

PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR



FACULTY OF INTERDISCIPLINARY STUDIES

BACHELOR OF SOCIAL WORK PROGRAMME

SEMESTER I TO VI (THREE YEARS, FULL TIME)

CHOICE BASED CREDIT SYSTEM

B.S.W. Part-I Syllabus

ORDINANCE, REGULATIONS AND SYLLABUS

With Effect from the Academic Year 2022-23

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SECTION I: PREAMBLE

Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. From the Academic Year 2022-23, the Bachelor of Social Work programme offered by Punyashlok Ahilyadevi Holkar Solapur University, Solapur and its 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.

SECTION II: DEFINITION OF KEY TERMS

Programme: An educational programme leading to award of a Degree.

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

Ability Enhancement Courses: The Ability Enhancement Courses may be of two kinds:

Ability Enhancement Compulsory Course (AECC): It is mandatory for all. Ability

Enhancement Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Choice Based Credit System (CBCS): The CBCS provides choice for students to select from the prescribed courses (core, elective or minor or soft skill courses). 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.

Credit: A unit by which the course work is measured. It determines the number of hours of instructions required per week. Credits are a value allocated to course units to describe the student’s workload (i.e. Lectures, Practical work, Seminars, private work in the library or at home and examinations or other assessment activities) required to complete them. They reflect the quantity of work each course requires, in relation to the total quantity of work required to complete during a full year of academic study in the Department. Credit thus expresses a relative value. Students will receive credit through a variety of testing programmes if they have studied a subject independently or have successfully completed department level regular course work. 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.

Comprehensive continuous assessment: There is a continuous evaluation of the student not only by the teachers but also by the student himself.

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

Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course

Discipline Specific Elective (DSE) Course: An elective course offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

General 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 General Elective Course.

Research Project: A core compulsory course designed to acquire special/advanced knowledge regarding research. A candidate should studies at their own level with an advisory support and guidance by a faculty member is called Research Project

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

The Bachelor of Social Work Degree programme of Punyashlok Ahilyadevi Holkar Solapur University, Solapur comes within the preview of the Faculty of Interdisciplinary Studies. The nature & scope of the course is designed to focus on sole & isolated special aspect of study area of the programme. It's Ordinance & Regulations, Teaching and Examination schemes are provided in the present syllabus. However, other relevant Ordinances & Regulations of the Punyashlok Ahilyadevi Holkar Solapur University, Solapur may also apply to BSW programme.

CONCEPT OF B.S.W DEGREE PROGRAMME

The profession of Social Work seeks to improve the quality of life for individuals and to effect system-wide change through the pursuit of social justice. Just like any helping profession, such as nursing and teaching, Social Work seeks to help people overcome some of life's most difficult challenges. Social workers not only consider individuals' internal struggles, but 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, trauma and mental illness. Social workers provide individual, family and group counseling, case management services, connecting clients with resources and service providers, and other services to empower clients to meet their own needs. Bachelor of Social Work programs combine classroom learning with field education. Students gain work experience while applying their classroom training to real-world work settings. After successful completion of BSW programme, one can start practicing as a Professional Social Worker.

GENERAL OBJECTIVES OF B.S.W PROGRAMME

1. The objective of the B.S.W. programme is to impart Social Work education at graduate level to groom competent Social Work professionals who can bring positive change in the society.
2. To conduct Social Work research by involving students, so as to train them in methodologies and techniques of research.
3. To undertake field action projects in Social Work and allied fields, and carry out the Institute's social responsibility programmes.

4. To maintain diversity among students and faculty for nurturing cultural exchange and national integration.
5. To organize lectures, seminars, workshops, and publish books and papers to enrich knowledge base and disseminate current academic information and messages.
6. To collaborate with GOs/NGOs and CBOs for academic and field work excellence for the professional growth of the students.
7. To take regular feedback from students and stakeholders to maintain quality of teaching and learning.

NATURE AND DURATION OF THE PROGRAMME

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 Punyashlok Ahilyadevi Holkar Solapur University, Solapur for every academic year.

ELIGIBILITY

Candidates who have passed 10+2 or equivalent thereto from the list of recognized board. However, the minimum cut off score shall be decided by the admission committee from time to time.

