



Ref.: SU/BOS/ IDS / 291

Date: 08 - 05- 2025

To,

The Principal,
All Concerned Affiliated Colleges/Institutions
Shivaji University, Kolhapur

Subject : Regarding revised syllabi of **Bachelor of Social Work (BSW) Part II** degree programme under the Faculty of Inter- Disciplinary Studies as per NEP-2020 (1.0).

Sir/Madam,

With reference to the subject mentioned above, I am directed to inform you that the university authorities have accepted and granted approval to the revised syllabi, nature of question paper and equivalence of **Bachelor of Social Work (BSW) Part II** degree programme under the Faculty of Inter- Disciplinary Studies as per National Education Policy, 2020 (NEP 1.0).

This syllabus, nature of question and equivalence shall be implemented from the academic year **2025-2026** onwards. A soft copy containing the syllabus is attached herewith and it is also available on university website www.unishivaji.ac.in NEP-2020 (Online Syllabus)

The question papers on the pre-revised syllabi of above-mentioned course will be set for the examinations to be held in October /November 2025 & March/April 2026. These chances are available for repeater students, if any.

You are, therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours Faithfully

(Dr. S. M. Kubal)

Dy Registrar

Encl. : As above.

Copy to: For Information and necessary action.

1	The Dean, Faculty of IDS	7	P.G.Admission Section
2	Director, Board of Examination and Evaluation	8	Affiliation T. 1 & T. 2 Section
3	The Chairman, Respective Board of Studies	9	Appointment A & B Section
4	O. E. 2 Exam Section	10	P.G.Seminar Section
5	Eligibility Section	11	I.T. Cell
6	Computer Centre	12	Internal Quality Assurance Cell (IQAC)

SHIVAJI UNIVERSITY,

KOLHAPUR.



Accredited By NAAC with 'A' Grade

As per NEP 2020

Syllabus For

B. S. W. Part – II

(Sem III and Sem IV)

(Syllabus to be implemented from Academic year 2025 onwards.)

SHIVAJI UNIVERSITY, KOLHAPUR						
NEP-2020 (2.0)						
Credit Framework for UG (BSW Part II) Programmes under Faculty of Interdisciplinary Studies						
SEMESTER III						
Semester Level Semester III	Course Title	Course Credit	Internal Marks	External Marks	Field Work / Viva Voce Marks	Total Marks
MAJOR–III	Social Case Work and Social Group Work	4	20	80	-	100
MAJOR–IV	Fieldwork Education and Practice	4	70		30	100
MINOR	Human Growth and Development	4	20	80	-	100
OE-3	Communication Skills	2	10	40	-	50
VSC-I	Emerging fields of Social Work (Part I)	2	10	40	-	50
SECIII	Personality And Human Behaviour	2	10	40	-	50
AEC-ENG-III	English	2	10	40	-	50
IKS Specific	Indigenous Social Work Practices in India	2	10	40	-	50
		22	-	-	-	-

SHIVAJI UNIVERSITY, KOLHAPUR NEP-2020 (2.0)						
Credit Framework for UG (BSW II) Programmes under Faculty of Interdisciplinary Studies						
SEMESTER IV						
Semester Level Semester IV	Course Title	Course Credit	Internal Marks	External Marks	Field Work / Viva Voce Marks	Total Marks
MAJOR–III	Community Organisation	4	20	80	-	100
MAJOR–IV	Fieldwork Education and Practice	4	70		30	100
MINOR	Community Health & Health Care Services	4	20	80	-	100
OE-4	Para-legal Studies I	2	10	40	-	50
VSC-I	Emerging fields of Social Work II	2	10	40	-	50
SEC IV	Sustainability Management	2	10	40	-	50
AEC-ENG-IV	English	2	10	40	-	50
VEC	Environmental Studies (EVS)	2	10	40	-	50
		22	-	-	-	550
Internship (SUMMER PLACEMENT)	This will be scheduled after completion of fourth semester during summer vacation	4				

SEMESTER III

MAJOR-III- (4 Credit) (100 marks)

Title: SOCIAL CASE WORK AND SOCIAL GROUP WORK

Learning Objectives:

1. To understand the individual, family and their problems and the social contextual factors affecting them
2. To understand Social Casework as a method of Social Work practice
3. To gain knowledge about the basic concepts, tools, techniques, processes and Skills of working with individuals
4. To develop an understanding of application of case work in diverse settings
5. To understand the nature and types of groups
6. To understand Social Case work & Social Group Work as a method of Social Work practice
7. To know the basic concepts, tools, techniques, processes and Skills of working with individuals & groups
8. To develop an understanding of process of group development and group dynamics
9. To develop an understanding of application of group work in diverse settings

