KAVAYITRI BAHINABAI CHAUDHARI NORTH MAHARASHTRA UNIVERSITY, JALGAON

Faculty of Humanities

SYLLABUS STRUCTURE OF BACHELOR OF SOCIAL WORK (BSW) DEGREE PROGRAM

Program Code: B.S.W.

(Syllabus for Semester and 60:40 Patterns)

UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

Revised Rules and Regulations
With effect from
Academic Year: - 2020-2021
Prepared By

BOARD OF STUDIES IN SOCIAL WORK, 2020

CONTENT

1. <u>Introduction</u>

The Bachelor of Social Work Degree programme of Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon comes within the preview of the Faculty of Humanities. The Bachelor of Social Work (BSW) programme shall be of three years duration degree course. The programme shall be extended over six semesters. The degree of Bachelor of Social Work is equivalent to professional bachelor degree in social work. The aim of BSW programme is to trained students personnel to work as a change agent at grass root level and also contribute up to policy level. It is a recognized qualification for professional positions, in Governmental, industrial and voluntary or non - governmental organizations. This degree equips a student with knowledge, skills and attitude required to field of social work.

From the Academic Year 2020-21, the Bachelor of Social Work program offered by affiliated colleges will be based on Choice Based Credit System (CBCS) which provides an opportunity for the students to choose courses from the prescribed elective courses. The evaluation system and student's performance in examinations will be evaluated on a scale of Cumulative Grade Point Average (CGPA), based on University Grants Commissions (UGC) guidelines. The uniform grading system will also help potential employers in making proper comparative assessment of the academic performance of the candidates based on CGPA scores.

2. <u>Concept of B.S.W. Degree Program</u>

Social work as a profession from its very inception has been concerned with the promotion of the well-being of people assisting them at individual, group, and community levels to fulfil their unmet/felt needs and find the solutions to the problems which inhibit them to lead a meaningful and satisfying life in the society. The profession is especially concerned with the advancement of economic interest of the people with social justice and at the same time it helps to seek a deeper source of happiness i.e. self-realisation.

Strong foundation of social work education and practice is based on its three primary (Social Casework, Social Group Work and Community Organisation) and three auxiliary (Social Welfare Administration, Social Work Research, and Social Action) methods. Along with its theory inputs in the class room settings, the support of strong field work orientation, it promotes social change and social development, by professionals working towards empowering people.

The main purpose of the Undergraduate Programme in Social Work is to develop and disseminate knowledge, skills, attitude and values through education, field work training and research necessary for promoting, maintaining and improving the functioning of individuals, families, groups, organizations and communities existing in the society. The programme is strongly committed to a diverse learning environment, in which respect for dignity and worth of all human beings and understanding of diverse conditions would be practiced. It respects individual uniqueness and offers a professional program to build a foundation for practice with population groups, keeping the larger goal in mind.

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. Social Work seeks to help people overcome some of life's most difficult challenges. Social workers not only consider individuals' internal struggles, but they also work with people to examine their relationships, family structure, community environment, and the systems and policies that impact them in order 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 and mental illness. Social workers provide individual, family and group counselling, connecting clients with resources and service providers and other services to empower clients to meet their own needs. Bachelor of Social Work programs combines classroom learning with field work practice. Students gain work experience while applying their classroom training to real-world work settings. After successful completion of BSW programme, one can start practicing as a Professional Social Worker.

3. Program Objectives For BSW

The Objectives of Bachelor's Degree Program in Social Work are as follows.

1. To impart quality social work education and training to the students for equipping them with the required skills and abilities to accept the social challenges and professional social work tasks in society.
2. To equip candidates with the knowledge of working with people and the ability in problem solving through field experience.
3. To promote among trainees a sense of commitment and dedication to strive for equity, social justice, social harmony and peace.
4. To sensitize the trainees to involve themselves for the cause of poor, subaltern under privileged and disadvantaged section of the society.
5. To develop confidence among the trainees to feel themselves as change agents for social change and transformation.
6. To impart social work education at under graduate level to groom competent social work professionals who can bring positive change in the world.
7. To enable students to understand history, philosophy, values, ethics and functions of social work profession, and its linkages with other social science disciplines.
8. To equip students with knowledge on core and ancillary methods of professional social work, and its practice base.
9. To prepare professionals to practice in diverse social work settings and also address contemporary issues and concerns such as of marginalized and exclusive population.
10. To make learners- the young professionals sensitive to the needs of the people at individuals, group and community levels.

11. To conduct social work research by involving students, so as to train them in methodologies and techniques of research.
12. To undertake field projects/activities in social work and allied fields, and carry out the Institute's social responsibility program.
13. To organize lectures, seminars and workshops to enrich knowledge base and disseminate current academic information and messages.
14. To build a foundation in social work among the undergraduate students.
15. To develop a professional identity as a social worker by applying professional values and ethics to social work practice
16. To sensitize the student community on all the social issues prevailing in the society.
17. To offer theoretical and practical knowledge on subjects relevant to professional development.
18. To inculcate social values among the students, so that they become the change agents for the betterment of the society.
19. To develop leadership skills in the students by means of organizing camps and programs, so that they become the future leaders of the nation.
20. To motivate the students in micro level and macro level social work practice in Government and Non-Government organizations.
21. To develop young professionals with good communication skills and quest for a self motivated life-long learning, focusing on skilling and re-skilling in their respective field of social work practice.
22. To develop in the graduates a perspective on understanding planning and development at the national and international levels and also thrust on national policies directed towards achieving sustainable development

4. Program Outcomes for BSW

At the completion of the program, students in the BSW program should be able to demonstrate the following competencies and advanced level practice behaviors.

1. Competency: Identify as a professional social worker and conduct oneself accordingly.

This includes mastery of the following practice behaviors:

- Ability to advocate for client access to the services of social work
- Ability to practice personal reflection and self-correction to assure continual professional development.
- Ability to attend to professional roles and boundaries.
- Ability to demonstrate professional demeanor in behavior, appearance, and communication.
- Ability to engage in career-long learning.
- Ability to use supervision and consultation.

2. **Competency:** **Apply social work ethical principles to guide professional practice.**

This includes mastery of the following practice behaviors:

- Ability to recognize and manage personal values in a way that allows professional values to guide practice.
- Ability to make ethical decisions by applying standards of NASW.
- Ability to tolerate ambiguity in resolving ethical conflicts.
- Ability to apply strategies of ethical reasoning to arrive at principled decisions.

3. **Competency:** **Apply critical thinking to inform and communicate professional judgments.**

This includes mastery of the following practice behaviors:

- Ability to distinguish, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- Ability to analyze models of assessment, prevention, intervention, and evaluation
- Ability to demonstrate effective oral and written communication.

4. **Competency:** **Engage diversity and difference in practice.**

This includes mastery of the following practice behaviors:

- Ability to recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power.
- Ability to gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- Ability to recognize and communicate their understanding of the importance of difference in shaping life experiences.
- Ability to view themselves as learners and engage with those with whom they work as informants.

5. **Competency:** **Advance human rights and economic justice.**

This includes mastery of the following practice behaviors:

- Ability to understand the forms and mechanisms of oppression and discrimination
- Ability to advocate for human rights and social and economic justice.
- Ability to engage in practices that advance social and economic justice.

6. **Competency: Engage in research-informed practice and practice-informed research.**

This includes mastery of the following practice behaviors:

- Ability to use practice experience to inform scientific inquiry.
- Ability to use research evidence to inform practice.

7. **Competency:** **Apply knowledge of human behavior and the social environment.**

   This includes mastery of the following practice behaviors:

   - Ability to utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
   - Ability to critique and apply knowledge to understand person and environment.

8. **Competency:** **Engage in policy practice to advance social and economic well-being and to deliver effective social services.**

   This includes mastery of the following practice behaviors:

   - Ability to analyze, formulates, and advocate for policies that advance social well-being.
   - Ability to collaborate with colleagues and clients for effective policy action.

9. **Competency: Respond to contexts that shape practice.**

   This includes mastery of the following practice behaviors:

   - Ability to continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments and emerging social trends to provide relevant services.
   - Ability to provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

10. **Competency: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.**

- **Engagement:**

  This includes mastery of the following practice behaviors:

  1. Ability to prepare for action with clients.
  2. Ability to use empathy and other interpersonal skills.
  3. Ability to develop a mutually agreed-on focus of work and desired outcomes.

- **Assessment:**

  This includes mastery of the following practice behaviors:

  1. Ability to collect, organizes, and interprets client data in regard to practice.
  2. Ability to assess client strengths and limitations.

3. Ability to develop mutually agreed-on intervention goals and objectives.
4. Ability to select appropriate intervention strategies

- **Intervention:**

  This includes mastery of the following practice behaviors:

  1. Ability to initiate actions to achieve organizational goals.
  2. Ability to implement prevention interventions that enhance client capacities.
  3. Ability to help clients resolve problems.
  4. Ability to negotiate, mediate and advocate for clients.
  5. Ability to facilitate transitions/endings.

- **Evaluation:**

  This includes mastery of the following practice behaviors:

  1. Ability to critically analyze, monitor and evaluate interventions.

5. <u>Graduate Attributes</u>

The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution (HEI) such as a college or university. The graduate attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society.

The graduate attributes define the characteristics of a student's university degree programme(s), and describe a set of characteristics/competencies that are transferable beyond study of a particular subject area and programme contexts in which they have been developed. Graduate attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking. The graduate attributes reflect disciplinary knowledge and understanding, generic skills, including global competencies that all students in different academic fields of study should acquire/attain and demonstrate.

Some of the characteristic attributes that a Social Work graduate should demonstrate are as follows:

1. **Disciplinary Knowledge:**

Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study. Awareness of the social context, policies and programmes directed towards social development; understanding of social problems, social legislations and the rights based approach.

2. Communication Skills:

Ability to express thoughts and ideas effectively, demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups. Develop skills in verbal and non-verbal communication, preparation and presentation of documents/reports/PPTs. Skills of interpersonal communication, use of IEC and programme media in working with diverse population groups. Able to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources and develop digital literacy as applicable to the professional needs.

3. Critical Thinking:

Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

4. Problem Solving:

Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of problems by stepping out of comfort zones and taking up challenges in unforeseen challenges.

5. Analytical Reasoning:

Ability to access secondary information as a consumer, identify right resources/ data banks. Analyze and synthesize data from a variety of sources and draw valid conclusions.

6. Research-related Skills:

As a producer of research develop basic skills and a scientific attitude, problem identification and formulation of research design; ability to plan, execute and report a research investigation; develop skills to prepare case studies and best practice documentation, learn to use appropriate software for analyzing data and work towards generation of indigenous knowledge.

7. Cooperation and Team Work:

Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group and or a team in the interests of a common cause and work efficiently as a player.

8. Reflective Thinking:

Awareness of and ability to use one's professional skills and behavioral competencies that meet the need of the situation.