MEDIUM OF INSTRUCTION AND EXAMINATION

The medium of instruction and examination shall be English.

STRUCTURE OF BSW PROGRAMME

Semester	Total no. of Theory Paper (Course)	Practical Course (Field Work)	Total
I	5	1	6
II	5	1	6
III	5	1	6
IV	5	1	6
V	4	2	6
VI	4	2	6
TOTAL	28	08	36

DISTRIBUTION OF MARKS AND CREDITS

CC: Core Course (Compulsory)

AECC: Ability Enhancement Compulsory course **GE:**

Generic Elective

SEC- Skill Enhancement Course

DSE: Discipline Specific Elective

* Field Work (Practical)

Course	Sem I		Sem II		Sem III		Sem IV		Sem V		Sem VI		Total Marks	Total Credi	
	Mark	Credit	Marks	Credit	Mark	Credit	Mark	Credit	Marks	Credit	Marks	Credits			
CC-1	50	04	50	04	50	04	50	04	50	04	50	04	300	24	
CC-2	50	04	50	04	50	04	50	04	50	04	50	04	300	24	
CC-3	50	04	50	04	50	04	50	04	50	04	50	04	300	24	
CC-4*	150	06	150	06	150	06	150	06	150	06	150	06	900	36	
AEC C	50	04	50	04	--	--	--	--	--	--	--	--	100	08	
GE	50	04	50	04	50	04	50	04	--	--	--	--	200	16	
SEC	--	--	--	--	50	04	50	04	50	04	50	04	200	16	
DSE	--	--	--	--	--	--			50	04	50	04	100	08	
													Total	2400	156

COURSE SPECIFICATION

Course Specification	Semester					
	I	II	III	IV	V	VI
CC - Core Course (Compulsory)	3	3	3	3	2	2
CC *- Core Course (Compulsory) Field Work	1	1	1	1	2	2
AECC - Ability Enhancement Compulsory Course	1	1	--	--	--	--
GEC - General Elective Course (Students can opt. for one)	1	1	--	--	--	--
SEC- Skill Enhancement Course	--	--	1	1	1	1
DSEC - Discipline Specific Elective Course (Students can opt. for one)	--	--	--	--	1	1

CONTINUOUS INTERNAL EVALUATION

Criteria for Continuous Internal Evaluation: The total CIE component carries 10 Marks for each theory paper, which is divided as follows:

CIE component	Semester					
	I	II	III	IV	V	VI
Seminar / Class Participation	2	2	2	2	2	2
Home Assignment	4	4	4	4	4	4
Presentation / Class Assignment	4	4	4	4	4	4
Total Marks	10	10	10	10	10	10

- ❖ Only those who secure a minimum of 75% attendance in the aggregate for all the papers of a semester taken together alone will be allowed to register for the End Semester Examination of the Semester.
- ❖ Active class participation is expected from the students. Faculty will do continuous evaluation of student performance in the class.
- ❖ There shall be a written test for Class assignment for each theory paper.
- ❖ Students have to present individual seminar for each theory paper.
- ❖ Student should write a home assignment for each theory paper.
- ❖ **Re-examination:** 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 CIE re-examination for such students can be held during the same Semester, subjected to Faculty and Department's approval.

Guidelines of Internal Assessment & University Assessment:

1. Internal assessment of BSW Field Work (100 marks)

Sr No	Criteria	Marks allotted
1	Completion of Field visits allotted	40
2	Submission of Agency/community profile	10
3	Initiatives in group activities	10
4	Submission of reports in diary and journal along with sign of agency supervisor	20
5	Overall behavior and participation (IC/GC)	20
Total		100

2. University assessment of BSW Field Work (Viva-voce) (50 marks)

Sr . No	Criteria	Marks allotted
1	Insights about agency/community	10
2	Knowledge of social work methods	15
3	Evaluation of Field work reports	15
4	Presentation skills	10
Total		50

Research Project:

The research project offers students an opportunity to plan a study, prepare research tools, collect data in the field, analyze the data, and write up the project under the guidance of the faculty. The topic of research must be related to the area of social work. Ethical norms and concerns in research, plagiarism policy of the institute and University, must be adopted. The research project shall be based on quantitative research methods. However a mixed method approach, making use of both quantitative and qualitative data may also be permissible. The sample size for quantitative research shall not be less than 30 respondents. In qualitative research method the candidate has to take minimum 5 case studies in elaborative manner. Two Bound / Spiral copies of the Research project – synopsis and Research project – report, duly signed by the Research Guide and certified by the Head

of the department / Institution should be submitted to the department / institute at least one week before the viva voce of V semester and VI semester respectively.