Learning Outcome:

1. Able to demonstrate familiarity with Case work processes, tools and techniques and their application in Professional Social Work Practice.
2. Able to develop skills of Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization and Recording.
3. Able to demonstrate familiarity with Group Work processes, tools and techniques and their application in Professional Social Work Practice
4. Able to develop skills of Facilitation, Analytical Thinking, Leadership Building, Programme Planning, Evaluation and using Programme Media in groups

Unit 1	INTRODUCTION TO SOCIAL CASE WORK The Nature of Individual, Problems Faced by Individual and Families Concept of Social Casework, Historical Development of Casework in West and India, Major Landmarks in the History of Casework Development, Value of Social Casework within the Sphere of Social Work
Unit II	BASICS OF SOCIAL CASE WORK Meaning and Definition, Principles of Social Casework, Schools of Social Casework, Theories of Social Casework, Components of Case Work, Values of Case Work, Phases of Social Work Process, Techniques of Social Case Work, Supportive Techniques of Helping, Tools of Case Work, Attributes of Case Work relationship, Social Case Work in Different Settings, Role of Social Case Worker. Difference between social case work and case study
Unit III	INTRODUCTION TO SOCIAL GROUP WORK: Definition, Meaning & characteristics of group, Objectives Historical development of Social Group Work Douglas, Principles of Social Group Work, types of groups, Stages of Group Development, Process of Group formation, Roles & Skills of Social Group Worker, benefits of groups, dynamics of group
Unit IV	SKILLS AND TECHNIQUES OF SOCIAL GROUP WORK PRACTICE Program Planning in Social group Work, Program planning and evaluation, use of program media, Skills of Social Group Work, Models of Social Group Work, Group Work in different Settings, Models of Social group Work, Recording in group work. Difference between social group work and group activity

References:

Biestek, Felic P (1957), The Case Work Relationship, Loyola University Press, Chicago, Illinois.
Friedlander, W.A. (1958), Concept and Methods of Social Work; Prentice Hall, MC, Englewood Cliffs, N.J.
Hamilton, Gordon (1956), Theory and Practice of Social Case Work; Columbia University Press, New York.
Hollis, F. (1972), Casework the Psycho-Social Therapy, Random House, New York.

Perlman, H.H. (1957), Social Case Work: A Problem-Solving Process, Chicago.

Richmond, Mary (1922), What is Social Case Work, The Russell Sage Foundation, New York.

Sheafor, B.W. & Others (1997), Techniques and Guidelines for Social Work Practice, Allyn and Bacon, London.

Trevithick, P. (2000), Social Work Skills : A Practice Handbook; Open University Press, Philadelphia.
Vass, A.A. (1996), Social Work Competences, Sage Publications, London.

Barsade, S.G. (2002), 'The Ripple Effect: Emotional Contagion and Its Influence on Group Behaviour', Administrative Science Quarterly, 47, 644-675.

Brandler, S. and Roman, C. (1999), *Group Work: Skills and Strategies for Effective Intervention*, New York: Haworth Press, P-8.

Brown, A. (1986), *Group Work*, England: Gower, P-74 to 80.

Cohen, M.B. and Mullender, A (1999), 'The Personal in the Political: Exploring the Group Work Continuum from Individual to Social Change Goals', *Social Work with Groups*, 22(1), pp3-31

Cole, M.B. (2005), *Group Dynamics in Occupational Theory: The Theoretical Basis and Practice Application of Group Intervention*, New Jersey: SLACK Incorporated, P-33.

Caplan, T (2008), *Needs ABC: Acquisition and Behaviour Change Model for Group Work and Other Psychotherapies*, Whiting and Birch Ltd: London

SEMESTER III

MAJOR-IV (4 Credits) (100 Marks)

Title: FIELDWORK EDUCATION AND PRACTICE

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 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 utilizing these 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.

Fieldwork components are as below.

Five Orientation Visits
Concurrent placement for 16 days in structured agency
Participation in social action rally/ Research survey/Observation of important days for social cause in consultation with Faculty supervisor.
Attendance in Individual Conferences
Maintaining Diary (with detail learning from OV and CPT)

Sr. No	Criteria for evaluation Total weightage-100 marks	Weightage %
1.	Daily Report	30
2.	Seminar on Fieldwork/ Individual Conferences/ Group conferences	20
3.	Summary Report	10
4.	Evaluation by faculty and Agency supervisors	20
5	External Evaluation/ Viva	20

