and report the experience.

Objectives

- To experience a Tribal way of living.
- To observe the dynamics of a Tribal community.
- To study the cultural integration and harmony within a Tribal setting.
- To know the indigenous practices that the community holds.
- To document their cultural and ritualistic practices.
- To analyse the socio-economic and cultural factors affined to a Tribalcommunity.
- To develop understanding and ability to critically analyses various problemsand needs of the individuals, groups and communities in a Tribal setting.
- To develop knowledge about community resources and services.
- To learn the administrative processes and the local leaderships in a Tribalsetting.
- To learn to integrate theory with practice in effectively studying the Tribal setting.
- To utilize practice principles based on professional social work values.

Tribal visit carries 30 Marks. This is awarded on the basis of report submitted by the students, on basis of every day evaluation and student's involvement in planning and execution of the activities in the visit.

The Student must complete all five days of the tribal visit to become eligible for the viva-voce. The student must secure 50% to pass the Tribal Visit-Practicum examination through viva. Failed candidates must re-do the Rural Camp.

BLOCK PLACEMENT

At the end of the fifth semester and before sixth semester, students have to undergo a four-week block placement programme. It is a time for the learner to integrate theory and practice to enhance competencies of social work practice and experience self in that role.

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Objectives

- Develop enhanced practice skill and integrate learning.
- Develop greater understanding of reality situations through involvement in day to day work.
- Develop appreciation of other's efforts and develop sensitivity to gaps in the programme.
- Enhance awareness of self in the role of a professional social worker.

Note—

The learner must volunteer to locate a setting of choice about two to three months in advance and explore further possibilities of a four-week practice learning placement, after which a confirmation letter must be submitted to the Block Placement Coordinator. Once confirmed, changes shall not be entertained. Students who have special classes/supplementary examination during the tenure of the block placement should take prior permission from the block placement coordinator for flexibility in the dates, failing which the students become ineligible and must redo the block placement. The practice learning setting should preferably have a professionally trained social worker on the team of the staff. The learner is to record the learning in a format provided for concurrent learning and submitted to both the setting and the teaching institutions. During the placement, weekly reports have to be submitted online or by post. Block placement has to be carried out individually. On the successful completion of the block placement, a certificate from the agency must be produced in original along with a photocopy of the same.

FIELDWORK PROGRAMME**OPERATIONAL PROCEDURES FOR FIELDWORK PRACTICE****Orientation visits and Concurrent Fieldwork.**

Supervised Fieldwork will be an integral part of the training program of Bachelors in Social Work and academic credit will be given. A minimum of fifteen hours of supervised Fieldwork per week throughout the course shall be required of each candidate. Class room instructions and Fieldwork shall be arranged on a concurrent basis. Under the Concurrent Fieldwork there will be no class room lectures on two days in a week and on such day's students will report to the Fieldwork Agencies. Fieldwork may commence with structured experience lab and orientation visits to selected welfare agencies. The agencies selected for Fieldwork placement should have a well-defined Fieldwork programme, willingness to give facilities for the training of students and policy of maintaining high standard of service. Fieldwork should be organized under competent supervisor provided by the agency. Information on all Fieldwork agencies where students will be placed for training will be listed. Dual supervision is adopted in the Fieldwork programme where the department faculty and the Field instructors assume responsibility for the supervision of the students through individual weekly conference and periodical consultation with the agency staff. Students are expected to put in 100% of

attendance in the Fieldwork. **Those who absent themselves for more than two Fieldwork days without prior permission will have to repeat entire Fieldwork of that semester.**

Each student shall submit his/her work records on every Monday before 10:00 AM (If Monday is a holiday, then on the following class day depending on course timing)

Every student of first, second, third, fourth, fifth and sixth semester is required to undergo fieldwork with commitment and dedication with appropriate professional behaviour. The fieldwork will be done concurrently two days a week by the students in the agencies selected by the Department. The student shall put in not less than fifteen hours a week for fieldwork training. fifteen hours per week (15 hours of Fieldwork and two hours of supervision) and 100% of attendance is a must for fieldwork. A candidate who fails to satisfy the attendance requirement in fieldwork shall be referred to the Fieldwork Committee. Before placing the students for regular fieldwork, orientation visits are to be organized for second semester respectively. If a student fails fieldwork in the odd/even semester, then the student will only be allowed to attend the viva voce the subsequent odd/even semester in accordance with regulations.

RESPONSIBILITIES OF STAFF IN FIELDWORK EDUCATION:

Fieldwork Co-ordinator:

The College/Head/Department Co-ordinator in the B.S.W programme shall nominate a fieldwork coordinator. The fieldwork coordinator is responsible for:

- All Faculty supervisors are expected to work in liaison with the Fieldwork Coordinator.
- Responsibility of planning and monitoring fieldwork including networking with agencies.
- Make a purposeful distribution of student among the staff for fieldwork supervision.
- Preparation of placement in consultation with the department Co-ordinator/staff.
- Arranging orientation visits.
- Supporting and networking between student, Department staff and agencies.