Internal assessment of BSW – III SEM- V Research Project- Synopsis (30 marks)

Sr No.	Criteria	Marks allotted
1	Finalization of Title	05
2	Problem Formulation (Introduction)	05
3	Review of literature	05
4	Research Methodology	05
5	Finalization of tool/s	05
6	Interaction with guide and professional behaviour	05
Total		30

University assessment of BSW III SEM- V Research Project- Synopsis (Viva Voce) (20 marks)

Sr No.	Criteria	Marks allotted
1	Knowledge about research topic and problem formulation	05
2	Identification of research gaps	05
3	Clarity about the research methodology	05
4	Presentation of Synopsis	05
Total		20

Internal assessment of BSW- III SEM- VI Research Project- Report (30 marks)

Sr No.	Criteria	Marks allotted
1	Data analysis and interpretation	05
2	Major findings, conclusion and suggestions	05
3	Report writing	10

4	Interaction with guide and following deadlines	05
5	Research aptitude and professional behavior	05
Total		30

University assessment of BSW- III SEM- VI Research Project- Report (Viva Voce) (20 marks)

Sr No	Criteria	Marks allotted
1	Codebook and master chart/memos	05
2	Results and discussions	05
3	Presentation of research project report	05
4	Content clarity	05
Total		20

EXAMINATION

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

SEMESTER EXAMINATION PATTERN

1. The theory examination shall be conducted at the end of each semester, as per the Punyashlok Ahilyadevi Holkar Solapur University, Solapur guidelines. .
2. **Semester re-examination:** In case candidates fail in any of the papers in any semester examination, they can appear for the re-examination in the subsequent semester.
3. The system of examination would be semester based along with Continuous Internal Evaluation (CIE).
4. In case candidates fail in field work in any semester will be considered as failed for that semester and will be treated as year down and must have to repeat the field work and viva voce examination in next semester

FIELD WORK EXAMINATION

The total CIE marks for field work is 100. The performance of the candidate for field work and Internship shall be assessed by the Faculty Member / Field work supervisor for 100 marks on day to day basis. **There should be 100 percent attendance for the field work.** A viva-voce examination for field work shall be conducted for each candidate at the end of each semester. The field work viva-voce examination for 50 marks.

STANDARD OF PASSING FOR THEORY PAPER, RESEARCH PROJECT AND FIELD WORK

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

1. **Theory Examination:** In theory paper, a candidate should obtain a minimum of 40% of total marks i.e. 16 marks out of 40 marks.
2. **Continuous Internal Evaluation (CIE) – examination:** For every CIE component, a candidate should obtain a minimum of 40% of the total marks, i.e. 04 out of 10 marks.
3. A candidate must obtain minimum marks as mentioned above in both the Heads of Passing. In other words, he / she must pass in both the Semester examination as well as CIE examination.
4. **40 %** of the total marks should be obtained for each paper per Semester End Examination.
5. **40 %** of the total marks in each paper including the marks for Continuous Internal Evaluation
6. **50 %** of the marks should be obtained in Field Work, Field work Viva Voce, Research Project and Research Project Viva voce in each component separately.
7. A minimum of **120 hours** of field work is essential for consideration in the internal assessment and viva-voce examination. Students who fail in field work will have to repeat the respective field work practicum.

ALLOWED TO KEEP TERMS (ATKT) NORMS

1. **ATKT:** Students who fail in any number of papers in the first semester will be allowed to keep terms in the second semester, provided they have passed in the field work of the first semester
2. **ATKT for the third semester:** Students who fail in maximum of two papers each in the first and second semesters may be granted ATKT for the third semester, provided they have cleared in the field work of the second semester
3. **ATKT for the fourth semester:** Students who fail in maximum of two papers in the third semester will be allowed to keep terms in the fourth semester and may be granted ATKT, provided they have cleared all the papers of first and second semester including field work of third semester.
4. **ATKT for the fifth semester:** The students who fail in a maximum of two papers in the third and fourth semester each may be granted ATKT for the fifth semester, provided

they have satisfactorily passed in all papers of both Semester I and Semester II, including the field work of fourth semester.