9. Self-motivated Learning:

Ability to identify needs and mobilize resources independently, monitor and evaluate programmes. Ability to guide and lead clientele in the community/work setting in the right direction.

10. Diversity Management and Inclusive Approach:

Able to understand and appreciate diversity (caste, ethnicity, gender and marginalization), values and beliefs of multiple cultures in a global perspective, managing diversity, use of an inclusive approach to the extent possible.

11. Moral and Ethical Awareness/Reasoning:

Ability to embrace moral/ethical values in conducting one's life, formulates a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of social work.

12. Lifelong Learning:

Capable of self-paced and self-directed continuous learning aimed at personal/professional development and for improving knowledge, attitude and skills as also reskilling in diverse areas.

6. Definition of Key Terms

1. Choice Based Credit System (CBCS):

The CBCS provides choice for students to select from the prescribed courses (Core, Elective Ability Enhancement Compulsory Course / Skill Enhancement Courses, Supportive Course / Interdisciplinary Course). The choice based credit system provides a 'cafeteria' type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.

2. Credit:

A unit by which the course work is measured. It determines the each 25 marks carry one credit. The objective of credit system is to guarantee the academic recognition of studies throughout the world, enabling the students to have access to regular vertical and or horizontal course in any Institutions or the Universities in the world.

3. Cumulative Grade Point Average (CGPA):

It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters.

4. Program:

An educational programme leading to award of a Degree.

5. Core Course:

A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course Grade Point. Every semester consists of Core Course/s which is to be compulsorily studied by a student as a core requirement to complete the programme in social work discipline.

6. **Skill Enhancement Course (SEC):**

The social work stream offers skill enhancement courses that help the students to enhance their knowledge and develop their skills for getting employment or for self-employment related to social welfare, development and allied areas.

7. **Interdisciplinary Course (IC):**

In the CBCS scheme of this undergraduate programme, the students are mandatorily required to choose subjects of Interdisciplinary Course for additional knowledge and building their competencies outside their main subjects of study.

8. **Generic Elective Course (GEC):**

Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course. A Generic Elective course focuses on those courses which add generic proficiency to the students. An elective may be an Open Elective.

9. **Academic Year:**

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

10. **Semester:**

Each semester will consist of 12-15 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to November and even semester from December to April.

11. **Semester Grade Point Average (SGPA):**

It is a measure of performance of work done in a semester. It is 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.

12. **Letter Grade:** Evaluation of student performance in the examinations will be done using Letter Grades, which have corresponding Grade Points instead of marks. It is an index of the performance of students in a said course. Grades are denoted by letters O, A, B, C, D, E, P and F.

7. <u>**Nature and Duration of the Program**</u>

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

by Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon for every academic year.

8. Eligibility

A students who have passed higher secondary examination 10+2 or equivalent certificates course from Art, Commerce, and Science and MCVC discipline. However, the minimum cut off score shall be decided by the admission committee from time to time.

9. Medium of Instruction

The medium of instruction shall be Marathi and English. However, as Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon has allowed students to write examination answer books in Marathi or English, suitable instructions may be given in the regional language Marathi and English.

10. Admission Procedure

The candidate must apply only on a prescribed form attached to the prospectus of the concern college. The Prospectus of the College must clearly indicate the reservation of seats as per the Government and University norms, dates of sale of prospectus, last date for submission of the filled up forms, date of declaration of the selection list and waiting list and the last date of admission. **The selection procedure for Bachelor of Social Work degree program (FYBSW) is on merit basis of marks in higher secondary examination 10+2 or equivalent certificates course.** The selected candidate must, at the time of admission, produce all original certificates such as SSC and HSC mark statements & certificate, caste certificate, domicile certificate, income certificate, non-creamy layer certificate and other relevant certificates or documents. The candidate shall have to pay the full fees as prescribed by the University.

As per Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon rules every candidate must obtain an eligibility certificate. A student who fails to obtain the eligibility certificate will not be permitted to appear for the Examination.

11. Reservation of Seats

There will be reservation of seats for the backward class students and the female candidates as per rules of the Government of Maharashtra and North Maharashtra University, Jalgaon.

12. Discipline

Students are expected to follow all rules and maintain discipline throughout the course period. Ragging in any form, within or outside the campus, is strictly prohibited. In case a

student is found violating the rules of discipline, the Principal of the College shall take stringent action against him/her.

13. Grant of Terms

75 percent attendance at Class Room Teaching Sessions and Field Work Practicum is required for a student to be eligible for keeping the term. In very exceptional circumstances leave with prior permission of the Principal of the College may be granted with a condition of compensating the loss of educational days within the limit of 75%. The Principal of the college shall have the responsibility of and control over all matters pertaining to discipline and professional behavior.

14. Head of Passing

Sr. No.	Head of Passing	Percentage
1	**Written Theory** (Internal and External Assessment)	40% marks
2	**Field work** (Internal Assessment)	50% marks
3	**Research Project Report** (Internal and External Assessment)	50% marks
4	**Viva-Voce** (External assessment)	50% marks

- **Failure in any one of the head shall be considered failure at the B.S.W. Program.**

15. Standard of Passing

Sr. No.	Standard of Passing	Percentage
1	**Written theory papers in each theory paper** (Including internal written examination (CA) and University level examination (UA). **(Internal 16 marks out of 40 and External 24 marks out of 60 marks)**	40% marks
2	**Field work in every semester** (Internal Assessment)	50% marks
3	**Research Project Report** (External and Internal Examiner as per 60:40 pattern)	50% marks
4	**Viva-Voce** (External Assessment)	50% marks

16. **Rules of ATKT:**

1. Students must pass in any 3 theory courses in each semester out of 5 courses to avail of the benefit of ATKT for the next semester and he/she must clear the backlog in the next semester examination. Their internal assessment marks will not change.

2. A students shall be Allowed To Keep Term of Semester- IInd, IIIrd, up to IVth semester and it should be clears all head of Semester-Ist and IInd (FYBSW) before admitting in the third year (TYBSW).

3. A students failing in Field work at any semester shall not get the benefit of ATKT including theory papers and will have to repeat the entire semester.

4. In any case, for what so ever reasons, if a student's does not appear or fails in any semester examination will have to repeat the entire semester.

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17. Structure of the Bachelor of Social Work Program

Three Year Degree Program (Six Semesters)

(60:40 Patterns)

FYBSW- Ist -SEMESTER

Sr. No.	Domain / Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Core Course (CC)	BSW CC-1	Introduction to Social Work Profession	30 Hours	4	100
2	Core Course(CC)	BSW CC-2	Method of Social Work : Social Case Work	30 Hours	4	100
3	Skill Enhancement Course (SEC)	BSW SEC -1	Basic English Grammar	30 Hours	4	100
4	Interdisciplinary Course (IC)	BSW IC-1	Sociology and Indian Social Problems	30 Hours	4	100
5	General Elective Course (GEC)	BSW GEC-1	**Students Choose one out of two GEC** 1) Value Education 2) Youth Development	30 Hours	4	100
6	Field Work Practicum (FWP)	BSW FWP-1	Field Work Practicum	144 Hours	4	100

FYBSW- IInd -SEMESTER

Sr. No.	Domain / Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Core Course (CC)	BSW CC-3	Method of Social Work: Social Group Work	30 Hours	4	100
2	Core Course(CC)	BSW CC-4	Fields of Social Work	30 Hours	4	100
3	Skill Enhancement Courses (SEC)	BSW SEC -2	Introduction to field work practice in social work	30 Hours	4	100
4	Interdisciplinary Course (IC)	BSW IC-2	Human Growth and Behaviour	30 Hours	4	100
5	General Elective Course (GEC)	BSW GEC-2	**Students Choose one out of two GEC** 1) Urban Development 2) Rural Development	30 Hours	4	100
6	Field Work Practicum (FWP)	BSW FWP-2	Field Work Practicum	144 Hours	4	100

SYBSW- IIIrd -SEMESTER

Sr. No.	Domain / Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Core Course (CC)	BSW CC-5	Method of Social Work : Community Organization	30 Hours	4	100
2	Core Course(CC)	BSW CC-6	Counseling in Social Work	30 Hours	4	100
3	Skill Enhancement Courses (SEC)	BSW SEC -3	Functional English	30 Hours	4	100
4	Interdisciplinary Course (IC)	BSW IC-3	Introduction to Indian Constitution	30 Hours	4	100
5	General Elective Course (GEC)	BSW GEC-3	**Students Choose one out of two GEC** 1) School Social Work 2) Soft Skill Development	30 Hours	4	100
6	Field Work Practicum (FWP)	BSW FWP-3	Field Work Practicum	144 Hours	4	100

SYBSW- IVth -SEMESTER

Sr. No.	Domain / Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Core Course (CC)	BSW CC-7	Social Work Research and Statistics	30 Hours	4	100
2	Core Course(CC)	BSW CC-8	Human Rights and Social Justice	30 Hours	4	100
3	Skill Enhancement Courses (SEC)	BSW SEC -4	Communication for Social Worker	30 Hours	4	100
4	Interdisciplinary Course (IC)	BSW IC-4	Social Reform Movements in India	30 Hours	4	100
5	General Elective Course (GEC)	BSW GEC-4	**Students Choose one out of two GEC** 1) Tribal Studies 2) Indian Economy and Cooperation	30 Hours	4	100
6	Field Work Practicum (FWP)	BSW FWP-4	Field Work Practicum	144 Hours	4	100

TYBSW- Vth -SEMESTER

Sr. No.	Domain / Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Core Course (CC)	BSW CC-9	Method of Social Work : Social Action	30 Hours	4	100
2	Core Course(CC)	BSW CC-10	Participatory Approaches in Social Work	30 Hours	4	100
3	Skill Enhancement Courses (SEC)	BSW SEC -5	Communicative English	30 Hours	4	100
4	Interdisciplinary Course (IC)	BSW IC-5	Social Legislation in India	30 Hours	4	100
5	General Elective Course (GEC)	BSW GEC-5	**Students Choose one out of two GEC** 1) Life Skill Education 2) Human Resource Management	30 Hours	4	100
6	Field Work Practicum (FWP)	BSW FWP-5	Field Work Practicum	144 Hours	4	100

TYBSW- VIth -SEMESTER

Sr. No.	Domain / Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Core Course (CC)	BSW CC-11	Method of Social Work : Social Welfare Administration	30 Hours	4	100
2	Core Course(CC)	BSW CC-12	Social Policy and Planning in India	30 Hours	4	100
3	Skill Enhancement Courses (SEC)	BSW SEC -6	NGO Management	30 Hours	4	100
4	Interdisciplinary Course (IC)	BSW IC-6	Health System in India	30 Hours	4	100
5	General Elective Course (GEC)	BSW GEC-6	**Students Choose one out of two GEC** 1) Women Studies 2) Livelihood Promotion	30 Hours	4	100
6	Field Work Practicum (FWP)	BSW FWP-6	Field Work Practicum	144 Hours	4	100
7	Research Project Report	BSW RPR-1	Research Project Report	-	4	100
8	Viva- Voce (Based on Research Project)	BSW VV-1	Viva- Voce (Based on Research Project)	-	2	50