Sr. No	Criteria	Split up of criteria	Weightage
1.	Daily Report	Regularity and Punctuality in submission	10
		Ability to integrate theory in	5

		reporting	
		Analytical Skills	5
		Clarity in presenting ideas	5
		Language skills	5
2.	Summary Report	Ability to summarize and present information and conclusions briefly	5
		Use of professional language	5
3.	Evaluation by faculty and Agency supervisors	Ability to perform the assigned functions	10
		Ability to work in a team and with different types of people	5
		The extent to which the learning opportunities are used	5
4.	Seminar on Fieldwork/ Individual Conferences/ Group conferences	Preparation and Presentation	10
		Use of audio-Visual Aids	5
		Participation in discussion	5

SEMESTER III

MINOR- (4 Credit) (100 Marks)

Title: HUMAN GROWTH AND DEVELOPMENT

Learning Objective: Students will understand the concepts related to Human Growth

Students will gain understanding about lifespan and various challenges during stages of Human Development

Learning Outcome: To understand psychological concepts and its relevance to Social Work and the basic concepts and processes in social psychology and its relevance to Social Work

- To understand determinants and processes of personality development.

Unit 1	Introduction to Human Growth and Development Meaning, Principles of Human Growth and Development. Prenatal Development - Conception, Stages of Prenatal Development, Factors Affecting Prenatal Development. Types of Birth – Natural or Spontaneous Birth, Breech Birth, Transverse Birth, Instrument Birth and Caesarean Section.
Unit II	Different Stages of Human Development –Part I Infancy and Babyhood: Immunization, Nutrition, Physical Growth, Motor Development, Cognitive Development, Needs, Developmental Tasks and Problems. Childhood: Early and Late Childhood - Physical, Emotional, Cognitive, Social and Moral Development. Needs, Developmental Tasks, Scholastic Problems, School Drop-Out.
Unit III	Different Stages of Human Development –Part II Puberty and Adolescence: Physical Changes, Emotional, Cognitive and Social Aspects of Development. Education and Career Concerns, Relationship Problems, Adulthood & Elderly: Adulthood: Early, Middle and Late Adulthood Elderly: Physical and Emotional Changes.

Unit IV	Middle Age and Old Age Middle age- Adjustments in family, Widowhood, Preparation for old age Old age - Physical & Psychological characteristics, Needs & Problems
---------	--

References:

1. Dandapani, S. (2005). General Psychology. Hyderabad: Neel Kamal Publications
2. Kuppuswamy, B. (1972). Elements of Social Psychology. New York: Asian Publishing House.
3. Morgan, C.T., King, R.A. Weisz, J.R., Schopler, J. (2001). Introduction to Psychology. New Delhi: Tata McGraw and Hill.
4. Myers, D.G. (2005). Social Psychology (8th ed.). New Delhi: Tata McGraw Hill Pub. Co. Ltd.
5. Mishra Brij Kumar “Manovigyan” Publisher: Prentice-Hall of India Pvt. Ltd
6. Chowdhary, Richa (2010) “Vikasatmak Manovigyan” New Delhi, Naman Prakashan

SEMESTER III

OE III: (2 Credits) (50 Marks) (Total 30 hours)

(Semester end examination 40 and internal evaluation 10)

Title: Accounting for Agriculture

Learning Objectives:

1. Familiarize the students with the basic concepts of Agriculture in the social work context specifically for development of rural area and its people.
2. Develop skills to make use of different mediums for effective understanding about agriculture and accounting
3. Equip students to apply accounting tools for effective agriculture planning and development

Course Outcomes:

1. Understand the nature of Agriculture and Agriculture Accounting
2. Maintain accounts related to agriculture

Unit-I Introduction to Agricultural Accounting (15 hours)

Meaning of Farm, Farming and Farm Accounting,

Objectives of Agricultural Accounting,

Features of agricultural transactions,

Necessity of agricultural accounting and difficulties in agricultural accounting.

Unit-II Maintaining Farm Accounts (15 hours)

Preparation of Farm Account or Crop Account including multiple crops,

Preparation of Livestock Account, Dairy Account and Poultry Account

Preparation of accounts of multiple agricultural activities including inter activity transfers.

Preparation of Cash Account and Profit and Loss Account

Reference Books Recommended:

1. Gupta L. and Radhaswamy M, 'Financial Accounting' 2006- Sultan Chand and sons,
New Delhi
2. Gupta R.L. Radhaswamy M. 'Advanced Accountancy' 2018 Sultanchand and Sons, New
Delhi.
3. Shukla M.C., Grewal T. S. and Gupta S.C. 'Advanced Accountancy, S Chand and
Company, New Delhi.
4. Jain and Narang – 'Advanced Accountancy' Kalyani Publications New Delhi.
5. S. N. Maheshwari, Suneel K. Maheshwari, Sharad K. Maheshwari – 'Financial
Accounting' Sixth Edition 2018, Vikas Publication House Pvt. Ltd.
6. S. N. Maheshwari, Suneel K. Maheshwari, Sharad K. Maheshwari – 'Advanced
Accountancy' Volume one Eleventh Edition 2022, Vikas Publication House Pvt. Ltd.