Sixth semester will be granted only if he/she passes in all the papers including fieldwork at either Semester I and II or Semester III and IV examinations.

5. **ATKT for the sixth semester:** Students who fail in a maximum of two papers in semester V may be allowed to appear for semester VI exams. However, the results for the semester VI exam will not be declared till he/she clears semester V.

CREDIT SYSTEM

Students can earn credit towards their graduation by way of credit allotted to the papers or to the course. Credit system permits to follow horizontal mobility towards the post-graduation courses irrespective of the boundaries of the faculties or within the boundaries of the faculties. Besides, it provides a cafeteria approach towards the higher education. A scheme has been worked out to put the credit system within the framework of the present education system in the University.

Mechanism of Credit System: Credit is a kind of weightage given to the contact hours to teach the prescribed syllabus, which is in a modular form. Normally one credit is allotted to 15 contact hours. It is 30 contact hours for field work. The instructional days as worked out by the UGC are 180 days (30 Weeks). The paper wise instructional days with a norm of 4 contact hours per week per paper will be of 120 days. That is 60 days or 60 contact hours per paper shall be completed during each semester session. By converting these contact hours into credit at the rate of 15 contact hours for each subject, there will be 4 credits allotted to each paper.

AWARD OF DEGREE

The degree of Bachelor of Social Work shall not be conferred upon a candidate unless the candidate has passed in all the papers, all field work and research project prescribed for the all six semesters examination in accordance with the provision of present syllabus.

ELIGIBILITY OF TEACHING FACULTY MEMBERS/FIELD WORK SUPERVISOR:

- The Teaching faculty member/field work supervisor must have Master Degree in Social Work.
- Candidate should have cleared NET / SET / SLET in Social Work subject.
- The preference should be given to Ph.D. (Social Work) Candidate along with NET/ SET / SLET.

QUESTION PAPER PATTERN FOR SEMESTER END EXAM

Day: **Duration:** 2 Hours

Date: **Total Marks:** 40

Instructions:

NATURE OF QUESTION PAPER

Q.1 Choose the correct alternative	08 Marks
Q.2 Write short answer (any 04 out of 05)	12 Marks
Q.3 Broad answer question (any 01 out of 02)	10 Marks
Q.4 Broad answer question (Compulsory)	10 Marks

SECTION IV: B.S.W. SYLLABUS STRUCTURE -

BSW SEMESTER I							
Sr. No.	Course Code	Course Title	Course Credit	C E Internal Marks	U E External Marks	Viva	Total
BSW I SEMESTER I							
1	CC 1.1	History & Ideologies of Social Work	4	10	40		50
2	CC 1.2	Social Problems in India	4	10	40		50
3	CC 1.3	Introduction to Human Psychology	4	10	40		50
4	CC 1.4	Field Work Practicum	6	100	--	50	150
5	AECC 1.1	Compulsory English	4	10	40		50
Students can opt. for one out of the following							
6	GE 1.1	Introduction to Sociology	4	10	40		50
	GE 1.2	Indian Economy I					
BSW I SEMESTER II							
7	CC 2.1	Social Case Work	4	10	40		50
8	CC 2.2	Social Group Work	4	10	40		50
9	CC 2.3	Community Organization	4	10	40		50
10	CC 2.4	Field Work Practicum	6	100	--	50	150
11	AECC 2.1	Compulsory English	4	10	40		50
Students can opt. for one out of the following							
12	GE 2.1	Introduction to Sociology	4	10	40		50
	GE 2.2	Indian Economy II					