18. Summary of Structure of B.S.W Program

FYBSW- Ist -SEMESTER

Sr. No.	Courses	Maximum Marks	Credits
01	Core Course (CC) :- 02 x100 (Basic Social Work Theory Courses)	200	04+04 =08
02	Skill Enhancement Course (Basic English Grammar) (SEC) :- 01x100	100	04
03	Interdisciplinary Course (IC)) :- 01x100	100	04
04	General Elective Course (GEC) :- 01x100	100	04
05	Field Work Practicum (FWP) :- 01x100	100	04
	Total	**600**	**24**

FYBSW- IInd - SEMESTER

Sr. No.	Courses	Maximum Marks	Credits
01	Core Course (CC) :- 02 x100 (Basic Social Work Theory Courses)	200	04+04 =08
02	Skill Enhancement Course (SEC) :- 01x100	100	04
03	Interdisciplinary Course (IC)) :- 01x100	100	04
04	General Elective Course (GEC) :- 01x100	100	04
05	Field Work Practicum (FWP) :- 01x100	100	04
	Total	**600**	**24**

SYBSW- IIIrd - SEMESTER

Sr. No.	Courses	Maximum Marks	Credits
01	Core Course (CC) :- 02 x100 (Basic Social Work Theory Courses)	200	04+04 =08
02	Skill Enhancement Course (Functional English) (SEC) :- 01x100	100	04
03	Interdisciplinary Course (IC)) :- 01x100	100	04
04	General Elective Course (GEC) :- 01x100	100	04
05	Field Work Practicum (FWP) :- 01x100	100	04
	Total	**600**	**24**

SYBSW- IVth - SEMESTER

Sr. No.	Courses	Maximum Marks	Credits
01	Core Course (CC) :- 02 x100 (Basic Social Work Theory Courses)	200	04+04 =08
02	Skill Enhancement Course (SEC) :- 01x100	100	04
03	Interdisciplinary Course (IC)) :- 01x100	100	04
04	General Elective Course (GEC) :- 01x100	100	04
05	Field Work Practicum (FWP) :- 01x100	100	04
	Total	**600**	**24**

TYBSW- Vth - SEMESTER

Sr. No.	Courses	Maximum Marks	Credits
01	Core Course (CC) :- 02 x100 (Basic Social Work Theory Courses)	200	04+04 =088
02	Skill Enhancement Course (Communicative English) (SEC) :- 01x100	100	04
03	Interdisciplinary Course (IC)) :- 01x100	100	04
04	General Elective Course (GEC) :- 01x100	100	04
05	Field Work Practicum (FWP) :- 01x100	100	04
	Total	**600**	**24**

TYBSW- VIth - SEMESTER

Sr. No.	Courses	Maximum Marks	Credits
01	Core Course (CC) :- 02 x100 (Basic Social Work Theory Courses)	200	04+04 =08
02	Skill Enhancement Course (SEC) :- 01x100	100	04
03	Interdisciplinary Course (IC)) :- 01x100	100	04
04	General Elective Course (GEC) :- 01x100	100	04
05	Field Work Practicum (FWP) :- 01x100	100	04
06	Research Project Report	100	04
07	Viva- Voce (on Research Project Report)	50	02
	Total	**750**	**30**

19. Overall Structure of B.S.W Program

The overall structure of the B.S.W Program of six semesters shall be as under:

Sr. No.	Contents	Marks	Credits
1	**Theory Courses:-** (Per semester -5), 30 Courses x100 Marks	3000	120
2	**Field Work Practicum:-** (Per semester-1), 06 Courses x100 Marks	600	24
3	**Research Project Report :-** (Submitted in Semester-VI), 01 Course x100 Marks	100	04
4	**Viva-Voce :-** (Conducted in Semester -VI), 01 Course x 50 Marks	50	02
	Grand Total Marks of Six Semester	**3750**	**150**

20. Pattern & Grading System

A. Features of CGPA System

1. Bachelor degree program namely BSW would be of 150 credits for whole Degree program. Each 25 marks carry one credit.
2. 4 credits shall be awarded to the each theory course. Total 30 theory courses in six semesters. That is total theory course is of 120 credit.
3. 4 credits shall be awarded to the Research project report course, which will commence after completion of VIth semester. Research project report will be submitted during VIth semester. The marks and the credit will be allotted in VIth semester.
4. For Field work 4 credits per semester should be allotted. That is total field work is of 24 credit.
5. For Viva –Voce (External) carry 2 credits sixth semester should be allotted.

B. Grades

1. Marks for each course would be converted to grades as shown in Table No.1
2. Table No.1: Conversion of marks to grades in credit system. Grade will be awarded as per the following.

Marks obtained	Grade	Grade Point	Grade Remark
80.00 and above	O	10	Outstanding
75.00 -79.99	A	09	Excellent
70.00-74.99	B	08	Very Good
60.00 -69.99	C	07	Good
50.00 -59.99	D	06	Fair
45.00 -49.99	E	05	Satisfactory
40.00-44.99	P	04	Pass
Less than 40	F	00	Fail

3. The grade point will be given on the total marks (Sum of marks obtained in internal assessment and term end examination taken by the university) obtained in the concerned subject.

4. A students who fails in a course (i.e. score less than 24 out of 60 marks in the university level examination and 16 out of 40 in internal assessment or less than 40 out of 100 marks) shall given F grade in course would be granted credit for that course but not the grade for that course and shall have to clear the concerned course.

5. The total grade points earned in each course shall be calculated as –

Grade point obtained (Vide table-1) ***** Credit for the courses

Maximum grade points that can be earned in a semester are 528

6. **Semester Grade Percentage Average (SGPA) –**

The performance of the students in a semester is indicated by a number called SGPA. SGPA is the weighted average of the grade points obtained in all courses registered by the students during the semester. It shall be calculated as follows-

∑mj=1   **c j p j**

SGPA=   --------------------------

∑mj=1   **c j**

Where C j = the number of credits earned in the course of the semester for which SGPA is to be calculated

P j = Grade point earned in the VI th course

  j= 1,2.3…….n represent the number of courses in which a student is registered in the concerned semester.

That is

Total earned grade points for the semester
SGPA= Total credits for the semester

The SGPA is rounded up to two decimal places

7. **Final Result-**
Up tp date assessment of the overall performance of a student from the time of his/ her first registration is obtained by calculating a number called Cumulative Grade Pont Average (CGPA) which is weighted average of the grade point obtained in all Coursed registered by the student since he/she entered the college.

$$\sum \text{mj=1} \qquad c_j p_j$$

$$\text{CGPA} = \frac{}{}$$

$$\sum \text{mj=1} \qquad c_j$$

Where C_j = the number of credits earned in the course up to the semester.

P_j= grade point earned in the course. A letter grade lower than D (i.e. grade point<4) in a course shall not be taken into consideration for the calculation of CGPA

J= 1, 2,3…m represent the number of o=courses in which a student's is registered up to the semester for which the CGPA is to be calculated.

C. Credit Pattern

Credit shall be awarded in the following order

Sr. No.	Contents	Total Courses	Credits per Course	Total Credits
1	**Theory Courses**	30	04	120 Credit
2	**Field Work Practicum**	06	04	24 Credit
3	**Research Project Report** (Submitted in Semester-VI)	01	04	04 Credit
4	**Viva-Voce (External)** (Conducted in Semester -VI)	01	02	04 Credit
Grand Total of Credits in Six Semesters				**150**

21. <u>Course Evaluation</u>

- **Evaluation/ Examination Pattern:**

- There would be Continuous Internal Evaluation (CIE) conduct by Concern College and an End of Semester Examination (ESE) conduct by university for each theory course. **The pattern of the examination is 60:40.**

A) <u>Continuous Internal Evaluation (CIE)</u> :- 40 Marks

The total Continuous Internal Evaluation (CIE) component carries **40 Marks** for each theory course, which is divided as follows:

   1. Internal Written Examination   **- 20 Marks**

   2. Class Attendance   **- 10 Marks**

   3. Written Assignment and Presentation   **- 10 Marks**

1. Internal Written Examination - 20 Marks:

i) The Internal Written Examination of each theory course will be conducted by the college.

ii) Internal Written Examination of each theory course shall be of 20 marks and shall be taken in   each semester before the end semester.

iii) The examination department will declare detailed time-table of internal written examination well in advance. Concern course teacher prepare question paper. Examination department conduct one test of 20 marks for internal written examination of all theory courses.

iv) Only those who secure a minimum of 75% attendance in the aggregate for all the theory courses of a semester taken together alone will be allowed for the Internal Written Examination of the Semester.

v) A student who is short of attendance (below 75%) in the aggregate for all the   theory courses of a semester shall not be allowed for the Internal Written Examination of the Semester.

2. Class Attendance - 10 Marks

i) Marks for class attendance are given on the basis of class room session's attendance of the student's in every theory course of the semester. Marks for class attendance fill - up by concern course teacher.

ii) Active class participation is expected from the students. Faculty will do continuous evaluation of student performance in the class.

3. Written Assignment and Presentation   - 10 Marks

  i) Student should write an assignment for each theory course in each semester. Students have to present individual presentation of written assignment for each theory course.

  ii) Concern course teacher conduct written assignment and presentation related to the theory course. Marks for written assignment and presentation fill - up by concern course teacher.

- **Re- Continuous Internal Evaluation –**

    If due to any unforeseen or unpredictable event, any of the student/s fails to appear for the CIE component or fails in the CIE, the re- Continuous Internal Evaluation for such students can be held during the same Semester, subjected to faculty and principal approval.

B) External Examination :- 60 Marks

  1. Only those who secure a minimum of 75% attendance in the aggregate for all the theory courses of a semester taken together alone will be allowed to register for the End Semester Examination of the Semester.

  2. A student who is short of attendance (below 75%) in the aggregate for all the theory courses of a semester shall not be allowed to register for the End Semester Examination of the Semester.

  3. The external examinations of each semester will be of 60 Marks held by the university at the end of each semester. Each course will have examination of 60 marks. University will declare detailed time table for external examinations well in advance.

  4. The examination papers will be set by the panel of paper setters appointed by the university and answer books will be assessed externally. The question paper will be set on the syllabus of concerned courses of 60 marks and written examination will be of 02 (Two) hours duration.

22. Pattern of Question Paper

1. Internal Written Examination - 20 Marks

Que. No. 1- Write the answer of the following question. **(Any one out of two).**   **10 marks**

Que. No. 2- Write **short notes** of the following. **(Any two out of four).**   **10 marks**

<div align="center">*********</div>

2. External Examination :- 60 Marks

Que. No. 1- Write the answer **any four** of the following questions. **(Out of eight).**   **12 marks**

Que. No. 2- Broad questions. **(Any one out of two).**   **12 marks**

Que. No. 3- Broad questions**. (Any one out of two).**   **12 marks**

Que. No. 4- Broad questions**. (Any one out of two).**   **12 marks**

Que. No. 5- Write **short notes any two** of the following. **(Out of four)**   **12 marks**

<div align="center">**********</div>

23. Field Work Practicum Structure of B.S.W Program

The Field Work 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.