SEMESTER III

VSC I: (2CREDITS) (50 MARKS)

Title: EMERGING FIELDS OF SOCIAL WORK- PART I

Learning Objectives: 1. Students will understand various emerging fields of social work
2. Students will get insight about their role in various settings

Learning outcome: Help the students to develop their field of interest. This course will help the students to develop sensitivity towards emerging social issues

(Students have to understand and study the Role of Social worker in all the following settings)

Unit – I: Emerging Fields of Social Work

- A) Human Rights- Concept, Need & Universal Declaration of Human Rights,
- B) Indian Constitution and Human Rights, National Human Right Commission- Organizational structure and function
- C) Concept of Marginalised Communities, Issues and concerns related to Marginalised Communities
- D) Unorganized labour : Concept and Importance, Working condition, Problems of unorganized sector in India,

Unit – II: Emerging Fields of Social Work

- A) Family Planning: Importance and need of Family Planning, Maternal and Child Health Services, Role of Social Worker in the field of Family Planning.
- B) Child Labour- Concept, Causes and extent of the problem, Legal Measures taken to eradicate child labour. National Child Labour Project.
- C) Children with disabilities: Concept and meaning, Issues and concerns related to Children with disabilities
- D) School Social Work: Adjustment Problems, Scholastic Backwardness, Learning Disability and Dropouts.

Unit – III: Emerging Fields of Social Work

- A) Corporate Social responsibility- Concept, Need and Importance, Legal Provision, Efforts by Corporate Sectors.
- B) Environmental Problems: Types, Causes and Remedies, Role of Social Worker in Conservation of Environment.

- C) Disaster Management- Concept, causes & type of disaster, Rehabilitation and Related Problems.
- D) Industrial social work- Problems of industrial workers, Absenteeism, Stress, Occupational Hazards.

References:

- Chakraborty Krishna (2002), Family in India, Jaipur, Rawat Publication
- Charles ES and Theresa FD (2000), Ages and Stages: A parent's Guide to Normal Child development, New York, Wiley
- D'Souza PR, Kumar S and Shastri S (2009), Indian Youth in Transforming World, New Delhi, Sage
- Dandekar K (1996), The Elderly in India, New Delhi, Sage
- Desai M(ed)(1994), Family and Intervention: A Course Compendium, Mumbai, TISS
- Dhar, Chowdhury, Rajgopal (2004), The Graying of India; Population of Ageing in the Context of Asia, New Delhi, Sage
- Gokhale SD and Lohani NK (1979), Child in India, Bombay Lomria Publication
- Gore MS (1977), Indian Youth Process of Socialization, New Delhi, Vishwa Yuvak Kendra
- Gunjal BS and Gangabhushan MM (2010), Fields of Social Work Practice, Bangalore, Baraha Publishing
- Herbert Martin (1988), Working with Children and their Families, Chicago, Lyceum Books Inc
- John VV (1974), Youth and National Goals, New Delhi, Vishwa Yuvak Kendra
- Kumar P (1988) Child Development in India, New Delhi, Ashis Publishing
- Mathur HM (1995), Family Welfare Programmes in India, Delhi, Vikas
- Ministry of Youth Affairs and Sports (2014), National Youth Policy, New Delhi, GoI
- Nair PS (et.al) (1989), Indian Youth, New Delhi, Mittal
- TISS (1993), Special Issues on Family Development, Indian Journal of Social Work, 54 (1)

SEMESTER III
(SEC III): Credits: 2 | Marks: 50
Title: PERSONALITY AND HUMAN BEHAVIOUR

Learning Objectives

By the end of this course, students will be able to understand human behavior, key personality theories, the role of emotions and social interactions, and how ethics affect decision-making.

Learning Outcomes: After successfully completing this course, students will be able to:

1. Demonstrate knowledge of the biological and psychological foundations of human behavior.
2. Critically assess major theories of personality and their relevance in contemporary psychology.
3. Identify and explain emotional, cognitive, and social processes that influence behavior.
4. Apply psychological principles to workplace settings and interpersonal relationships.

UNIT 1: FOUNDATIONS OF HUMAN BEHAVIOUR | 20 Hours

Definition, nature, and scope of human behaviour. Structure and function of the brain. Role of neurotransmitters and hormones in behaviour. Psycho-social and biological influences on behaviour. Theories of human behaviour: Psychoanalytic Theories of Freud, Jung, Behaviourist Theories of Skinner, Pavlov, Humanistic Theories of Maslow, Rogers. Ethical and moral behaviour: Theories of moral development (Kohlberg, Piaget), Ethical decision-making in personal and professional life.