BSW II SEMESTER III							
13	CC 3.1	Social Work Research	4	10	40		50
14	CC 3.2	Social Action	4	10	40		50
15	CC 3.3	Social Welfare Administration	4	10	40		50
16	CC 3.4	Field Work Practicum	6	100	--	50	150
17	SEC 3.1	Communication in Social Work	4	10	40		50
Students can opt. for one out of the following							
18	GE 3.1	Yoga and Meditation	4	10	40		50
	GE 3.2	Swayam Course of Inter Disciplinary Studies & Social Science					
BSW II SEMESTER IV							
19	CC 4.1	Fundamentals of Social Policy and Social Legislation	4	10	40		50
20	CC 4.2	Introduction to Youth Development	4	10	40		50
21	CC 4.3	Foundation of Gender Studies	4	10	40		50
22	CC 4.4	Field Work Practicum	6	100	--	50	150
23	SEC 4.1	Computer Skills	4	10	40		50
Students can opt. for one out of the following							
24	GE 4.1	Disaster Management	4	10	40		50
	GE 4.2	Swayam Course of Inter-Disciplinary Studies & Social Science					
BSW III SEMESTER V							
25	CC 5.1	Basics of Corporate Social Responsibility	4	10	40		50
26	CC 5.2	Introduction to Sustainable Development	4	10	40		50
27	CC 5.3	Research Project - Synopsis	4	10	30	20	50
28	CC 5.4	Field Work Practicum	6	100	--	50	150
29	SEC 5.1	Soft Skills Development	4	10	40		50
Students can opt. for one out of the following							
30	DSE 5.1	Introduction to Human Resource Management	4	10	40		50
	DSE 5.2	Fundamentals of Community Development					
BSW III SEMESTER VI							

31	CC 6.1	Social Work with Family	4	10	40		50
32	CC 6.2	Social Work in Health Settings	4	10	40		50
33	CC 6.3	Research Project - Report	4	10	30	20	50
34	CC 6.4	Field Work Practicum	6	100	--	50	150
35	SEC 6.1	Counselling Skills in Social Work	4	10	40		50
Students can opt. for one out of the following							
36	DSE 6.1	Child Development and Services	4	10	40		50
	DSE 6.2	Introduction to Medical and Psychiatric Social Work					

CC- CORE COURSE (Compulsory)

BSW PART - I SEMESTER I

CC 1.1 HISTORY AND IDEOLOGIES OF SOCIAL WORK

Learning Objectives:

1. Understand the emergence of Social Work in the western world.
2. Comprehend Social Work as a Profession.
3. Know the values & Principles of Social Work in theory and practice.
4. Analyze and evaluate the contemporary ideologies of Social Work.

Unit	Title	Content	Credit
1	Foundational concepts in Social Work	<ul style="list-style-type: none"> ● Concepts in Social Work ● Nature of Social Work ● Scope of Social Work ● Emergence of Social Work in India and Western Countries 	01
2	Social Work as Profession	<ul style="list-style-type: none"> ● Concept and meaning of Profession ● Attributes of Profession ● Emergence of Profession in India ● Schools of Social Work in India 	01

3	Social Work Values & Principles	<ul style="list-style-type: none"> ● Concept of value ● Assumptions in Social Work ● Values of Social Work ● Principles of Social Work 	01
4	Ideologies of Social Work	<ul style="list-style-type: none"> ● Neo Liberalism ● Globalization ● Post Modernism ● Feminism 	01

References:

Sr.No.	Name of the Author	Title of Book / Journals
1	Surender Singh	Encyclopedia of Social Work in India,2012,Lucknow, New Royal Book Company.
2	Friedlander, Walter A.	Concepts and Methods of Social Work, 1977, New Delhi: Prentice Hall of India Pvt. Ltd.
3	Jacob.K.K	Social Work in India-Retrospect and Prospect, 1994,Udaipur,Himanshu Publication.
4	Murali Desai	Ideologies and social Work: Historical and Contemporary Analyses, 2006, Rawat Publication, New Delhi
5	Joseph, Sherry (Ed.)	Social Work: In the Third Millennium (Some Concerns and Challenges),2000, Sriniketan, Department of Social Work, Visva-Bharati.
6	Reamer & Fredric	Social Work Values and Ethics, 2005,New Delhi : Rawat Publication
7	Skidmore, Rex A.	Introduction to Social Work, New Jersey, Thackeray, Milton G.Prentice-Hall,1982, Englewood Cliffs.
8	Banks, S.	Ethics and Values in Social Work: Practical Social Work Series,1995, London: Macmillan Press Ltd.
9	Annie Pullen-Sansfaçon	The Ethical Foundations of Social Work, 2013, Stephen Cowden Routledge.
10	Heun, Linda R., Heun, Richard E.	Developing Skills for Human Interaction2001,,London: Charles E. Merrill Co.