Field Work Practicum includes field work component in every Semester. The Field Work Practicum for B.S.W program will have comprised of the following components.

FYBSW- Ist SEMESTER (BSW FWP- 1)

Sr. No.	Components	Max. Marks
1	Observational Visits to welfare Agencies/NGO's - Min.10Visits (20 marks visits +10 marks presentation)	30
2	Seminar on social issues (05marks report +05 marks presentation)	10
3	Individual Conference	05
4	Group Conference	05
5	Record Keeping /Writing Skills	20
6	Skill Lab (at least two)	10
7	Viva-Voce on field work practicum	20
	Total Marks	**100**

FYBSW- IInd SEMESTER (BSW FWP- 2)

Sr. No.	Components	Max. Marks
1	Rural Camp (20 marks for attendance +10 marks presentation)	30
2	Group Discussion on Current Social Issues	10
3	Individual Conference	05
4	Group Conference	05
5	Record Keeping /Writing Skills	20
6	Skill Lab (at least two)	10
7	Viva-Voce on field work practicum	20
	Total Marks	**100**

SYBSW - III rd – SEMESTER (BSW FWP- 3)

Sr. No.	Components	Max. Marks
1	Concurrent Field Work (Social Case Work and Group work)	30
2	Seminar on Field Work	10
3	Individual Conference	05
4	Group Conference	05
5	Record Keeping /Writing Skills	20
6	Skill Lab (at least two)	10
7	Viva-Voce on field work practicum	20
	Total Marks	**100**

SYBSW- IVth – SEMESTER (BSW FWP- 4)

Sr. No.	Components	Max. Marks
1	Concurrent Field Work (Social Case Work and Group work)	30
2	Study Tour (15marks attendance +05 marks presentation)	20
3	Individual Conference	05
4	Group Conference	05
5	Record Keeping /Writing Skills	10
6	Skill Lab (at least two)	10
7	Viva-Voce on field work practicum	20
	Total Marks	**100**

TYBSW - Vth – SEMESTER (BSW FWP- 5)

Sr. No.	Components	Max. Marks
1	Concurrent Field Work (Work with Community)	30
2	Seminar on Field Work	10
3	Individual Conference	05
4	Group Conference	05
5	Record Keeping /Writing Skills	20
6	Skill Lab (at least two)	10
7	Viva-Voce on field work practicum	20
	Total Marks	**100**

TYBSW - VIth – SEMESTER (BSW FWP- 6)

Sr. No.	Components	Max. Marks
1	Concurrent Field Work (Work with Community)	30
2	Special Awareness Campaign	10
3	Individual Conference	05
4	Group Conference	05
5	Record Keeping/Writing Skills	20
6	Skill Lab (at least two)	10
7	Viva-Voce on field work practicum	20
	Total Marks	**100**
8	Research Project Report (External and Internal Examiner as per 60:40 pattern)	100
9	Viva-Voce - (External) Based on Research Project Report	50
	Total Marks	**150**

24. <u>Guideline of Field Work Practicum</u>

- **Important Guideline**

1. Field work practicum shall be of 100 marks (4 credits) for each semester. The total of field work Marks for six semester shall be 600 (24 credits).
2. The field work practicum of the student shall be supervised by the faculty supervisor.
3. Absence from activities covered under the head of field work practicum shall lead to forfeiting of the entire marks allocated to the said activity. There shall be no substitute for these activities.
4. Viva-Voce on field work practicum (Internal) is compulsory. Students will not be get admission in the next semester till they fulfill these criterions.
5. The student who fails in field work practicum shall be declared as "Fail" and shall have to repeat the same process in the next subsequent academic semester including theory courses.
6. In any case, there shall be no revaluation / moderation of field work practicum marks.
7. No grace marks shall be allowed for passing in field work practicum.
8. The concerned affiliated college which impart social work training to the students shall prepared the field work practicum manual prescribed by KBCNMU, Jalgaon based on the guidelines of UGC Model Curriculum in Social Work Education related to field work practicum component.
9. The field work practicum (except rural camp and study tour) shall have the work-load of 30 clock minutes (half hours) per student per week for concerned faculty supervisor.

10. The rural camp shall have the workload of 08 clock hour per day for concerned faculty coordinators.
11. The study tour shall have the workload of 08 clock hour per day for concerned faculty coordinators.

- ## Concurrent Field Work Placement and Supervision

Concurrent fieldwork placement aims at ongoing learning through integration of theoretical constructs into practice which provides an opportunity to develop intervention skills in real life situations. In structuring the field work, the essence of learning has been of making it incremental over the six semesters.

1. Concurrent field work shall be conducted at social welfare agencies/organization, schools, community, Non Government organization/Government programs, projects and industry selected by the college.
2. The students are placed for concurrent fieldwork under the guidance of a faculty supervisor and he/she is required to submit the field work record once in a week to the faculty supervisor.
3. Every student shall be supervised by an experienced/professional social worker from the field work agency.

- ## Field Work Hours

1. The duration of field work practicum shall be a minimum of 12 (Twelve) clock hours spread over two days in a week covering minimum 24 days in an academic per semester.
2. Hours of field work practicum per semester are minimum 144 hours.

- ## Attendance Requirements

1. 75% attendance at field work practicum is compulsory. Student must put in a minimum of 75% attendance in field work practicum in every semester.
2. Only those who secure a minimum of 75% attendance in the aggregate for all the field work practicum components of the semester taken together alone will be allowed for the Viva-Voce on field work practicum (Internal) of the semester.
3. A student who is short of attendance (below 75%) in field work practicum shall not be allowed for the viva-voce on field work practicum (internal) of the semester.

- ## Field Work Record

1. Field work practicum records shall include field work practicum journal/file, diary, reports of seminar, group discussion, special awareness campaigns, skill lab and attendance sheets of the field work practicum components etc.

2. The students' performance should be assessed on the basis of their record keeping, writing skills, regularly checking of field work record and compliance of suggestions/remarks given by concerned field work supervisor.

3. All the field work practicum records shall be preserved/ retained by the college for a period minimum of three years from the date of university examination.

- **Field Work Practicum Evaluation: (Internal Assessment)**

1. The performance of the students for field work practicum shall be assessed internally by a concerned field work supervisor.

2. A viva-voce on field work practicum (internal) shall be conducted for the students at the end of each semester.

3. Field work practicum and viva-voce on field work practicum (internal) shall be evaluated internally by a panel of 2-3 faculty members including the field work supervisor.

4. The marks obtained by the students in field work practicum (internal) shall be sent to the university before the respective university examination.

- **Observational Visits to welfare Agencies/NGO's**

1. The minimum 10 observational visits shall be conducted at social welfare agencies/organizations, special schools, ashram schools, community development projects, non government organization/government programs, projects and industry selected by the college.

2. After the observational visits the college shall be conducted presentation session on observational visits for the students.

3. The students' performance should be assessed on the basis of their attendance at the observational visits and presentation skill and discipline.

- **Seminar on Social Issues**

1. At least one seminar related to social issues shall be conducted by the concerned field work supervisor.

2. Every student should make a presentation like a PPT, card sheet, poster, documentary etc. on social issues and individually present seminar.

3. The students' performance should be assessed on the basis of their attendance, seminar report and presentation skill.

- **Group Discussion on Current Social Issues**

1. At least one group discussion session related to current social issues shall be conducted by the concerned field work supervisor.

2. The students' performance should be assessed on the basis of their attendance, participation and report of group discussion.

- **Seminar on Field Work**

  1. At least one seminar related to concurrent field work shall be conducted by the concerned field work supervisor.
  2. Every student should make a presentation like a PPT, card sheet, poster, documentary etc. on social issues and individually present seminar.
  3. The students' performance should be assessed on the basis of their attendance, seminar report and presentation skill.

- **Individual Conference and Group Conference**

  1. A weekly individual conference related to field work practicum task shall be conducted by the concerned field work supervisor.
  2. A monthly two group conferences related to field work practicum task shall be conducted by the concerned field work supervisor.

- **Special Awareness Campaigns**

  1. The students shall participate in special awareness campaigns related to current social issues, local issues such as HIV/AIDS awareness, health & sanitation, women atrocities, issues of child labour, environmental issues, civil rights, farmer suicides etc. organized by the college under the guidance of faculty supervisor.
  2. At least two special awareness campaigns should be organized during the semester.
  3. The students' performance should be assessed on the basis of their attendance, participation and report of special awareness campaigns.

- **Skill Lab**

  Skill Labs are fundamentally different from many traditional courses, not just shortened versions of them. Skill Labs will use hands-on active learning methods to help students acquire and perform a particular skill or set of skills that are necessary and important both, in personal and work life. Benefits of skills lab training are widely accepted. Skill Lab is a learning activity organized for the students to develop their skills in order to develop their understanding to relate theory to practice and for their professional development.

  The primary purpose of Skills Lab is to provide students with a state-of-the-art environment that fosters learning, offers an arena for demonstration of skill acquisition and promotes acquisition of skill sets. The lab offers students and faculty the opportunity to use simulation exercises, role plays and other courses assignments designed to help students not only to learn, but also develop attitudes. Skill Labs will increase learners' comfort, confidence and competence using a particular skill or set of skills in real world practice.

  Teaching a skill involves three main steps: explanation, demonstration, and practice. The skill lab is a platform on which the values, principles, methods, techniques, tools etc. are

translated into practice skills, that is, 'learning by doing'. Through the experimental learning in the lab, insights are acquired to develop the personal self and the professional self.

1. At least two skill lab activity related to skills for social worker shall be conducted by the concerned field work supervisor in every semester.
2. The students' performance should be assessed on the basis of their attendance, participation and report writing of Skill Lab activity.

- **Rural Camp**

The Rural Camp will acquaint the students with rural and tribal scenario and their socio-economic aspects. They will in this manner get familiarized with group dynamics and power structures in a rural community, learn rapport formation, situational analysis and awareness generation, and develop attitudes helpful for effective team work. The rural camp shall be a graded activity to develop understanding among the students about rural community and their lifestyle and problems. The camp trains students in the art of organizing and managing activities and events relating to camp.

The Rural Camp provides 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. 30 marks shall be allotted to this activity under the head of field work practicum.

1. The duration of Rural Camp will be 7 days.
2. Participation in Rural Camp of 7 days organized by the college shall be compulsory for every students appearing for the second semester.
3. After the Rural Camp the college shall be conducted presentation session on Rural Camp for the students.
4. Every student should make a presentation like a PPT, card sheet, poster, documentary etc. on Rural Camp.
5. The Students' performance should be assessed on the basis of their attendance, participation, initiative and discipline in Rural Camp and report writing and presentation skills of Rural Camp.