Fieldwork Supervision:

- The department has to take responsibility of planning & monitoring Fieldwork including networking with agency.
- The Fieldwork coordinator should meet as frequently as required to review the Fieldwork programme and make planning to strengthen it.
- The students are placed in agencies for Fieldwork keeping in view the requirement of

agency and the aptitude of the candidates.

- The candidates are equally distributed and are placed under the guidance of faculty members.
- All the faculty members have to visit the Fieldwork agencies periodically to supervise and monitor the Fieldwork training.
- The faculty members have to conduct both individual conference and group conference once in a week to promote effective training.
- The Fieldwork coordinator should promote agency- supervisor- student interaction by conducting an interaction session at least once a year.

Supervisor:

- Every staff member is required to visit periodically, supervise and monitor the fieldwork training.
- Students-agency-fieldwork coordination must be promoted.
- Providing adequate supervision inputs to the agency supervisor.
- Providing any support, assistance to the students for effective learning in the field.
- The Head of department/Coordinator can assign the responsibility and route through the Fieldwork coordinator.

ELIGIBILITY CRITERIA FOR FIELDWORK (VIVA – VOCE)

- A student has to have 100% attendance in Fieldwork, report submission, individual conference and group conference.
- Reports should be submitted in the standardized format provided by the department mandatorily
- Absence due to medical reasons should be informed no later than 3 day of the illness and the required documents should be submitted for the same.
- The fieldwork will be done concurrently two days a week by the students in the agencies selected by the Department. No change of agencies is allowed under any circumstances.
- Any disciplinary issues relating to the student raised by the Fieldwork supervisor will result in ineligibility after an enquiry by the Fieldwork coordinator.

All cases of ineligibility will be heard by the Fieldwork coordinator along with the fieldwork supervisor and the decision taken by them is final and binding

Fieldwork Examination

- ☐ The performance of the candidate for **concurrent fieldwork and Internship** shall be assessed by the Teacher / Fieldwork supervisor

for **70 marks on day-to-day basis.**

□ A viva-voce examination for fieldwork shall be conducted for each candidate at the end of each Semester. The fieldwork viva-voce examination for **30 marks** should be conducted by the committee of three members consisting of the Head / Fieldwork Co-coordinator, the senior teacher / Fieldwork supervisor concerned and one external examiner.

Section X: Question Paper Pattern for Semester End External Exam

SHIVAJI UNIVERSITY, KOLAHPUR

Bachelor of Social Work, Semester..... Examination, 2024

PAPER:

Day and Date:

Duration: 3hrs

Total Marks: 100

Instructions:

A) All questions are compulsory.

B) Figures to the right Indicate full marks.

Question paper pattern

Question no 1

Write short notes on any four out of six (minimum 150 words) 4*5= 20.

- a)
- b)
- c)
- d)
- e)

Question number 2

Write short essay on any three out of four.

10×3= 30 (Minimum 300 words)

- a)
- b)
- c)
- d)

Question no 3

Write long essay on any two out of three

2×15= 30 (Minimum 500 words)

- a)
- b)
- c)

Bachelor of Social Work, Semester..... Examination, 2024

PAPER:

Day and Date

Duration: 2hrs

Total Marks: 50

Instructions:

A) All questions are compulsory.

B) Figures to the right Indicate full marks.

Question paper pattern

Question no 1

Write short notes on any four out of six (minimum 150 words) 4*5= 20.

- a)
- b)
- c)
- d)
- e)

Question number 2

Write essay on any two out of four. 10×2= 20 (Minimum 300 words)

- a)
- b)
- c)
- d)

Section XI: Typical Question Paper Pattern for Class Assignment Exam

Bachelor of Social Work, Semester, Class Assignment Examination, 2018

PAPER:

Day: Duration: 45 Minutes

Date: Total Marks: 20

Instructions:

A) Question no. 1 and 5 is compulsory.

B) Figures to the right Indicate full marks.

C) Minimum passing marks is 08.

Section I: Short notes (Maximum 100 words) -Answer any 2 2x5=10

1)

2)

3)

4)

Section II: Descriptive Questions (Maximum 400 words) –Answer any 1 x10=20

5)

6)

7)

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SHIVAJI UNIVERSITY, KOLHAPUR									
NEP-2020 (2.0): Credit Framework for UG (BA) Programmes under Faculty of HUMANITIES									
SEM (Level)	COURSES			OE	VSC/ SEC	AEC/ VEC / IKS	OJT/FP/ CEP/ CC/RP	Total Credits	Degree/Cum. Cr. MEME
	Course-1	Course-2	Course-3						
SEM I (4.5)	DSC-I (4)	DSC-I (4)	DSC-I (4)	OE-1 (2)	SEC-I (2)	AEC - ENG - I (2) IKS Generic (2)	CC (2)	22	UG Certificates 44
SEM II (4.5)	DSC-II (4)	DSC-II (4)	DSC-II (4)	OE-2 (2)	SEC-II (2)	AEC – ENG – II (2) VEC – DEC (2)	CEP (2)	22	
Credits	4+4=8	4+4=8	4+4=8	2+2=4	2+2=4	4+4=8	2+2=4	44	Exit Option: 4 credits Skill/NSQF/ Internship