C C 1.2 SOCIAL PROBLEMS IN INDIA

Learning Objectives:

1. To understand various Social Problems across globe.
2. To study the Social Problems in Indian Context.
3. To learn the remedies and course of Social Problem.
4. To develop understanding of Social issues and challenges in intervention Process.

Unit	Title	Content	Credit
1	Social Problems in India	<ul style="list-style-type: none">● Conceptual Understanding of Social Problems.● Types of Social Problems; Poverty, Illiteracy, Unemployment, Corruption, Terrorism, Crimes in India● Child Abuse, Child Labour,● Marital Conflict, Domestic Violence and Sex Workers	01
2	Indian Society and Culture	<ul style="list-style-type: none">● Concept and Types of Society.● Nature and Types of Social Structure● Meaning and Types of Culture.	01
3	Social Control and Social Change	<ul style="list-style-type: none">● Agencies and Means of Social Control● Definition and factors of Social Change.● Meaning and Types of Social Stratification	01
4	Social Work Intervention	<ul style="list-style-type: none">● Definition, Concept and Characteristics of Social Work Intervention● Levels of Social Work Intervention● Skills required for Social Intervention.	01

References:

Sr.	Name of the Author	Title of Book / Journals
1	Ram Ahuja, 1999	Indian Society And Social Institution, Rawat Publication Ltd Mumbai.

2	Madan G.R. 2007	Indian Social Problems Vol. I And II Allied Publication Ltd Mumbai.
3	Ghanshyam Shah	Social Transformation in India, Rawat Publication Jaipur.
4	Purushottam G.S. 2003	Social Problems in India, Himalaya Publication Mumbai.
5	Ogbourn, W.F.	Social Changes New York : Viking Press.
6	MacIver & Page 1985	Society - An Introductory Analysis Chennai : Macmillan India Ltd.
7	Brian J. Haraud	Sociology And Social Work Perspective And Problems, Pergamon, Press Oxford : New York
8	K. Singh	Social Change In India, Prakash Kendra, Lucknow-7
9	Bhusan, Vidya & Sachdeva D.R. 2000	An Introduction to Sociology, Allahabad Kitabmahal.
10	Day, P.R. 1987	Sociology in Social Work Practice, London, Macmillan education.

C C 1.3 INTRODUCTION TO HUMAN PSYCHOLOGY

Learning Objectives

1. To understand the fundamental concepts of human behavior.
2. To study the basic psychology and social process and their applications in everyday life.
3. To learn the scientific study of psychopathology
4. To know the Growth and Development.

Unit	Title	Content	Credit
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1	Introduction to Psychology	<ul style="list-style-type: none"> ● Introduction to Psychology ● Concept and Definitions of Psychology ● Branches of Psychology ● Fields of Psychology 	01
2	Psychological & Social Process	<ul style="list-style-type: none"> ● Concepts of Psychological Process ● Concept of Social Process ● Perceptions, Emotions and Attitudes ● Defense Mechanisms 	01
3	Understanding Psychopathology	<ul style="list-style-type: none"> ● Concept of Psychopathology ● Adjustment and Maladjustment ● Concept of Psychosis and Neurosis ● Psychological Therapy and Intervention 	01
4	Growth & Development	<ul style="list-style-type: none"> ● Heredity ● Environment ● Concept of Life Span ● Stages of Development and Hazards 	01

References:

Sr.	Name of the Author	Title of Book / Journals
1	Shaizad Suhail, Ashwinee Bapat (1999)	Development Psychology, Himalaya Publication House, New Delhi.
2	Dr. Rajeev Khanna (2006)	Psychology - An Approach to Mind & Behaviour, Aastha Publication, Jaipur.
3	Elizabeth B. Hurlock (1994)	Developmental Psychology, A Life Span Approach Himalaya Publication House, New Delhi.
4	Kuppuswamy B (1999)	An Introduction to Social Psychology, Media Promoter & Publications Pvt. Ltd. Mumbai.
5	Carson Butcher, Mineka (2003)	Abnormal Psychology & Modern Life, Pearson Education Delhi.
6	Clifford T Morgan Richard A. King John R. Weisz	Introduction to Psychology 7th Edition Tata McGraw - Hill Publishing Comp. Ltd. New Delhi.