UNIT 2: SOCIAL AND EMOTIONAL ASPECTS OF HUMAN BEHAVIOUR | 20 Hours

Emotions: Introduction, theories of emotion (James-Lange, Cannon-Bard, Schachter-Singer). Motivation: Introduction, intrinsic vs. extrinsic motivation. Social cognition: Process, stereotypes, prejudices, and discrimination. Interpersonal relationships and group dynamics: Love, friendship, and social bonds, Leadership, group behaviour, and conformity. Stress, coping, and mental health: Psychological and physiological stress reactions, Coping mechanisms and resilience.

UNIT 3: APPLIED ASPECTS OF HUMAN BEHAVIOUR | 20 Hours

Mental health and abnormal behaviour: Common psychological disorders (anxiety, depression, personality disorders), Psychotherapy and behavioural interventions. Human behaviour in crisis situations: Behaviour during natural disasters and emergencies, Psychological first aid and trauma response. Workplace motivation and job satisfaction. Globalization and behavioural adaptation.

Reference Books

1. Baron, R. A., & Branscombe, N. R. (2016). *Social Psychology*. Pearson.
2. Feldman, R. S. (2017). *Understanding Psychology*. McGraw Hill.
3. Goleman, D. (2006). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
4. Gross, R. (2020). *Psychology: The Science of Mind and Behaviour*. Hodder Education.
5. Hall, C. S., Lindzey, G., & Campbell, J. B. (1998). *Theories of Personality*. Wiley.
6. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2017). *Introduction to Psychology*. McGraw Hill.
7. Myers, D. G. (2018). *Psychology*. Worth Publishers.
8. Nolen-Hoeksema, S. (2019). *Abnormal Psychology*. McGraw Hill.
9. Schultz, D. P., & Schultz, S. E. (2016). *Theories of Personality*. Cengage Learning.
10. Skinner, B. F. (1974). *About Behaviorism*. Knopf.

SEMESTER III

AEC III- (2Credits) (50 Marks)

Title: English

As per Shivaji University

SEMESTER III
IKS (SPECIFIC) (2CREDITS) (50 MARKS)

Title: INDIGENOUS SOCIAL WORK PRACTICES IN INDIA

Learning Objectives: By the end of this course, students will be able to understand various indigenous components like religion, reform movements and VO/NGO influence Social Work Profession

Learning Outcomes: After successfully completing this course, students will be able to:
Understand the role of religion and its impact on Social Work Profession. They will also be able to connect and interlink the role of Reform movements and Social Work.

Unit I: Religion and Social Work

- A) Hinduism and Social Work
- B) Islam and Social Work
- C) Sikhism and Social Work
- D) Jainism and Social Work

Unit II: Social Reform Movements

- A) The Young Bengal Movement
- B) Aligarh Movement
- C) Backward Classes Movement
- D) Peasant Movement

Unit III: Initiatives by Organisations and Individuals:

- A) Meaning and concept of Voluntary Organization (VO) and Non-Government Organization (NGO)
- B) Initiatives by VO's and NGO's: All India Women's Conference, SOS Children's villages of India, People's Union for Civil Liberties
- C) Initiatives by Individual: Appasaheb Patwardhan (Konkan Gandhi), Devendra Kumar Gupta (center of science for village), Ila Bhatt (SEWA ORGANIZATION)
- D) Involvement of social workers in National Development

Reference Books:

- a) International Encyclopedia of Social Work
- b) Encyclopedia of Social Work: Ministry of Social Welfare
- c) Introduction to Social Work: A. R. Wadia
- d) Origin and Development of Social Work in India: Editor- Prof. Gracious Thomas; Published by School of Social Work, Indra Gandhi National Open University
- e) Friedlander W A (1955). Introduction to Social Welfare, New Delhi, Prentice Hall of India Private Ltd.

SHIVAJI UNIVERSITY, KOLHAPUR NEP-2020 (2.0)						
Credit Framework for UG (BSW II Sem IV) Programmes under Faculty of Interdisciplinary Studies						
SEMESTER IV						
Semester Level Semester IV	Course Title	Course Credit	Internal Marks	External Marks	Field Work / Viva Voce Marks	Total Marks
MAJOR–III	Community Organisation	4	20	80	-	100
MAJOR–IV	Fieldwork Education and Practice	4	80		20	100
MINOR	Community Health & Health Care Services	4	20	80	-	100
OE-4	Para-legal Studies I	2	10	40	-	50
VSC-I	Emerging fields of Social Work II	2	10	40	-	50
SEC IV	Sustainability Management	2	10	40	-	50
AEC-ENG-IV	English	2	10	40	-	50
VEC	Environmental Studies (EVS)	2	10	40	-	50
		22	-	-	-	550
Internship (SUMMER PLACEMENT)	This will be scheduled after completion of fourth semester during summer vacation	4				

SEMESTER IV

MAJOR III- (4 Credit) (100 marks)

Title: COMMUNITY ORGANISATION

Learning Objective:

Understand the elements of Community Organisation practice.