	MAJOR		MINOR						
	MAJOR	ELECTIVE							
SEM III (5.0)	MAJOR -III (4) MAJOR -IV (4)		MINOR- (4)	OE-3 (2)	VSC- I (2) SEC III (02)	AEC - ENG - III (2) IKS Specific (2)		22	UG Diploma 88
SEM IV (5.0)	MAJOR -V (4) MAJOR -VI (4)		MINOR- (4)	OE-4 (2)	VSC- II (2) SEC IV (02)	AEC - ENG - IV (2) VEC - EVS (2)		22	
Credits	8+8=16		4+4=8	2+2=4	4+4=8	4+4=8		44	Exit Option: 4 credit Skill/NSQF/Internship
SEM V (5.5)	MAJOR -VII (4) MAJOR -VIII (4) MAJOR -IX (2)	MAJOR-EL-1 (4)	MINOR- (4)	OE-5 (2)			FP – (02)	22	UG

SEM VI (5.5)	MAJOR -X (4) MAJOR -XI (4) MAJOR -XII (2)	MAJOR- EL-1I(4)	MINOR- (4)	-	-	-	OJT - (04)	22	Degree 132
Credits	10+10=20	4+4=08	4+4=08	2+0=2	-	-	2+4=6	44	
Total Credits	8+16+20+8+8 60	8+8+8 24	4+4+2 10	4+8 12	8+8 16	4+6 10	132		

SEM VII (6.0)	MAJOR -XIII (4) MAJOR -XIV (4) MAJOR -XV (4) MAJOR -XVI (2)	MAJOR - El-3 (4)	RM-I (4)	-	-	-	-	22	Four Year UG Honours Degree 176
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SEM VIII (6.0)	MAJOR -XVII (4) MAJOR -XVIII (4) MAJOR -XIX (4) MAJOR -XX (2)	MAJOR- El-4 (4)	-	-	-	-	OJT (04)	22	
Credits	14+14=28	4+4=08	4+0=4	-	-	-	0+4=4	44	
Total Credits	60+28+8								
	96		28	10	12	16	14	176	
SEM VII (6.0)	MAJOR -XXI (4) MAJOR -XXII (4) MAJOR -XXIII (2)	MAJOR - El-3 (4)	RM-I (4)	-	-	-	RP- (4)	22	Four Year UG Honours With Research Degree 176
SEM	MAJOR -XXIV (4)	MAJOR-	-	-	-	-	RP-	22	

VIII (6.0)	MAJOR –XVX (4) MAJOR -XXVI (2)	El-4 (4)					(8)		
Credits	10+10=20	4+4=08	4+0=04	-	-	-	4+8=12	44	
	60+20+8								
Total Credits	88	28	10	12	16	22	176		

Note:

- University may decide to offer maximum of three subjects (Courses) in the first year. The student may select one subject out of combination of three subjects(Courses), (which a student has chosen in the first year) as a **MAJOR** subject (Course) and one subject (Course) as **MINOR** Subject in the second year. Thereby it is inferred that the remaining third subject (Course) shall stand discontinued.
- **DSC: Discipline Specific Course**
- **MAJOR:** Mandatory /Elective
- **MINOR:** Course may be from different disciplines of same faculty of DSC Major
- **OE (Open Elective):** Elective courses/**Open Elective to be chosen compulsorily from faculty other than that of the**

Major.

- **VSC/ SEC: Vocational Skill Courses (MAJOR related)/ Skill Enhancement Courses**
- **AEC/ VEC / IKS:** Ability Enhancement Courses (English, Modern Indian Language)/Value Education Courses (Sem. II - Democracy, Elections & Indian Constitution, (DEC) Sem. IV – Environmental Studies (EVS)/ Indian Knowledge System (Generic & Specific))
- **OJT/FP/RP/CEP/CC:** On-Job Training (Internship/Apprenticeship) / Field Project (Major related)/ Research Projects (Major related) Community Engagement
(Major related)/ Co-Curricular courses (CC) such as Health & Wellness, Yoga Education, Sport, and Fitness, Cultural activities, NSS/NCC and Fine /applied/visual/performing Arts / Vivek Vahini etc.

B.S.W. SYLLABUS - SEMESTER I

Sr. No.	Course Code	Course Title	Course Credit	Internal Marks	External Marks	Fieldwork / Viva Voce Marks	Total Marks
1	Course 1 DSC-I	History and Ideology of Social Work Part I	4	20	80	-	100
2	Course II DSC-I	Interrelationship of Social Sciences with Social Work	4	20	80	-	100
3	Course III DSC-I	Fieldwork Education and Practice	4	70		30	100
4	OE-1	Contemporary Social Problems (Part I)	2	10	40		50
5	SEC-1	Personality Development	2	10	40		50
6	AEC	English I	2	10	40		50
7	IKS Generic	Buddha and his Philosophy	2	10	40		50
8	OJT/CC	Human Communication (CC)	2	10	40		50

HISTORY AND IDEOLOGY OF SOCIAL WORK Part I

Course I DSC-I

Course Objectives: The main objective of this paper is to disseminate knowledge on history of social reform movements in India, origin of social work profession, social work ethics; interface between professional and voluntary social work and practice of social work in various fields.

Course Outcome: To enlighten the students about social reform movements in India; social work profession, ethics and philosophy and social work practice in various fields.