	John Schopler (1993)	
7	S.K. Mangal (1998) Reprint (2007)	General Psychology Sterling Publishers Pvt. Ltd. New Delhi.
8	S.K. Mangal (1987)	Abnormal Psychology Sterling Publishers Pvt. Ltd. New Delhi.
9	Dr. R. N. Sharma (1993)	Abnormal Psychology Surjeet Publications Delhi.
10	Dr. J.D. Sharma (1992)	Social Psychology Lakshmi Narain Agarwal Agra (U.P.)
11	K.T. Basantani (1986)	Fundamentals of Psychology Sheth Publishers Bombay.
12	Ram Nath Sharma (1993)	Essentials of Social Psychology Surjeet Publications Delhi.

AECC 1. 1 COMPULSORY ENGLISH

Learning Objectives:

1. To introduce to the students various forms of communication. .
2. To introduce to the students poems from across the globe.
3. To acquaint the students with different forms of prose.
4. To acquaint the students with different language skills.

Unit	Title	Content	Credit
1	Prose	<ul style="list-style-type: none"> ● The Birth of Khadi – M. K. Gandhi ● The Portrait of a Lady – Khushwant Singh 	01

2	Poetry	<ul style="list-style-type: none"> ● Let Me Not Pray to be Sheltered from Dangers – Rabindranath Tagore ● The Lotus – Toru Dutt ● The Toys – Coventry Patmore 	01
3	Grammar & Vocabulary	<ul style="list-style-type: none"> ● Word Formation – Prefixes & Suffixes ● Parts of Speech 	01
4	Communication & Other Skills	<ul style="list-style-type: none"> ● Communication- Meaning and Concept ● Communicating Effectively ● Intrapersonal Skills (Soft Skills) 	01

List of Reference Books:

1. LITERARY VOYAGE (Prescribed Text Book)
2. “A Student’s Introduction to English Grammar” by Rodney Huddleston and Geoffrey K. Pullum. 2002.

G E 1.1 INTRODUCTION TO SOCIOLOGY

Learning Objectives:

1. To introduce Sociology to the students as a major social science.
2. To introduce Sociological concepts.
3. To make the students understand Sociological knowledge.
4. To create social understanding.

Unit	Title	Content	Credit
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1	The Nature of Sociology	<ul style="list-style-type: none"> ● Sociology-Definition and Subject-matter. ● Origin and Development of Sociology. ● Significance of the study of Sociology. ● Scientific Method used in Sociology--Seven steps.. 	01
2	Basic Concepts	<ul style="list-style-type: none"> ● Society - Definition and characteristics. ● Community – Definition and characteristics. ● Social Structure – Definition and elements. ● Status and Role – Definition and inter-relationship between status and role 	01
3	Social Institutions	<ul style="list-style-type: none"> ● Social Institution – Definition, Characteristics and Functions. ● Family – Definition, Characteristics and Changing Nature ● Religion – Definition, Elements and Functions. ● Education – Definition and Changing nature of Economy 	01
4	Culture	<ul style="list-style-type: none"> ● Culture – Definition and Characteristics. ● Components of Culture- Types of Culture. ● Significance of culture. ● Ethnocentrism, Culture and Personality 	01

References:

Sr.	Name of the Author	Title of Book / Journals
1	Bottomore, T.B.,	Sociology: A Guide to Problems and Literature, George Allen and Unwin, Bombay, 1972.
2	Hariambos, M.	Sociology: Themes and Perspectives, Oxford University Press, New Delhi, 1998
3	Inkles, Alex;	What is Sociology? Prentice Hall of India, New Delhi 1998.
4	Jayaram N.	Introductory Sociology Macmillan, Madras, 1998