- **Study Tour**

Study tour is compulsory for students of SYBSW - IVth semester. It is a graded activity to orient the students about field realities and give exposure to the learners about the settings in social work and its challenges. 20 marks shall be allotted to this activity under the head of field work practicum. During the study tour, the students should visit to minimum of four developmental agencies / non - government organizations/ projects/community development projects/ industries. It shall be organized by the college during the fourth semester.

1. The duration of Study Tour will be 5 to 7 days.
2. Participation in Study Tour of 5 to 7 days organized by the college shall be compulsory for every students appearing for the fourth semester.
3. The Study tour shall have conducted within Maharashtra.
4. After the Study Tour the college shall be conducted presentation session on Study Tour for the students.
5. Every student should make a presentation like a PPT, card sheet, poster, documentary etc. on Study Tour.
6. The Students' performance should be assessed on the basis of their attendance, participation, initiative, and discipline in Study Tour, report writing and presentation skills of Study Tour.

25. Evaluation Criteria

Analytical Ability:
- To understand the agency, History, Philosophy, Objectives and the Structure.
- To understand the agency's objectives services/programmes in response to Problem education
- To understand one's own tasks in relation to cover all objectives and goods.
- To understand the socio-economic culture profile or the larval groups.
- To identify the causative factors of the problem situation - affecting various Target groups
- To develop skills to relate theory in to practice.

❖ **Problem Solving Skills**:
- To understands and utilizes various tools of fact finding.
- To establish working relationships.
- To begins partials the problem and utilize appropriate methods of problem Salving
- To develop beginning ability to use simple office procedures, and to participate in agency meetings and conferences.
- To develop beginning ability to function as a team member.
- To learns to maintain time sheet and organize workload
- To uses recording as a tool for learning
- To develop intervention skill.

❖ **Professional Development:**
- To shows responsibility in relation to role in the agency
- To indicates regularity in submitting recordings and attending supervisory conference.
- To begins to show self-awareness as a learner and sensitivity to the client system.

❖ **Use of Field Instruction**:
- To utilizes field instruction appropriately
- To tasks guidance from the field instructor
- To accepts positive and negative comments about self.

- To takes responsibility for learning.
- To participates in individual and group conference.
- To develop ability to move from simple to complex tasks.
- To develop professional self.

26. <u>Guidelines for the Research Project Report</u>

In semester six of the BSW program, the students will be required to work on a Research Project Report apart from their theory and fieldwork courses. The students have to prepare and submit a Research Project Report under the guidance of a faculty. The students need not be expected to make a major/ outstanding contribution to knowledge. The students is to engage meaningfully in the process of problem- formulation; reviewing some literature related to the study; preparing the research proposal; choosing an appropriate research strategy and developing instruments of data collection; collecting the data; processing, analyzing and interpreting the data; and preparing the Research Project Report. It will give them an opportunity to develop their research skills.

1. Students of Vth semester are required to select an appropriate topic for their Research Project Report in the beginning in consultation with the Research Guide and complete the same in the VIth semester.
2. The topic for the Research Project Report will be decided in consultation with the concerned research guide.
3. The topic of Research Project Report must be related to the broad areas of social work indicated under the Core Domain, Interdisciplinary Domain and Elective Domain of social work education.
4. The candidate must follow the scientific process and methods of social work research or social research.
5. The Research Project Report submitted to the university must by duly sign and certified by the Research Guide and the Principal and shall also be undertaking by the student as to originality of the research work.
6. The content of the Report shall not cause any dispute or defamation to any person or the institution.
7. Any malpractices including any attempt at plagiarism exposed even at a later may invite withdrawal of the degree of such a candidate.
8. The Research Project Report must be three copies of typed, both side printed and well bound copies submitted to the college before commencement of VIth semester internal assessment of Research Project Report.
9. Research Project Report shall be submitted to the university before commencement of VIth semester examination.

10. The Research Project Report shall carry 100 marks and shall have external and internal evaluation on the basis of 60:40 patterns.
11. Internal evaluation (40 marks) of the Research Project Report shall be assessed internally by a concerned Research Guide. External evaluation (60 marks) of the Research Project Report shall be assessed externally by the examiners appointed by the university.
12. The Research Project Report a separate head of passing. A candidate failing at this head shall submit a Research Project Report as prescribed by the university within a period of three months from the date of the results and shall pay applicable fees along with examination form.
13. Every Research Guide shall contribute at least half hours per student per week for research guidance to be given to the students assigned to him/her.
14. The Research Project Report shall have the work-load of 30 clock minutes (half hours) per student per week for concerned Research Guide.

27. Guidelines for the Viva-Voce (External)

1. External Viva-Voce of 50 marks will be conducted at the end of VIth semester based on Research Project Report.
2. Six semester external Viva-Voce examination (based on Research Project Report) of 50 marks shall be conducted externally by the university and carry 2 credits.
3. The Viva Voce constitutes a separate head of passing. However the candidate failing in viva-voce may attend the Viva Voce within three months from the date of declaration of the results as per university schedule. In such case candidate will have to pay extra fees prescribed by the university.
4. The external Viva-Voce examination (based on Research Project Report) in the semester-VIth shall be conducted by the external examiner appointed by the university.
5. The external Viva-Voce examination (based on Research Project Report) in the semester-VIth shall be conducted by the university at the concerned college immediately after the university written examination.

28. Internship

1. Every student shall complete his/her internship for a period of **21 working days** after the **six semester examination and before 15 June in every year.**
2. Every student is required to complete his/her internship in a welfare/development agency, NGO's, Government program, Project etc.
3. Internship in a Gram Panchayat, co-op society or a primary health centre shall not be allowed.
4. The internship shall be organized by a faculty nominated by the Principal.
5. After completion of internship, the student must submit a report of work along with completion certificate to the Principal of the College before15 June in every year.

6. The certificates indicating clearly successful completion of internship by the students shall be retained by the concerned college.
7. The result of the candidates would be handed over to the College only after submission of a certificates and report on completion of internship to the University.
8. Ordinarily, no leave of absence will be permissible during the stipulated period of the internship.

29. <u>Job opportunities</u>

The Job opportunities for BSW course are in

1. Family Court, Family Counselling centres
2. Non-Governmental organizations (NGO) working on varies social issues
3. Schools, Ashram Schools
4. Mental Health Institutions and De-addiction Centres
5. Govt. and Private Hospitals
6. Blood Bank and Municipal Corporation Hospitals and Projects
7. Community Health Projects, Govt. Health Departments
8. Industries and multi-national groups/corporate sector such as small scale/medium/large scale industries, bank, hotels, institutions etc.
9. Service Industries
10. Social Development Officers, Consultant in NGOs
11. Government projects for Watershed Development, Drinking water & sanitation
12. Social Welfare officers in State Department of Social Justice
13. Women and child development department,
14. Tribal development department
15. Research and Resource Organizations at national, international level.
16. Panchayat Raj institutions various projects.
17. Corporate Social Responsibility (CSR) projects
18. Social Work Education

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30. Syllabus of Theory Courses

FYBSW – SEMESTER - Ist

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Course Types: - Core Course (CC)
Course Code: - BSW CC-1
Course Title: - Introduction to Social Work Profession

- **Course Objectives :-**

1. To help students develop a beginning understanding of the core elements of the profession of social work.
2. Develop knowledge of History and development of Social Work.
3. Understand the current trends of Social Work practice in India and west.
4. Understand the values of Social Work and consciously apply those in practice.
5. Understand Self as a Professional.

- **Learning Outcomes:-**

1. Demonstrate an understanding of Social work values and ethics and their implications for social work practice with individuals, groups, families, organizations and communities.
2. Identify factors affecting people with differing backgrounds, including groups distinguished by race, religion, physical and mental ability, ethnicity, class, culture, sexual orientation, gender identification, and age.
3. Demonstrate awareness of the meaning of human diversity, oppression, social justice and advocacy within the social work profession.
4. Understand the importance of self-awareness as it relates to being a professional.

Course Outline

- **Marks: 100**   **Credits: 04**

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/ Marks
1	Introduction to Social Work	1. Meaning, Concept, Mis-concepts, Definitions of Social Work 2. Objectives of Social Work. 3. Scope of Professional Social Work 4. Need and Importance of Professional Social Work	Lectures, Library assignments, PPTs	08/25

2	History and Development of Social Work Profession	1. Evolution of Social Work in Ancient, medieval and modern period 2. Social Work education in India.	Lectures, Library assignments	04/15
3	Methods and Philosophy of Social Work	1. Methods of Social Work 2. Ethics, Values, Principles and Philosophy. 3. Similarities and Differences between voluntary and Professional Social Work.	Lectures, Discussions, Library assignments and PPTs	06/20
4	Social Work and Related terms	1. Social Service, Social Welfare, Social Reforms and Charity, 2. Social Justice, Social Development, 3. Human Rights, Peoples Participation.	Lectures, Discussions, Library assignments and PPTs, Seminar	06/20
5	Social Work as a Profession and Challenges	1. Attributes of Professional Social Workers 2. Role of Social Workers 3. Challenges before Social Work Profession in new Era.	Lectures, Documentary, Discussions, Seminar Games and Library assignments and PPTs	06/20
			Total Hours/Marks	**30/100**

- **References**

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11. टांकसाळे,प्राजक्ता,व्यावसायिक समाजकार्य,नागपूर,साईनाथ प्रकाशन.

12. टांकसाळे,प्राजक्ता, व्यावसायिक समाजकार्य विचार्धारा व इतिहास,नागपूर,मंगेश प्रकाशन.

13. मदन जी. आर., समाजकार्य, नई दिल्ली,विवेक प्रकाशन.

14. शाह भारती,समाजकार्य परीचय,नागपूर,विवेक प्रकाशन.

15. सिंग, के. समाजकार्य सिद्धांत और व्यवहार,लखनौ,प्रकशन केन्द्र.

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Course Types:- Core Course (CC)
Course Code - BSW CC-2
Course Title - Method of Social Work: Social Case Work

- **Course Objectives:-**

1. To understand social case work method and its application in practice.
2. To equip learners with theoretical knowledge for work with individuals & families.
3. To understand the development and preventive goals in working with individuals and families.
4. To equip learner with values, skills & techniques necessary for working with Individuals & families.
5. To develop self-awareness and ability in working with client system.

- **Learning Outcome:-**

1. This content helps the learner acquire values, skills & techniques of working with individual and families in various situation and settings.