Develop skills and attitudes for participatory community work practice.

Learning Outcome: Students are expected to practice community organization as a primary method of social work in their fieldwork

Unit I	Community Organization - Definition. Objectives. Historical Background of Community Organization. Community Organization as a method of social work. Community Organization: Scope, Philosophy and Goals. Principles of Community Organisation, Values and ethics of community organisation practice
Unit II	Steps of Community organization, Concept of community analysis structure and function. Models of Community Organisation, Approaches to Community Organisation, Characteristics of Community organizer, Role of Community organizer
Unit III	Community Organization as a problem-solving method. Relevance of Community Organization for community Development Community Development: Meaning and Definition, Difference between Community organization and Community Development.
Unit IV	Phases of Community Organization: Study, Analysis, Assessment, Discussion, Organization of Action, Evaluation, Modification and Continuation. Community Organization: Planning, Social education, Communication. Community participation, Collective decision-making, leadership development. Resource Mobilization, Community action. Promotion. Co-ordination. Skills in Community Organization - Organizing conferences, committee meetings, Training, communication, negotiation, conflict resolution, networking and Use of relationship.

References:

Britto, G.A.A. (1984), Social Action and Social Work Education in the Eighties, in Social Work and Social Action (ed) H.Y. Siddiqui, Harnam Publications.

Britto, G.A.A. (1984), Some Principles of Social Action, in Social Work and Social Action (ed) H.Y. Siddiqui, Harnam Publications.

Chowdhry, D. Paul (1992), Introduction to Social Work, Atma Ram & Sons, Delhi.

Davis, Martin (2000); The Blackwell Encyclopaedia of Social Work, (eds.) Blackwell Publishers, Massachusetts, pp.3 17-31 8.

Encyclopedia of Social Work in India Vol III (1987). Ministry of Welfare, Government of India

Friedlander W A (1955). Introduction to Social Welfare, New Delhi, Prentice Hall of India Private Ltd.

Ezell, M. (2001). Advocacy in the human services. Belmont, CA: Wadsworth/ Thomson Learning.

Hoefer, R. (2006). Advocacy practice for social justice. Chicago: Lyceum Books.

SEMESTER IV

MAJOR IV- (4 CREDIT) (100 MARKS)

Title: FIELDWORK EDUCATION AND PRACTICE

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 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 is:

- Understanding both the agency and the clients as systems.
- Developing knowledge of administrative procedures, programme management, and utilizing these 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.

TEN DAYS RURAL CAMP

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.

Fieldwork components are as below:

Fieldwork components	Marks allotted
Five Orientation Visits	20
Concurrent placement for 16 days in structured agency	
Rural Camp for TEN days mandatory for all students	30
Participation in social action rally/ Research survey/Observation of important days for social cause in consultation with Faculty supervisor.	10
Attendance in Fieldwork / Individual Conferences/ Group conferences	20
Maintaining Diary (with detail learning from OV and CPT)	

Sr. No	Criteria for evaluation Total weightage-100 marks	Weightage %
1.	Daily Report	30
2.	Seminar on Fieldwork/ Individual Conferences/ Group conferences	20
3.	Summary Report	10

4.	Evaluation by faculty and Agency supervisors	20
5	External Evaluation/ Viva	20

Sr. No	Criteria	Split up of criteria	Weightage
1.	Daily Report	Regularity and Punctuality in submission	10
		Ability to integrate theory in reporting	5
		Analytical Skills	5
		Clarity in presenting ideas	5
		Language skills	5
2.	Summary Report	Ability to summarize and present information and conclusions briefly	5
		Use of professional language	5
3.	Evaluation by faculty and Agency supervisors	Ability to perform the assigned functions	10
		Ability to work in a team and with different types of people	5
		The extent to which the learning opportunities are used	5
4.	Seminar on Fieldwork/ Individual Conferences/ Group conferences	Preparation and Presentation	10
		Use of audio-Visual Aids	5
		Participation in discussion	5

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 placement 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.