Paper I: History and Ideology of Social Work Part I

Unit I: Foundation of Social Work Practice in Ancient India

- A) Social service tradition in Indian culture
- B) Religious roots of charity and philanthropy
- C) Role of social institutions
- D) Role of Caste groups and their panchayats.

Unit II: Foundation of Social Work Practice in Medieval India

- A) Contribution of social reform movements for social change
- B) Contribution of Sufi movement
- C) Contribution of Saint Basveshwar and Saint Tukaram
- D) Contribution of Saint Gadge Maharaj and Saint Tukdoji Maharaj

Unit III: Foundation of Social Work Practice in Modern India

- A) Social reformers of the 19th and 20th century
- B) Role of State in social welfare in India

- C) Role of voluntary organization in social welfare in India
- D) Feminist movements and women in India (Must refer, “Second Sex”, the book by Simon De Bouveire)

Unit IV: History of Social Work during British and post-independence period

- A) History of Social Work in Indian during British Colonial Era (c. 1600 CE – 1947 CE)
- B) Impact of Colonial Rule on social work in India
- C) Historical development of social work in India post-Independence Era
- D) Professional Social Work Education and its development

Reference Books

- A.R. Wadia: History & philosophy of Social Work in India, Allied publication Mumbai.
- Brenda Dubois and Kalra Keogsrud Miley. 2002: Social-Work an Empowering Profession.
- D.Paul Choudhary, 1985: Introduction to Social Work, Atmaram and sons Delhi.
- Desai, Murli, 2006: Ideologies and Social Work: Historical and contemporary analyses, Rawat Publication, New Delhi.
- Friendlander W R: Introduction to Social Work
- Hajira Kumar, Theories in social work practice, Friends publication new Delhi
- Hynes Karen S., Holmes Karen A, 1994, Invitation to Social Work, Longman , Newyork.
- Jha, Jainendra kumar, 2001, Encyclopedia of Social Work, Vol.1,2 Practice of Social Work, Anmol Publication Pvt, Ltd, New Delhi.
- Miley, Karla Krogsrud, O’melia Michael: Generalist Social Work practice: An Empowering Approach, Allyn & Bacon, Massachusetts.
- Gore M.S., Social work and social work education, Asia publication House, Bombay.

- Kendall K. A., Reflection on social work education, International association of school of social work Network
- Louise C. Johnson (1998) Social Work Practice A Generalist Approach, Allyn and Bacon, London.
- Lurie H.L, Encyclopedia of Social work Vol 1, 2, 3, National association of social workers Newyork
- Rameshwari D. and prakash, Social work Practice, Mangalore publication Jaipur
- S. D. Mudgal, Social work education: Today and Tomorrow, Book enclave Jaipur
- Sanjay Bhattacharya: Social Work – An Integrated Approach

Course 2 DSC-I Interrelationship of Social Sciences with Social Work

Unit I: Interrelationship of Sociology and Economics with Social Work

- A) Nature and definition, characteristics of sociology.
- B) Sociology in relation with Social Work.
- C) Nature and definition, characteristics of economics
- D) Economics in relation with Social Work

Unit II: Interrelationship of Political Science and Anthropology with Social Work

- A) Definition, meaning and Concept of Political Science
- B) Political Science in relation with Social Work
- C) Nature and definition, characteristics of Anthropology
- D) Anthropology in relation with Social Work

Unit III: Interrelationship of Psychology and History with Social Work

- A) Definition, meaning and Concept of Psychology
- B) Psychology in relation with Social Work
- C) Definition, meaning and Concept of History
- D) History in relation with Social Work

Unit IV: **Sociological Thought**

- A) Brief Biographic sketch of Auguste Comte, Main works of Comte
- B) Brief Biographic sketch of Herbert Spencer, Main work of Spencer
- C) Brief Biographic sketch of Durkheim, Main work of Durkheim

D) Brief Biographic sketch of Max Weber, Main works of Weber: Brief Biographic sketch of Karl Marks, Main works of Karl Marks

Reference Books

1. Alexander, Jeffrey C. 1987. Twenty lectures: Sociological theory since world war New York: Columbia University Press.
2. Collins, Randall. 1997 (Indian edition). Sociological theory. Jaipur and New Delhi: Rawat publications
3. Ritzer, GeorGe. 1992 (3rd edition). Sociological theory. New York: McGraw-Hill.
4. Shankarao C.N., 2011, Sociology, Principles of Sociology with an Introduction to Social Thought. S.C Hnd and Company, New Delhi.
5. Turner, Jonathan H. 1995 (4th edition). The structure of sociological theory. Rawat publications.

Course 3 DSC-I Fieldwork Education and Practice

B.S.W Part I. SEMESTER I				
DSC III	FIELDWORK EDUCATION AND PRACTICE			
Total Credits	Internal Evaluation Marks	Viva Voce Marks (External)	Total Marks	
04	70	30	100	

Course Objectives

1. To understand structure and functions of social institutions, Research Institutes, Historical Museums, Centre of national importance and Shivaji University, Kolhapur.
2. To study the life through structured skill labs.