Course Outline

- **Marks: 100**   **Credits: 04**

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Social case work as a method of social work	1. Meaning, Definition and concept of Social Case Work. 2. Objectives & importance of case work 3. Values of case work	Lectures, Discussions, Seminar and Library assignments and PPTs	06/20
2	Development of Social Case Work	1. History and development of Social Case Work in U.K. 2. History and development of Social Case Work in U.S.A. 3. History and development of Social Case Work in India,	Lectures, Discussions, Documentary, Seminar and PPTs	04/15
3	Principles, Components & The process of Case Work	1. Principles of Case Work 2. Components of Social Case Work 3. Process of Case Work	Lectures, Discussions, Seminar, PPTs, Games	08/25

4	Tools and techniques of social case work	1. Tools of Social Case Work 2. Skills of Social Case Work 3. Techniques of Social Case Work	Lectures, Seminar, PPTs Discussions	06/20
5	Role of Social Case Worker	1. Role of Social Case Worker in various settings**:** School, Hospital, Community, Family, Short stay home. 2. Qualities in the Social Case Worker 3. Role -Enabler, Facilitator, Resource Mobiliser and Guide	Lectures, Discussions, Seminar, Games and Library assignments and PPTs	06/20
			Total Hours/Marks	**30/100**

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14. प्राजक्ता टांकसाळे - व्यक्ती सहयोग कार्य भाग १, २, ३.श्री मंगेश प्रकाशन ,नागपूर
15. राहुल निकम - व्यावसायिक समाजकार्याची पद्धत - व्यक्तीसह -कार्य ,प्रशांत पब्लिकेशन ,जळगाव
16. रघुनाथ महाजन, व्यावसायिक समाजकार्याची पद्धत - व्यक्तीसहयोग कार्य, अथर्व पब्लिकेशन, जळगाव

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Course Types:- Skill Enhancement Course (SEC)
Course Code:- BSW SEC -1
Course Title:- Basic English Grammar

- **Course Objectives :-**

  1. To introduce students with Basic English grammar.
  2. To enable students to learn and use English in daily practice.
  3. To develop students abilities to communicate in business and voluntary organization.
  4. To improve the communication skills of students in English.

- **Learning Outcomes:-**

  1. Able to understand the Basic English grammar.
  2. Able to understand the appropriate use and style of English Language
  3. Able to develop communication skills of students in English

Course Outline

- **Marks: 100**   **Credits: 04**

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Parts of Speech	1. Noun 2. Pronoun 3. Verbs 4. Adjective 5. Adverb 6. Preposition 7. Conjunction 8. Interjection	Lectures, Discussions, Library assignments and PPTs	06/20
2	Grammar	1. Articles 2. Tenses - Kinds and Uses 3. Active voice - Passive voice 4. Direct -Indirect Speech	Lectures, Discussions, Library assignments and PPTs	06/20
3	Vocabulary	1. Word formation 2. Prefix - Suffix 3. Synonyms-Antonyms 4. Paronyms-Homophones	Lectures, Discussions, and Library assignments	06/20
4	Comprehension	1. Reading a passage for comprehension 2. Answer questions given from the passage read	Lectures, Discussions, and Library assignments	06/20

5	Structure of Sentences	1. Kinds of sentences: Simple, Compound and Complex. 2. Sentences Rearrangement 3. Sentence pattern: Assertive, Affirmative, Negative etc.	Lectures, Discussions, Seminar and Library assignments	06/20
			Total Hours/Marks	**30/100**

- **References**

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2. Better Your English- A Workbook for 1st year Students- Macmillan India, New Delhi.
3. Lewis Norman: Word Power Made Easy-W.R Goyal Publisher & distributor , New Delhi.
4. Written and Spoken Communication in English by Board of Editors   University's Press (India Private Ltd)   2007, Hydrabad
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10. UPSC Portal :English Language Comprehension Skills (CSAT)Series Book- KalinjarPublications,2011.
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13. Gupta, S.C. English Grammar & Composition Second edition. Arihant Publications. 2014.
14. Jha, Sachchidanand. English Language Comprehension Skills. UPSC Portal. 2015.
15. Lewis, Norman. Word Power Made Easy (English Vocabulary). Goyal Publishers.2014.

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Course Code: - BSW IC-1

Course Title: - Sociology and Indian Social Problems

- **Course Objectives :-**

  1. To understand the Sociological concepts and it's important to Individual and Society.
  2. To understand various social Problems of Society.
  3. To understand the social situation and causes of social problems.

- **Learning Outcomes:-**

  1. Students will be able to acquire knowledge of various social problems.
  2. Students will be able to apply social work method in solving social problems.
  3. Students will able to develop the skill to analysis the situation and causes of social problems.

Course Outline

- **Marks: 100**   **Credits: 04**

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Indian Society and Culture	1. Meaning, Concept and types of Society. 2. Meaning and Nature of Social Structure. 3. Meaning and types of culture	Lecture Power Point Presentation Group Discussion	04/15
2	Social Stratification and Socialization	1. Concept and Characteristics of social Stratification. 2. Meaning of Caste, class and gender 3. Meaning and Process of Socialization.	Lecture Group Discussion	06/20
3	Social Control, Social Change and Social Groups	1. Meaning and means of Social Control. 2. Meaning, definition and factors of Social Change. 3. Meaning and types of Social Groups.	Lecture Group Discussion	06/20

4	Problems related to Family	1. Concept and types of Marriage. 2. Concept, Causes and Remedies of Dowry. 3. Concept, Causes and Remedies of Divorce	Lecture Group Discussion Role Play	06/20
5	Problems related to society	1. Concept and Causes of Poverty. 2. Concept and Causes of Alcoholism and Drug Addiction. 3. Concept, Causes and types of crime.	Lecture Group discussion Role Play	08/25
			Total Hours/Marks	**30/100**

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Course Types: - General Elective Course (GEC)
Course Code: - BSW GEC-1
Course Title: - Value Education

- **Course Objectives :-**

  1. To understand the meaning and nature of values and role of values in human life.
  2. To explain the need and importance of Value-Education.
  3. To describe the various approaches to Value development.
  4. To explain the transactional strategies for value education.

- **Learning Outcomes:-**

  1. To enable the students to understand the social realities and to inculcate an essential value system towards building a healthy society.

Course Outline

- **Marks: 100**   **Credits: 04**

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
01	Concept of Values	1. Concept, Definition and Nature of Values 2. **Different types of values-** Personal, Social, Moral, Professional, Spiritual and Behavioral values 3. Role of values in human life	Lecture, Group Discussion, Power Point Presentation,	06/20
02	Value education	1. Meaning and Aim of value education 2. Need and importance of value education 3. Components of value education	Lecture, Group discussion, Power Point Presentation	06/20
03	Constitutional or National values	1. Democracy, Socialism, and Secularism 2. Social justice, Liberty, Equality and Fraternity.	Lecture, Power Point Presentation, Group Discussion	06/20

04	Character Formation towards Positive Personality	1. Truthfulness, Constructively, Sacrifice, Sincerity. 2. Self Control, Altruism, Tolerance, Scientific Vision.	Lecture, Group Discussion, Role Play	06/20
5	Value Education towards Personal Development	1. **Personal Development:** Self analysis and introspection. 2. **Sensitization:** Sensitization towards gender equality, physically challenged, intellectually challenged. 3. **Respect to:** aged, experience, maturity, family members, neighbors, co-workers.	Lecture, Group Discussion, Power Point Presentation,	06/20
			Total Hours/Marks	**30/100**

- **References:**

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12. प्रा लीला पाटील, मूल्यशिक्षण – विचारधन, ऋचा प्रकाशन

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Course Types: - General Elective Course (GEC)
Course Code: - BSW GEC-1
Course Title: - Youth Development

- **Course Objectives :-**

   1. To understand the concept, situation and problems of Indian youths.
   2. To understand the concept and programmes of youth development.
   3. To know the youth development is an field of social work.

- **Learning Outcomes:-**

   1. The students will know the concept, issues and possibilities of social work with youths.

Course Outline

- **Marks: 100**   **Credits: 04**

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
01	Concept of Youth	1. Definition, Meaning and Concept of Youth 2. Characteristics of Youth. 3. Needs of youth.	Lecture Group Discussion	06/20
02	Problems of Youth in India	1. Addiction 2. Unemployment 3. Violence and Crime.	Lecture Group discussion Role Play	06/20
03	Youth Development	1. Meaning and Concept of Youth Development 2. Components of youth development 3. Need of youth development	Lecture Power Point Presentation Group Discussion	06/20
04	Programmes of Youth	1. National Youth Policy 2014 2. National level Programmes 3. State level Programmes	Lecture Group Discussion	06/20
05	Social Work with Youth	1. Social Work with Youths 2. NGOs' Efforts for Youth in India 3. Role of Social Worker in Youth Development	Lecture Group Discussion	06/20
			Total Hours/Marks	**30/100**

- **References:**

1. Agenda Jayaswal (1992) youth & youth in India, Jaipur & New Delhi : Rawat publications.
2. Ahuja, Ram (1996) Youth & Crime, Jaipur & New Delhi: Rawat publications.
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5. Chowdhry D. P. (1988) Youth and Development, New Delhi, Atma Ram and Sons Publication.
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FYBSW: – SEMESTER - IInd

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Course Types:-   Core Course (CC)
Course Code:- BSW CC-3
Course Title: - Method of Social Work: Social Group Work

● **Course Objectives :-**

1. To understand the relevance of social group work as a method of social work.
2. To develop an understanding of various types of group, their processes and Dynamics, stages of development and models of interventions etc.
3. To Develop awareness about the specific characteristics of group work and its contribution as a method of social work
4. To develop skill to work with the therapeutic and Non-therapeutic purpose

● **Learning Outcomes:-**

1. Students will understand the relevance of social group work as a method of social work.
2. Students could develop understanding of various types of group, their processes and dynamics, stages of development and model of intervention
3. Students will make aware about the specific characteristics of group work and its contribution as a method of social work
4. It will develop skill to work with therapeutic and non therapeutic purpose

Course Outline

● **Marks: 100**   **Credits: 04**

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Social Group and Group Work	1. Meaning, Concept objectives, Characteristics types of group and Group work 2. Meaning, concept of group work 3. Historical Development of Group work in India 4. Group work in different settings	Lecture, Classroom discussion, Collaborating	06/20

2	Group formation and Group Development	1. Purpose, Membership 2. Values and Principles of Group work 3. Steps in Group formation	Lecture Classroom discussion Collaborating Demonstrating	06/20
3	Programme Planning	1. Programme planning and Implementation in group work 2. Skills in programme planning	Lecture Demonstrating Debriefing	06/20
4	Group process and Group Dynamics	1. Importance of Group process, planning process Initial Phase, Middle Phase, Termination Phase 2. Understanding group dynamics; communication and interaction pattern, group attraction, social 3. Control and group culture	Lecture Classroom discussion Collaborating Demonstrating	06/20
5	Technique in Group work	1. Facilitation Leadership, Leadership Development, Programme Planning, types and methods evaluation 2. Types and Importance of Recording 3. Role of Group worker comparison across different phases of social group work	Lecture Classroom discussion Collaborating Demonstrating	06/20
			Total Hours/Marks	**30/100**

- **References:**
  1. Balgopal, P.R. and - Group in social work-An ecological perspective, New York Vassil T.V. 1983 - Macmillan Publishing Co. India
  2. Brandler S. and Raman - Group Work, Skills and Strategies for effective Intervention CP. 1999 New York: The Haworth press.
  3. Kurland R. and - Teaching a method course in social work with Salmon, R. 1998 groups, Alexanria: Council on social work education.
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  8. प्रतिभा भुतांगे,समाजकार्य व्यवसाय ; समुहांसोबत कार्य, यश प्रकाशन, नागपुर
  9. प्राजक्ता टांकसाळे ,एकात्मिक समाजकार्य, श्री मंगेश प्रकाशन ,नागपुर
  10. जि आर मदन, समाजकार्य, विवेक प्रकाशन ,दिल्ली
  11. शाह भारती, समाजकार्य परीचय, विवेक प्रकाशन, नागपूर
  12. डॉ .देवानंद शिंदे, व्यावसायिक समाजकार्य शिक्षण व व्यवसा, डायमंड पब्लीकेशन ,पुणे.