SEMESTER IV

MINOR: (4 Credits) (100 Marks)

Title: COMMUNITY HEALTH & HEALTH CARE SERVICES

Learning objectives: To understand the concept of health & its various perspectives

To familiarize with various health problems & its impact on communities

To develop skills for planning and implementing community health programmes

To study role of social workers in community health and Health care services

Learning outcome: Students will develop insights about health, nutritious and balanced diet and will use this knowledge in their day today life. Information regarding disease will help them to use preventive measures to maintain good health condition. Students will apply the knowledge about health policies and program in their fieldwork.

Unit I Concept of Health- Definitions, Dimensions of health, determinants of health. Holistic Health. Personal & environmental hygiene. Sanitation

Community health- definition & scope, Medical Model & Social Model, National Health Policy, Role of Social Worker in the field of Health

Unit II- Nutrition & Balanced Diet- Constituents of food, Nutritional Deficiency Diseases.

Diet for pregnant women & lactating mothers, diet for infants & children Food adulteration, Food Adulteration Act

Unit III- Concept of disease- epidemiology of disease, major health problems. Immunisation. Communicable diseases, non-communicable diseases and life style diseases Health Care Services- Preventive, Promotive, Curative & Rehabilitative aspects. Components of Primary health care.

Health care services in India. Health education & communication Community based rehabilitation

Role of social worker in community health care services.

Unit IV- Public Health Administration. Public Health programmes in India Polio eradication programmes T.B control programme AIDS control programmes. Problems of public health in India

Reference:

Textbook of Social and Preventive Medicine Park and Park.

Principles of Community Medicine B Sridhar Rao

A handbook of Preventive and Social Medicine Yash pal Bedi

Health & Family Welfare Programmes in

Developing Countries: Venkatesh Srinivasan

Health & Illness: Michael Senior & Bruce Viveash

Nutrition & Child Development: K E Elizabeth

SEMESTER IV

OE IV- (2 CREDIT) (50 MARKS)

Title: PARA LEGAL STUDIES-PART I

Learning objective: 1. to understand the constitutional values

2. To study the Indian Legal System

3. To apply the theoretical understanding of Indian Legal System in the field

Learning outcome: Students will become aware about Indian Legal System; the understanding of Indian Legal System will help students in their fieldwork

Unit 1	Introduction to the Indian Legal System: Rule of Law: Principles and concern, Dicey's Thesis on Rule of Law, Supremacy of Law, Rule of Law in India
Unit II	Constitutional Values Meaning of Constitution, Constitutional values- Sovereignty of people, Separation of powers, Democracy, Constitutionalism, Republic, Socialist, Secular, Justice, Liberty, Equality and Fraternity, Federalism, Independent Judiciary, Fundamental Duties and Rights, Directive Principles of State Policy
Unit III	Judiciary: Concept and meaning of Judiciary Hierarchy of Judicial System: Taluka, District, High Court, Supreme Court Different Tribunal Courts: National Legal Service Authority, State Legal Service Authority, District

	Legal Service Authority. Roles, Responsibilities and Functions Concept of Non-Cognizable Offence (NC), First Information Report Concept of Public Interest Litigation Concept of Lok Adalat
--	--

Reference:

Introduction to the Constitution of India: Brig Kishore Sharma.

Handbook of Human Rights: Jayant Chaudhary

Bare Acts of various legislations.

Social Legislation in India: Gangrade K D

Social Policy & Social Development in India: Kulkarni P D

Encyclopedia of Social Work in India

SEMESTER IV

VSC II- (2 CREDIT) (50 MARKS)

Title: EMERGING FIELDS OF SOCIAL WORK—II

Learning objectives: Create awareness about enlarging scope of Social Work profession

Familiarize with problems in various fields of Social Work

Acquire skills for working in different areas of Social Work

Learning outcome: Students are expected to develop their interest in any field of social work and will choose it as a field of career in later stage

Unit – I: EMERGING FIELDS OF SOCIAL WORK

- A) Geriatric Problems: Problems of older persons, National Policy and programs for the Aged. Role of Social Worker.
- B) Criminology and correctional administration: Meaning and concept of criminology, correctional institutions in India, role of social worker in correctional institutions.
- C) Medical and psychiatric social work: Scope, trends and growth of Medical and Psychiatric Social Work
- D) Non-Profit Automation ERPs: Meaning, concept and importance in social work.