Sr. no.	Fieldwork Education Components	Marks
1	Attendance and report writing	10
2	Enhancing self-awareness in relationship to professional role. Reinforcing professional values Students should be able to explain his experiences gained through training and understanding of self and skill	20
3	Maintenance of Fieldwork diary and documentation of activities carried out, Objectives completed or tasks completed assigned to student	10
4	Viva Voce Exam (Internal) Application of theory into practice	20
5	Viva Voce Exam (External) Sharing of Learning Experience	30
6	Faculty Evaluation	10
7	Total	100

Paper (OE) CONTEMPORARY SOCIAL PROBLEMS (Part I)

Unit I: Social Disorganization

- A) Meaning and concept of Social Organization
- B) Meaning, definition and concept of social disorganization
- C) Causes and Consequences of Social Disorganization
- D) Mechanism to deal with Social Disorganization

Unit II: Social Problems

- A) Social problems: Definition, meaning and concept.
- B) Characteristics of social problems and causes of social problems,
- C) Types of Social Problems
- D) Consequences of Social Problems

Unit III: Family Disorganization

- A) Meaning, definition, types of family,
- B) Meaning and concept of Family Disorganization
- C) Causes of Family Disorganization Changing functions and dynamics of family,
- D) Family Problems- Problems at the Individual and Family Level

References:

- 1) Ahuja, Ram (1997) Social Problem in India, Rawat Publishers, Jaipur

- 2) Madan, G (1998) Indian Social Problems (Vol. 1 & 2), Rawat Publishers, Jaipur
- 3) Bhusan, Vidya & Sachdeva, D. R. (2000) An Introduction to Sociology, Allahabad: Kitab Mahal
- 4) Jhala N. (2020), Social Work – A Textbook for Beginners, Guru Design, Vallabh Vidyanagar
- 5) Sarkar S. (2105) Social Problems in India, New Delhi, Kalpana Publications

Paper (SEC) Personality Development (2Cr)

UNIT I: Introduction to Personality Development

- A. The concept of personality – Definition, Dimensions, types of personality, determinants of personality, Significance of personality development.
- B. Body language - Problem-solving - Conflict and Stress Management, Decision-making skills
- C. Leadership and qualities of a successful leader
- D. -Team-work – Time management - Work ethics –Good manners and etiquette

UNIT II: Attitude, Motivation, Success and Failure

- A. Attitude - Concept - Significance - Factors affecting attitudes - Positive attitude – Advantages –Negative attitude- Disadvantages - Ways to develop positive attitude - Differences between personalities having positive and negative attitude
- B. Concept of motivation - Significance – Internal and external motives - Importance of Self- motivation- Factors leading to de-motivation
- C. The concept of success and failure: meaning and concept of success - Hurdles in achieving success -Overcoming hurdles - Factors responsible for success –
- D. Concept of failure - Causes of failure. SWOC analysis

UNIT III: Self-esteem

- A. Self-esteem – definition and concept, components, factors. Positive self-esteem
- B. Low self- esteem – Identifying low self-esteem - Positive and negative self-esteem, Improving self esteem
- C. Interpersonal Relationships – Defining the difference between aggressive, submissive and assertive behaviors, lateral thinking.

D. Character building: Ethical and Moral Development Responsible Citizenship Promotion of Positive Behavior Resilience and Perseverance Positive Role Modeling

References:

Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.

Stephen P. Robbins and Timothy A. Judge (2014), Organizational Behavior 16th Edition: Prentice Hall.

Andrews, Sudhir. How to Succeed at Interviews. 21st (rep.) New Delhi. Tata McGraw-Hill 1988.

Heller, Robert. Effective leadership. Essential Manager series. Dk Publishing, 2002

Hindle, Tim. Reducing Stress. Essential Manager series. Dk Publishing, 2003

Lucas, Stephen. Art of Public Speaking. New Delhi. Tata - Mc-Graw Hill. 2001

Mile, D.J Power of positive thinking. Delhi. Rohan Book Company, (2004).

Pravesh Kumar. All about Self- Motivation. New Delhi. Goodwill Publishing House. 2005.

Smith, B. Body Language. Delhi: Rohan Book Company. 2004

Paper (AEC) ENGLISH

Paper: (IKS) BUDDHA AND HIS PHILOSOPHY

Unit I: Buddha and its origin:

- A) Biography of Buddha
- B) Origin development of Buddhism
- C) Buddhist philosophy-Trisharan, panchsheel, Nobel truth, eight fold path 10 paramitas, Vinay pitak, sutta pitak, abhidhamma pitak,
- D) Buddhist schools-hinayan, mahayan, vajrayan, navayan

Unit II: Contemporary thinkers and Buddhism

- A) Ambedkar and Buddhism
- B) Dalai Lama and Buddhism
- C) Dharmanand Kosambi and Buddhism
- D) Introduction to Buddhist circuit

Unit III: Buddhist perspectives on various social areas.

- A) Buddhist perspective on caste
- B) Buddhist doctrine on Ahimsa
- C) Buddhist attitude towards women
- D) Buddhism and human rights animal rights a vision of social justice

References:

- A. Works of Dalai Lama
- B. Works of Dr. Baba Saheb Ambedkar
- C. Works of Bhikkhu Jagadish Kashyapa, Rahul Sakrutayan and Dharmananda Kosambi.