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Course Types: - Core Course (CC)
Course Code: - BSW CC-4
Course Title: - Fields of Social Work

● **Course Objectives :-**

1) To Learn and understand the various fields of Social Work

2) To create awareness about enlarging scope of Social Work profession

3) To Familiarize with problems in various fields of Social Work

4) To acquire skills for working in different areas of Social Work

5) To sensitize the student community on all the social issues prevailing in the society.

● **Learning Outcomes:-**

1. Student learn about various fields of Social Work

2. Student learn about scope of social work profession

3. Student get familiarize with problems of various fields of social work.

Course Outline

● **Marks: 100**   **Credits: 04**

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Family and Child Welfare	1. Meaning, Concept, scope and need of Family and Child Welfare 2. Institutions and Organizations working for Family and Child Welfare 3. Schemes, programmes and Services for family and child welfare	Class room teaching/ppt/video/ Assignment/Discussion/ field experience sharing	06/20
2	Community Development	1. Definition and Meaning of Community and community Development 2. Types of Community- Urban, Rural and Tribal community 3. Community Development- schemes and programmes, prominent Organizations working for Community Development	Class room teaching/ppt/video/ Assignment/Discussion/ field experience sharing	06/20

3	Medical & Psychiatric Social Work	1. Meaning and Concept of Medical & Psychiatric Social Work 2. Importance of Medical & Psychiatric Social Work 3. Role of medical and psychiatric social workers. 4. Institution, programs and schemes available	Class room teaching/ppt/video/ Assignment/Discus sion/ field experience sharing	06/20
4	Criminology and Correctional services	1. Definition and Importance of Criminology and correctional administration 2. Classification of crime, strategies for prevention and control of crime 3. Introduction to criminal justice system.	Class room teaching/ppt/ video/Assignment/ Discussion/ field experience sharing	06/20
5	Labour welfare and Personnel Management	1. Definition, meaning, concept and importance of labour welfare 2. Major welfare programmes for labourers 3. Importance Industrial Social Work, Role of Labour Welfare Officer.	Class room teaching/ppt/video/ Assignment/Discus sion/ field experience sharing	06/20
			Total Hours/Marks	**30/100**

- **References:-**
1. Bhattacharya Sanjay: Social Work and Integrated Approaches; New Delhi Deep Publications.
   2. Choudhary D.Paul: Introduction to Social work
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8. समाजकार्य: जि आर मदन ,विवेक प्रकाशन ,दिल्ली
9. व्यावसायिक समाजकार्य: टांकसाळे,प्राजक्ता,नागपूर,साईनाथ प्रकाशन.
10. व्यावसायिक समाजकार्य- विचारधारा व इतिहास: टांकसाळे,प्राजक्ता,नागपूर,मंगेश प्रकाशन.
11. समाजकार्य परिचय: शाह भारती,नागपूर,विवेक प्रकाशन.
12. व्यावसायिक समाजकार्य शिक्षण व व्यवसाय :डॉ .देवानंद शिंदे ,डायमंड पब्लीकेशन ,पुणे.
13. समाजकार्य पद्धती , क्षेत्र ,विचारधारा व समाजसुधारक : डॉ .संजय सालीवकर , मंगेश प्रकाशन, नागपुर

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Course Type: - Skill Enhancement Courses (SEC)
Course Code: - BSW-SEC-2
Course Title: - Introduction to field work practice in social work.

- **Course Objectives:-**
  1. To understand the importance of field work practices in Professional social work.
  2. To understand the fields of social work.
  3. To understand Methods and Component of field work Practices.
  4. To apply various tools and skill in fields of social work.
  5. To understand evaluation methods in the fields of social work.

- **Learning Outcome :-**

  1. Through this course, the learners should understand basic knowledge, skills , methods and component of field work practice in professional social work.

Course Outline

- **Marks: 100**   **Credits: 04**

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Field Work	1. Meaning, definition of field work 2. Objectives of field work 3. Importance of field work	Lecture method and question answer session	04/15
2	Methods of field work practices	1. Social case work 2. Social group work 3. Community Organization	Lecture method presentation method	06/20
3	Components of field work practices	1. Orientation Visit 2. Concurrent field work 3. Report Writing 4. Paper reading on social issue 5. Rural study camp 6. Educational Study tour 7. Group discussion 8. Special Awareness Campaign	Question answer session	08/25

4	Skill Lab	1. Concept, Importance, Objectives of Skill Lab 2. Skills – Presentation Skill, Role Play, Street Play, Making Poster, Slogan, Songs	Lecture method, role play, workshop, GD , Video	06/20
5	Supervision and Evaluation of field work	1. Concept, Importance, Objectives of supervision 2. Role of Faculty supervisor and Agency Supervisor 3. Concept, Importance and process of evaluation	Lecture method, presentation method, question answer session	06/20
			Total Hours/Marks	**30/100**

- **References :-**

1) Field Work Manual - Publication Division, TATA Institute of Social Sciences, Deonar, Mumbai
2) Field Work - Praveen Patkar
3) Social work Education & Field instructions -Dr. B.T. Lavani (Bharati Vidyapeeth, Paud Road, Pune)
4) Field Work Training in Social Work - Dr. Subhedar I. (M Rawat Pub. Jaipur)
5) Field Work in Social Work Education - Mehta V.D. (Association of schools of social Work in India)
6) Field Work in social Work perspective -Raj Bhanti, Himanshu Pub. Udaypur-1995
7) Proceedings of Seminar on Field Work Practice In Social Work -Dr. R. R. Sing, Delhi School of Social Work, University of Delhi
8) Social Work Education - M. S. Gore
9) Social Work and Training - Sydner Walkar
10) Field Work Practice in Social Work - T.K. Nayyar, Madras School of Social Work.

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Course Type: - Interdisciplinary Course (IC)
Course Code: - BSW IC-2
Course Title: - Human Growth and Behavior

- **Course Objectives** :

  1. Develop an overall understanding of the principles of growths and their relevance and application to behavior phases in the life span.
  2. Understand the twin roles of individual's heritage and environmental influences in growth and development.
  3. Understand interactional nature of growth and behavior at various stages in the life span and impact of cultural factors.
  4. Apply the information of growth, development and health in social work practice in general and to individuals, groups and communities.

- **Learning outcome:-**

  1. Learners to the development of the individual across the life span in a system in ecological perspective.

  2. The theoretical inputs are to enhance the understanding of people growth and development at various stages as bio-psychological Spiritual being over the life span.

Course Outline

Marks – 100   **Credit -04**

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Introduction to Psychology	1. Meaning, Definition and concept of Psychology 2. Fields of Psychology 3. Relation with social work	Lecture method and question answer session	06/20
2	Human Growth and Development	1. Meaning of Human Growth and Development 2. Characteristics of Human Development 3. Principles of Human Development 4. Difference Between Human Growth and Development	Lecture method presentation method	06/20

3	Heredity and Environment in Human Development	1. Definition of Heredity 2. Relation of Heredity and Environment 3. Role of Heredity and Environment in Human Development	Lecture method and question answer session	06/20
4	Life Span Stages of Development	1. **Stages:-** Prenatal stage, Neonatal stage, Infancy, Childhood, Puberty, Adolescence, Youth, Adulthood and Old Age 2. Problems and Remedies on it.	Lecture method presentation method	08/25
5	Concept of Behaviour	1. Behavioral Problems:- Thumb Sucking, Nail biting, lying, Stealing and fear 2. Behavioral Problems:-Causes and Remedies.	Question answer session	06/15
		Total Hours/Marks		**30/100**

- **References:-**

1. Development Psychology, Hurlock E.B. New Delhi
2. Introduction to Psychology, Jafar Mahmud ,A.P.H. Publishing Corporation, New Delhi
3. Introduction to Psychology, Clifford T. Morgan, Richard A. King, Tata McGraw-Hill Publishing Company Limited , New Delhi
4. मानसशास्त्रातील मुलतत्वे - पंडित र. वि. विद्या प्रकाशन ,नागपुर
5. सामान्य मानसशास्त्र डॉ. कुलकर्णी, गोरे, पंडित
6. सामान्य मानसशास्त्र – ंबडगुजर, शिंदे, बच्छाव
7. सामाजिक मानसशास्त्र   - रा. ना. घाटोळे, मंगेश प्रकाशन ,नागपुर
8. बालविकास शास्त्र – डॉ. इंदिरा खडसे, मंगेश प्रकाशन ,नागपुर

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Course Types: - General Elective Course (GEC)
Course Code: - BSW GEC-2
Course Title: - Urban Development

- **Course Objectives:-**

1. To understand the concepts, scope and indicators of urban community development.
2. To understand various urban social problems.
3. To understand various programmes for urban development.

- **Learning Outcomes :-**

1. Students will be able to understand concepts, scope and indicators of urban community development.
2. Students will be able to understand various urban social problems
3. Students will be able to understand various programmes for urban development and get a job this filed.

Course Outline

- **Marks: 100**   **Credits: 04**

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Urban Community	1. Meaning, Definition and Concept of Urbanization 2. Characteristics of Urbanization 3. Classification of City	Lecture, Power Point Presentation, Discussion	04/15
2	Urban Development in India	1. Meaning, Objectives and Scope of Urban Development 2. Urban Development indicators 3. Five-year plans and Urban Development	Lecture, Power Point Presentation, Discussion	06/20
3	Urban Social problems	1. Slums 2. Housing 3. Environmental Pollution	Field Visit, Lecture, Power Point Presentation, Discussion	04/15

4	Urban Governance & Municipal Administration	1. Historical evolution of Urban Governance 2. 74th Constitution Amendment Act 1992 3. **Municipal Administration-** Structure, Rights, Role and Functions	Lecture, Power Point Presentation, Discussion, Role Play	08/25
5	Programmes for Urban Development	1. Jawaharlal Nehru National Urban Renewal Mission (JNURM) 2. National Urban Livelihood Mission(UD) 3. Atal Mission for Renewal and Urban Transformation (AMRUT) 4. Smart City Mission	Lecture, Power Point Presentation, Discussion, Field Visit	08/25
			Total Hours/Marks	**30/100**

- **References:**

1. Prof. Dr. Jalindar Adsule (2016) : The Housing Problems in the Metropolitan City of Mumbai and Responses of Voluntary Action Groups", Shuchita Prakashan (P) Ltd., Allahabad-211002.