Unit II: EMERGING FIELDS OF SOCIAL WORK

- A) Gender: Gender issues and social work- Concept, causes of Discrimination against women, Violence against Women, Provisions of the Domestic Violence Act- 2005. Women Empowerment- Concept, need, Different Dimensions of Empowerment.
- B) LGBTQ: Nature of LGBTQ, Issues of LGBTQ, Concept, need and different Dimensions of Empowerment.
- C) Youth unrest- Nature and Causes of Youth Unrest, Programs for the welfare of youths.
- D) Consumer Rights- Consumer Rights Act. Machinery for the Settlement of Consumer Disputes

Unit III: EMERGING FIELDS OF SOCIAL WORK

- A) Rural Communities: Definition and meaning, Issues associated with rural people
- B) Tribal Communities: Definition and meaning, Issues associated with tribal people
- C) Slums Improvement- Concept of Slum, Type of Slums, Issues associated with slums, Current schemes for the improvement of slums in India, Role of Social Worker.
- D) Meaning, concept and use of AI in social work

References:

1. Balan K., (1985), Youth Power in the Modern World, Ajanta Publications, New Delhi
2. Jones Gill, (2009), Youth, Polity Press, UK
3. Kehily Jane Mary (Etd.) (2007), Understanding Youth: Perspectives, Identities and Practices, Sage Publication, London
4. Landis H. Paul, (2011), Adolescence and Youth: The Process of Maturing, Sarup Book Publishers Pvt. Ltd., New Delhi.
5. Rajendran Vasanthi & Paul David (2006), Youth and Globalisation, Proceedings of the Workshop on Youth and Globalisation, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur and Tata Institute of Social Sciences, Mumbai
6. Verma.M.L. (2010) Youth and Revolutionary Upsurge, Sarup Book Publishers Pvt. Ltd., New Delhi.
7. Wood Jason and Hine Jean (2009), Theory and Policy for Practice, Sage Publications New Delh

SEMESTER IV
SEC IV Credits: 2 | Marks: 50
Title: SUSTAINABILITY MANAGEMENT

Learning Objectives

1. To equip students with a fundamental understanding of sustainability principles, frameworks, and their applications governance, and society.
2. To introduce the fundamental concepts of sustainability and its relevance in social work.
3. To understand the principles of sustainable development and environmental, social, and governance (ESG) frameworks.
4. To explore strategies for integrating sustainability into business, policy, and community development initiatives.
5. To analyze case studies related to sustainability management in social sectors

Learning Outcomes:

By the end of the course, students will be able to assess sustainability strategies, propose ethical and practical solutions, and develop models and policy recommendations. They will also enhance their research, critical thinking, and communication skills, preparing them to drive sustainable change in organizations and communities.

Unit 1: Foundations of Sustainability

Concept and Evolution of Sustainability, Definition and key principles of sustainability, Brundtland Commission Report (1987) on Sustainability, Triple Bottom Line (People, Planet, Profit), Sustainability Indicators and Assessment. Carbon Footprint, Ecological Footprint, Overview of the 17 SDGs and their relevance to social work. Case studies: Nauru Island, SDG implementation in India. Importance of sustainability in social work and community development, Ethics of sustainability and social responsibility, Role of NGOs, CSR, and government in promoting sustainability.

Unit 2: Sustainability Management Strategies

Definition of Sustainability Management. Sustainability Strategies: Circular Economy and Waste Management, Green Economy and Low Carbon Development, Life Cycle Assessment (LCA), Environmental, Social, and Governance (ESG) frameworks, UN Conventions on Climate Change, India's National Action Plan on Climate Change (NAPCC). Sustainability Strategies: Case studies: Tata Group, Infosys, Wipro's sustainability practices.

Unit 3: Sustainable Practices and Future of Sustainability Management

Rural sustainability models and self-sufficient communities: Concept of SDG Model village, Renewable energy innovations and carbon footprint reduction, urban sustainability challenges (waste management, smart cities, renewable energy). Case studies: Amul cooperative model, Plastic waste management initiatives in India, Technological Innovations and Sustainability. Emerging careers in sustainability management. Future of Sustainability Management.

Reference Books

Chary, S. N. (2008). Sustainable development and environmental management: Experiences and case studies. Macmillan Publishers India.

Mitra, N., & Schmidpeter, R. (2016). Corporate social responsibility in India: Cases and developments after the legal mandate. Springer.

Ahluwalia, V. K. (2015). Environmental and sustainable development in India. TERI Press.

Baxi, C. V., & Prasad, A. (2005). Corporate governance, sustainability and CSR. Excel Books.

Krishnamacharyulu, C. S. G., & Ramakrishnan, L. (2019). Corporate social responsibility: Concepts and cases. Pearson India.

Jain, P. C., & Nath, P. (2019). Sustainability: Indian perspective. Ane Books Pvt. Ltd.

Semester IV

AEC (2 CREDIT) (50 MARKS)

Title: ENGLISH

(AS PER SHIVAJI UNIVERSITY)

Semester IV

VEC: (2 CREDIT) (50 MARKS)

Title: ENVIRONMENT STUDIES

(AS PER SHIVAJI UNIVERSITY)