Paper Co-Curricular courses (CC) HUMAN COMMUNICATION

Unit I: Communication: Basic Concepts

- A) Historical background, concept, nature, scope and functions of Communication
- B) Communication for social change
- C) Postulates/Principles of Communication
- D) Culture and communication- Signs, symbols and codes in communication

Unit II: Types of Communication

- A) Types of communication transactions
- B) Formal communication
- C) Informal communication
- D) Verbal and Non-verbal Communication

Unit III: Understanding Human Communication

- A) Concept, nature and relevance to communication process: Empathy, Persuasion, Perception, Listening
- B) Learning and Audio-Visual Aids- concept and classification
- C) Elements of Communication, Characteristics of Communication
- D) Models of Communication, Barriers to Communication

PRACTICAL:

- 1) Developing skills in planning and conducting small group communication.**
- 2) Report on film study/ article/ book**
- 3) Report writing and its importance in communication process**

RECOMMENDED READINGS

Barker, L. (1990). "Communication", New Jersey: Prentice Hall, Inc; 171.

□ Devito, J. (1998) Human Communication. New York: Harper □ & Row.

Patri and Patri (2002); Essentials of Communication, Greenspan Publications

B.S.W. Part I (SEMESTER II) SYLLABUS

Sr. No.	Course Code	Course Title	Course Credit	Internal Marks	External Marks	Fieldwork / Viva Voce Marks	Total Marks
1	Course 1 DSC-II	History and Ideology of Social Work Part II	4	20	80	-	100
2	Course 2 DSC-II	Introduction to methods of Social Work	4	20	80	-	100
3	Course 3 DSC-II	Fieldwork Education and Practice	4	70		30	100
4	OE-2	Contemporary Social Problems (Part II)	2	10	40		50
5	SEC-I1	Financial Literacy and Banking	2	10	40		50
6	AEC	English-II	2	10	40		50
7	VEC	Democracy, Elections & Indian Constitution	2	10	40		50
8	CEP	Community Engagement Project	2	10	40		50

Course 1, DSC II: History and Ideology of Social Work Part II

Unit I: Ideology in Social Work

- A) Brief Biographic sketch of Mahatma Phule: Main work of Mahatma Phule
- B) Brief Biographic sketch of Rajarshi Shahu Maharaj: Main work of Rajarshi Shahu Maharaj
- C) Brief Biographic sketch of Mahatma Gandhi: Main work of Mahatma Gandhi
- D) Brief Biographic sketch of Dr. Babasaheb Ambedkar: Main work of Dr. Babasaheb Ambedkar

Unit II: History of Social Work

- A) History of Social Work in UK
- B) History of Social Work in USA
- C) History of Social Work in India
- D) Challenges of Social Work in India

III: Basic concepts related to Social Work

- A) Concept of Charity, Philanthropy and Altruism
- B) Social Welfare, Social Development,
- C) Social Service, Social Policy, Welfare State
- D) Social legislation, Social Justice, Human Rights, Social Empowerment

Unit IV: Social work as a profession

- A) Meaning, definition, principles, goals and objectives, characteristics and values of social work
- B) Concept and meaning of voluntary social work
- C) Social work as a profession—knowledge base, methods of social work, skills and attitudes
- D) Myths and misconceptions of social work profession

Reference Books

- A.R. Wadia: History & philosophy of Social Work in India, Allied publication Mumbai.
- Brenda Dubois and Kalra Keogsrud Miley. 2002: Social-Work an Empowering Profession.
- D.Paul Choudhary, 1985: Introduction to Social Work, Atmaram and sons Delhi.
- Desai, Murli, 2006: Ideologies and Social Work: Historical and contemporary analyses, Rawat Publication, New Delhi.
- Friendlander W R: Introduction to Social Work
- Hajira Kumar, Theories in social work practice, Friends publication new Delhi
- Hynes Karen S., Holmes Karen A, 1994, Invitation to Social Work, Longman , Newyork.
- Jha, Jainendra kumar, 2001, Encyclopedia of Social Work, Vol.1,2 Practice of Social Work, Anmol Publication Pvt, Ltd, New Delhi.
- Miley, Karla Krogsrud, O'melia Michael: Generalist Social Work practice: An Empowering Approach, Allyn & Bacon, Massachusetts.
- Gore M.S., Social work and social work education, Asia publication House, Bombay.
- Kendall K. A., Reflection on social work education, International association of school of social work Network
- Louise C. Johnson (1998) Social Work Practice A Generalist Approach, Allyn and Bacon, London.
- Lurie H.L, Encyclopedia of Social work Vol 1, 2, 3, National association of social workers Newyork
- Rameshwari D. and prakash, Social work Practice, Mangalore publication Jaipur
- S. D. Mudgal, Social work education: Today and Tomorrow, Book enclave Jaipur
- Sanjay Bhattacharya: Social Work – An Integrated Approach

Course 2 DSC II: INTRODUCTION TO METHODS OF SOCIAL WORK

Unit I: Social Case Work

- A) Definition, meaning, objectives, purpose and principles of case work
- B) Components of case work: Person Place Problem Process
- C) Case work process
- D) Case work settings

Unit II: Social Group Work

- A) Definition, meaning, objectives, principles of group work
- B) Types of groups
- C) Group work process
- D) Group work settings

Unit III: Community Organization

- A) Definition, meaning, characteristics, principles of CO
- B) Types of communities
- C) Difference between CO and CD
- D) Models of CO

Unit IV: Social Action

- A) Definition, meaning, characteristics, Principles of Social Action
- B) Difference between Social Action and Social Movement
- C) Role of Social Worker in Social Action
- D) One Case study of Social Action in Maharashtra.