2. K. Singh (1996) : "Urban Sociology", Prakashan Kendra, Lucknow-226020

3. R.K.Pandey (2006) : "Urban Sociology-Planning, Administration and Management", Sarup & Sons, New Delhi-110002.

4. Rajendra K. Sharma (1997) : "Urban Sociology", Atlantic Publishers & Distributors, New Delhi.

5. S. K. Kulshrestha (2018) : " Urban Renewal in India", Sage Publications Pvt.Ltd., New Delhi-110044

6. Dr. Sameer Sharma (2018) : "Smart Cities Unbundled : Ideas and Practice of Smart Cities in India", Bloomsbury Publishing India, New Delhi-110070

7. N. Mani (2016) : "Smart Cities and Urban Development in India", New Century Publication, New Delhi-110002

8. निकम आर. वाय., (2016), आवास योजना आणि अनुसूचित जाती व जमातींचा विकास, प्रशांत पब्लिकेशन, जळगाव

9. नंदा पांगुळ – बारहाते, भारतीय शहरी समुदाय विकास, आर. बी. प्रकाशन, नागपुर

10. प्रतिभा अहिरे, ग्रामीण व नागरी समाजशास्त्र, विद्या प्रकाशन, पुणे

11. एन. आर. राजपूत, ग्रामीण व नागरी समाजशास्त्र, अंकुश पब्लिकेशन

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Course Types: - General Elective Course (GEC)
Course Code: - BSW GEC-2
Course Title: - Rural Development

- **Course Objectives:-**

1. To understand the concepts, Characteristics of Rural Community.
2. To understand the various rural social problems.
3. To understand the Rural Governance & Panchayat Raj Administration.
4. To understand the various Programmes and Scheme for Rural Development.

- **Learning Outcomes :-**

1. Students will be able to understand concepts, Characteristics of Rural Community.
2. Students will be able to understand various rural social problems.
3. Students will be able to the Rural Governance & Panchayat Raj Administration.
4. Students will be able to understand various programmes and Scheme for Rural Development.
5. Students will be able to understand Contribution of Non-Governmental Organizations in Rural Development.

Course Outline

- **Marks: 100**   **Credits: 04**

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Rural Community	1. Meaning and Concept of Rural Community 2. Characteristics of Rural Community 3. Social Institutions in Rural Community	Lecture, Power Point Presentation, Discussion	06/20
2	Rural Development	1. Meaning, Definition and Concept of Rural Development 2. Characteristics of Rural Development 3. Objectives of Rural Development	Lecture, Power Point Presentation, Discussion	06/20
3	Rural Social problems	1. **Socio - Economical problems –** Caste, Poverty, unemployment, Migration, Problems related to agriculture, inequity in resources access.	Lecture, Power Point Presentation, Discussion	06/20

		2. **Infrastructural and amenities-** water, energy, housing, road, transport, communication, health care services and education.		
4	Rural Governance & Panchayat Raj Administration	1. Historical evolution of Rural Governance 2. 73th Constitution Amendment 3. **Panchayat Raj Administration-** Structure, Rights, Role and Functions	Field Visit, Lecture, Power Point Presentation, Discussion	06/20
5	Programmes and Scheme for Rural Development	1. National Rural Livelihood Mission (NRLM) 2. Maharashtra State Rural Livelihood Mission (MSRLM) 3. Mahatma Gandhi National Rural Employment Guaranty Scheme 4. Deen Dayal Uppadhyay Gramin Kaushal Yojana 5. Sansad Aadarsh Gram Yojana 6. Contribution of Non-Governmental Organizations in Rural Development	Lecture, Power Point Presentation, Discussion, Field Visit	06/20
			Total Hours/Marks	**30/100**

- **References:**

1. Rural Sociology - Rajendra New Delhi Atlantic Publishers and Distributor 1997
2. Rural Sociology - Dr. Hansraj New Delhi Surjeet Publication 1992
3. Debroy, & kaushik. (2005). Emerging Rural Development Through Panchayats: Academics Foundation.
4. Jain, S. C. (1967). Community development and panchayati raj in India: Allied Publishers.
5. Singh, K. (2009). Rural Development: Principles, Policies and Management: SAGE Publications.
6. Sisodia, Y. S., & Madhya Pradesh Institute of Social Science Research, U. (2005). Functioning of panchayat raj system: Rawat Publications
7. विष्णू गुंजाळ, पंचायतराज - ग्रामीण विकास आणि सरपंच, अथर्व पब्लिकेशन, जळगाव
8. नंदा पांगुळ – बारहाते, भारतीय ग्रामीण समुदाय विकास, आर. बी. प्रकाशन, नागपुर
9. प्रतिभा अहिरे, ग्रामीण व नागरी समाजशास्र, विदया प्रकाशन, पुणें
10. एन. आर. राजपूत, ग्रामीण व नागरी समाजशास्र, अंकुश पब्लिकेशन

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31. Equivalent Courses for B.S.W. Semester Courses

(W.e.f   Academic Year 2020 - 21)

FYBSW- Ist -SEMESTER

OLD (60:40) PATTERN (w.e.f 2017-18)		NEW (60:40) CBCS PATTERN (w.e.f 2020-21)	
Course Code	Course Title	Course Code	Course Title
BSW-111	ENGLISH	BSW SEC -1	Basic English Grammar
BSW-112	IDEOLOGY AND INTRODUCTION TO SOCIAL WORK	BSW CC-1	Introduction to Social Work Profession
BSW-113	WORKING WITH INDIVIDUAL AND FAMILY	BSW CC-2	Method of Social Work : Social Case Work
BSW-114	FIELDS OF SOCIAL WORK	BSW GEC-1	**Students Choose one out of two GEC** 1) Value Education 2) Youth Development
BSW-115	SOCIOLOGY FOR SOCIAL WORKER	BSW IC-1	Sociology and Indian Social Problems
BSW-116	FIELD WORK	BSW FWP-1	Field Work Practicum

FYBSW- IInd -SEMESTER

OLD (60:40) PATTERN (w.e.f 2017-18)		NEW (60:40) CBCS PATTERN (w.e.f 2020-21)	
Course Code	Course Title	Course Code	Course Title
BSW-121	EMERGING TRENDS IN SOCIAL WORK	BSW CC-4	Fields of Social Work
BSW-122	HUMAN RIGHTS	BSW SEC -2	Introduction to field work practice in social work
BSW-123	INDIAN SOCIAL PROBLEMS	BSW GEC-2	**Students Choose one out of two GEC** 1) Urban Development 2) Rural Development
BSW-124	WORKING WITH GROUP	BSW CC-3	Method of Social Work: Social Group Work
BSW-125	HUMAN GROWTH AND BEHAVIOR	BSW IC-2	Human Growth and Behaviour
BSW-126	FIELD WORK	BSW FWP-2	Field Work Practicum

SYBSW- IIIrd –SEMESTER

OLD (60:40) PATTERN (w.e.f 2017-18)		NEW (60:40) CBCS PATTERN (w.e.f 2021-22)	
Course Code	Course Title	Course Code	Course Title
BSW-231	ENGLISH	BSW SEC -3	Functional English
BSW-232	INTRODUCTION TO SOCIAL LEGISLATION	BSW CC-6	Counseling in Social Work
BSW-233	INTRODUCION TO INDIAN CONSTITUTION	BSW IC-3	Introduction to Indian Constitution
BSW-234	INTRODUCION TO INDIAN ECONOMY AND COOPERATION	BSW GEC-3	**Students Choose one out of two GEC** 1) School Social Work 2) Soft Skill Development
BSW-235	WORKING WITH COMMUNITIES	BSW CC-5	Method of Social Work : Community Organization
BSW-236	FIELD WORK	BSW FWP-3	Field Work Practicum

SYBSW- IVth –SEMESTER

OLD (60:40) PATTERN (w.e.f 2017-18)		NEW (60:40) CBCS PATTERN (w.e.f 2021-22)	
Course Code	Course Title	Course Code	Course Title
BSW-241	INTRODUCTION TO TRIBAL LIFE	BSW GEC-4	**Students Choose one out of two GEC** 1) Tribal Studies 2) Indian Economy and Cooperation
BSW-242	INTRODUCTION TO SOCIAL WORK RESEARCH	BSW CC-7	Social Work Research and Statistics
BSW-243	INTRODUCION TO LOCAL SELF GOVERNMENT	BSW CC-8	Human Rights and Social Justice
BSW-244	SOCIAL REFORM MOVEMENTS IN INDIA	BSW IC-4	Social Reform Movements in India
BSW-245	INTRODUCTION TO WOMEN STUDIES	BSW SEC -4	Communication for Social Worker
BSW-246	FIELD WORK	BSW FWP-4	Field Work Practicum

TYBSW- Vth -SEMESTER

OLD (60:40) PATTERN (w.e.f 2017-18)		NEW (60:40) CBCS PATTERN (w.e.f 2022-23)	
Course Code	Course Title	Course Code	Course Title
BSW-351	ENGLISH	BSW SEC -5	Communicative English
BSW-352	PARTICIPATORY APPROACHES IN SOCIAL WORK	BSW CC-10	Participatory Approaches in Social Work
BSW-353	PARA-LEGAL EDUCATION	BSW IC-5	Social Legislation in India
BSW-354	SOCIAL WELFARE ADMINISTRATION	BSW CC-9	Method of Social Work : Social Action
BSW-355	COUNSELLING IN SOCIAL WORK	BSW GEC-5	**Students Choose one out of two GEC** 1) Life Skill Education 2)Human Resource Management
BSW-356	FIELD WORK	BSW FWP-5	Field Work Practicum

TYBSW- VIth –SEMESTER

OLD (60:40) PATTERN (w.e.f 2017-18)		NEW (60:40) CBCS PATTERN (w.e.f 2022-23)	
Course Code	Course Title	Course Code	Course Title
BSW-361	LIFE AND SOFT SKILL EDUCATION FOR SOCIAL WORKER	BSW CC-11	Method of Social Work : Social Welfare Administration
BSW-362	SOCIAL POLICY AND PLANNING IN INDIA	BSW CC-12	Social Policy and Planning in India
BSW-363	HEALTH SYSTEM IN INDIA	BSW IC-6	Health System in India
BSW-364	COMMUNICATION FOR DEVELOPMENT	BSW SEC -6	NGO Management
BSW-365	DEVELOPMENT OF WEAKER SECTION	BSW GEC-6	**Students Choose one out of two GEC** 1)Women Studies 2)Livelihood Promotion
BSW-366	FIELD WORK	BSW FWP-6	Field Work Practicum
BSW-367	RESEARCH DISSERTATION	BSW RPR-1	Research Project Report
BSW-368	VIVA VOCE	BSW VV-1	Viva- Voce (Based on Research Project)

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