Reference Books

- E) 1. डॉ. प्राजक्ता टांकसाळे : “व्यावसायिक समाजकार्य”
- F) 2. भारती शहा: “समाजकार्यपरिचि”
- G) 3. डॉ. देवानांद शांदे : “व्यावसायिक समाजकार्य : शिक्षण व व्यवसाय”
- H) 4. Dr. Sanjay Bhattacharya: Integrated Social Work Practice.
- I) 5. Wadia A.R.: History and Philosophy of Social work in India (Second Edition)

B.S.W. Semester II Course 3, DSC II

FIELDWORK EDUCATION AND PRACTICE

Total Credits	Internal Evaluation Marks	Viva Voce Marks (External)	Total Marks
2	70	30	50

Course Objectives

To enable students to understand the dynamics of social problems so that they can engage themselves effectively in helping process.

Sr. No.	Fieldwork Education Components	Marks
1.	Experiential Learning: During the 2nd Semester, students are supposed to give orientation visits to various social organisations working on various contemporary social problems. The problems may be i.e. Runway children, Addiction, Cases of Domestic Violence, Malnutrition, Environmental degradation, Farmers suicide, Youth and Unemployment, Trend of crime etc. They are supposed to give minimum 24 visits.	15
2.	They should submit a report of the same. During the visit to NGOs/GOs students should learn to use the skills of observation and documentation.	15 marks
3.	Maintaining fieldwork diary and a brief report on Personal and Professional gains at the last of semester	20 marks
4.	Viva Voce Exam (Internal)	20 marks
5.	Viva Voce Exam (External)	30 marks

OE 2 CONTEMPORARY SOCIAL PROBLEMS (Part II) (2 Cr)

Unit I: Contemporary Social Problem

- A) Suicide: Definition, Causes, And Trend of suicide in urban and rural areas
- B) Farmer's suicide: Issues and challenges, measures to prevent suicide.
- C) Street Children: Problems faced by run away and street children in India.
- D) Juvenile Delinquency: Meaning and Definition, Causes of Juvenile Delinquency, Child beggary.

Unit II: Contemporary Social Problem

- A) Addiction: Types, Causes and effects on family.
- B) Gender and Domestic Violence: Meaning and causes of domestic violence.
- C) Human Trafficking: Meaning and Definition.
- D) Prostitution: Causes, Trend and its effect on society.

Unit III: Contemporary social problems

- A) Corruption: Definition, Causes of corruption
- B) Unemployment: Magnitude of unemployment in India, Types of unemployment, And Evil effects of unemployment.
- C) Beggary: Magnitude of Beggary, Causes and types of Beggary
- D) Slums: Causes and Consequences

References:

1. Ahuja, Ram (1997) Social Problem in India, Rawat Publishers, Jaipur
2. Madan, G (1998) Indian Social Problems (Vol. 1 & 2) , Rawat Publishers, Jaipur
3. Bhusan, Vidya & Sachdeva, D. R. (2000) An Introduction to Sociology, Allahabad : Kitab Mahal
4. Jhala N. (2020), Social Work – A Textbook for Beginners, Guru Design, Vallabh Vidyanagar
5. Sarkar S. (2105) Social Problems in India, New Delhi, Kalpana Publications

SEC-II Financial Literacy and Banking (2Cr)

Objectives- To make the students aware about the benefits of financial planning

Unit: I – Basics of Savings and Investment:

- A) Importance of investing and savings, Savings Vs Investment, Power of Compounding,
- B) Objectives of investment. Risk and Return, Inflation effects on Investment, Investor's Age and Assets Allocation.
- C) Tax saving Schemes Government Schemes-National Saving Certificates, Public Provident Fund, Post Office Schemes,
- D) Equity Linked Savings Schemes, Retirement Benefits Schemes- NPS (New Pension System)

Unit: -II- Banking Activities:

- A) Deposits and Types of Deposits-Saving Bank Accounts, Fixed Deposit Accounts, Recurring Deposit Account, Special Term Deposit Schemes,
- B) Loans and Types of loan advanced by Banks
- C) Other secondary functions of Bank.
- D) Banking structure in India and Role of Reserve Bank of India

Unit: III- Cooperative Banking System:

- A) Importance of Cooperation in human Society
- B) Functions, Structure of Primary Credit society District Cooperative Credit Bank
- C) Functions, Structure of Multipurpose Cooperative service Institution (ककककक कककककककककक कककककक कककक ककककककक)
- D) Cooperative banking V/s Commercial Banking

Output: It will make a more responsible individual with a disciplined approach to money.

It will help the student and at the same time they will help people from overspending.

This may boost the habit of savings and investments.

Books for References:

1. Investment Planning by SEBI
2. Indian financial System, by T. R. Jain and R. L .Sharma, VK Global Publisher
3. Money and Banking by T. R. Jain and R. K. Kaundal, VK Global Publisher

AEC- English

VEC: Democracy, Elections & Indian Constitution

Unit 1: Democracy in India

- A) Dimensions of Democracy: Social, Economic and Political
- B) Decentralization: Grassroots Level Democracy
- C) Challenges before Democracy: women and marginalized sections of the society

Unit II: Election to Local Self Government Bodies

- A) 73rd and 74th Constitutional Amendment Acts: Institutions at the local level and Role of State Election commission
- B) Local Body Elections: Urban & Rural
- C) Duties of an Individual towards electoral process

Unit III: Good Governance

- A) Meaning and concept
- B) Government and Governance
- C) Good Governance initiatives in India

Rationale: The rationale of the study is to make the pupils aware of the importance of democracy. What constitute democracy, what is its importance from the point of view of the role of individual and what exactly can an individual get if he performs his role well in the society. This module also aims to make the individual understand the different aspects of democracy and its implications in the overall development of the state. The syllabus is introduced from the point of view that all students upon entering into the college, enroll themselves as voters and encourage and enthuse other members of the society to participate not only in election process but also electoral and political process in general.

Suggested Activities:

- 1) Find out the name of elected local representative from your rural or urban area in which you live. What promises he made at the time of election and how much work he had done in your area?

2) Register yourself in the voters list of your area of residence, to be able vote at the time of National, State or local Elections. If you shift your residence then you also must shift your name to the voters list of that area. Voter registration can now be done online as well.

3) Visit a Local body. E.g. Gram Panchayat or Municipal Corporation or Zilla Parishad

4) Attend a Gram Sabha or Ward Meeting in your own area.

5) Find out what functions rural or urban local bodies are supposed to perform in your Area.

6) Find out what are the problems, challenges and concerns of your area. What steps local body has taken to address the same?

7) Find out the names of political parties which contested election in your area last time. What was their electoral manifesto or agenda?

How far the party has been able to address the local concerns? What is their party ideology? What is their party symbol?

CEP: Community Engagement Project (2 credits) 50 marks

1. Participation in social action rally/ Research survey/Observation of important days for social cause in consultation with Faculty supervisor.
2. They should participate in gram sabha and observe the proceeding.
3. Conduct one social empowerment activity (Ex: Helping the people for creating ABA card, Enabling widow in getting pension, formation of Senior Citizens Group, rehabilitating a street child/mentally ill person). Student need to submit documentary proof for the same (photographs, videos, audio recordings, emails, text messages and other types of written reports or recorded material.)
4. Observation of important days for social cause: Students can celebrate among these or any other day with social relevance; National Human Trafficking Awareness Day, National Road Safety Week, Death Anniversary of Lal Bahadur Shastri, National Youth Day (Marked on the birth anniversary of Swami Vivekanand), World Day of Social Justice, World NGO Day, National Science Day, Zero Discrimination Day, World Civil Defence Day, World Wildlife Day, World Consumer Rights Day/ World Sleep Day, World Water Day, World Health Day, National Panchayati Raj Day, Earth Day, International Labour Day, Workers' Day, and Maharashtra Day, International Family Day, International Day for Biological Diversity, World Milk Day and Global Day of Parents, World Environment Day, World Food Safety Day, World Population Day, International Day Of Friendship, International Day of the World's Indigenous People, International Day of Democracy, National Daughters Day, World Animal Welfare Day and World Smile Day, World Food Day, National Education Day, National Constitution Day, World Computer Literacy Day and National Pollution Control Day, ETC.

5. Important Environment Days

Month	Day	Date
January	5	National Bird Day
February	2	World Wetlands Day
March	3	World Wildlife Day
	18	World Recycling Day
	20	World Sparrow Day
	21	World Forestry Day & World Wood Day
April	22	Earth Day
May	20	Endangered Species Day
	22	International Biodiversity Day
	23	World Turtle Day
June	5	World Environment Day
	17	World Day to Combat Desertification
July	26	International Mangrove Day
	29	International Tiger Day

August	10	World Lion Day
	12	World Elephant Day
September	16	International Ozone day
	22	World Rhino Day
October	1 to 7	Wildlife Week
	6	World Wildlife Day
	23	International Snow Leopard Day
December	11	International Mountain Day

Criteria for Evaluation

Students will be individually guided and trained:		Marks
1.	Selection of Topic, collection of information, Review of relevant Literature with regard to the particular day/event	10
2.	Formulation of various means to bring awareness among people (Pamphlets, Placard, Street plays, songs, corner meetings, audio-visual aids, success stories, case studies, etc)	20
3.		
4.	Preparation for Sampling Design for the proposed study	
5.	Designing Instrument of Data Collection	
6.	Fieldwork/ Collection of Data by using designed tools.	
7.	Editing and Coding of the Data	
8.	Using SPSS for Computer feeding of data	
9.	Using SPSS for generating statistical output; Tables and Graphs	

10.	Interpreting Data and Writing a Project Report.	

Activity	Evidences	Marks