5	Johnson Harry M.	Sociology: A Systematic Introduction: Allied Publishers New Delhi, 1995.
6	Bhusan, Vidya Sachdeva, D. R.	An Introduction to Sociology, Allahabad :Kitab Mahal 2000
7	C N Shankar Rao	Sociology Primary Principles, S. Chand & Company Ltd. 2001
8	Ghode R.N., and BhauDaydar,	Sociology:Basic Concepts, S. SpectrumPublication, Nagpur
9	Johnson, HarryM	Sociology : A Systematic Introduction, Allied Publishers, NewDelhi,1995.
10	Vivek, P.S.	Sociological Perspectives and Indian Sociology, Himalaya PublishingHouse, Mumbai, 2002

G E 2.2 INDIAN ECONOMY I

Learning Objectives:

1. To introduce the students to the various features of India economy
2. To understand various challenges faced by Indian economy
3. To study the changing scenario of Indian and Maharashtra State economy.

Unit	Title	Content	Credit
1	Introduction	<ul style="list-style-type: none"> ● Characteristics of Indian Economy since independence ● Broad Features of Indian Population ● Problem of overpopulation—causes and measures ● Population Policy 2000 	01
2	Poverty and Unemployment	<ul style="list-style-type: none"> ● Poverty: Concept, causes and measures ● Human Poverty Index - Features ● Unemployment: Concept and Types ● Causes and Measures of Unemployment 	01

3	Problem of Rising Prices	<ul style="list-style-type: none"> ● Problems of Rising Prices ● Concept of Rising Prices ● Causes and Effects of Rising Prices ● Measures to Tackle Rising Prices 	01
4	Agriculture	<ul style="list-style-type: none"> ● Place of Agriculture in Indian Economy ● Agricultural Productivity- Causes of Low Agricultural Productivity & Measures ● Features of Green Revolution ● Need for Green Revolution 	01

References:

Sr.No.	Name of the Author	Title of Book / Journals
1	Dutt R. and K.P.M. Sundaram,	Indian Economy , S. Chand and Co. Ltd., New Delhi.(2011)
2	Dhingra LC,	The Indian Economy – Environment and Policy , Sultan Chand and Sons, New Delhi.
3	JalanB.	The Indian Economy - Problems and Prospects , Vikings Publications, New Delhi
4	Mishra S.K. and V.K.Puri,	Indian Economy – It’s Development Experience , Himalaya Publishing House, Mumbai.(2011)
5	Naurojee D.	Poverty and Un – British Rule in India , Low Price Publications, Delhi.(1962)
6	Dutt R., (Ed.),	Second Generation Economic reforms in Indian , Deep and Deep Publications, New Delhi.(2001)
7	Dr.Aarti B. Padole(Talekar).	The Economics Of Planning And Development : Nathe Publication Limited.Nagpur
8	Iyer V.R.K.	Law Versus Justice: Problem and Solution , New Delhi: Deep and Deep.(1981)
9	Mathur K. Bjorkman	Top policy makers in India , New Delhi: Concept Publishing Co.

10	Rastogi P.N.	Policy Analysis and Problem- Solving for Social System, New Delhi: Sage Publication.(1992)
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CC- CORE COURSE (Compulsory)

BSW PART - I SEMESTER II

C C 2.1 SOCIAL CASE WORK

Learning Objectives:

1. To understand the emergence of the method of Social Case Work .
2. To comprehend the values and principles of Social Case Work.
3. To Know the applications of Social Case Work in practice.
4. To Imbibe importance of tools and techniques of Social Case Work.

Unit	Title	Content	Credit
1	Fundamental concepts of Social Case Work	<ul style="list-style-type: none"> ● Conceptual framework of Social Case Work. ● Basic assumptions of CaseWork. ● Values of Social Case Work ● Principle of Social Case Work. 	01
2	Process of Social Case Work	<ul style="list-style-type: none"> ● Components of Social Case Work ● Study and Diagnosis ● Intervention, Evaluation , Termination and Follow Up ● Rehabilitation 	01
3	Techniques of Social Case Work	<ul style="list-style-type: none"> ● Exploratory ● Supportive ● Therapeutic / Remedial ● Counseling 	01
4	Tools of Social Case Work	<ul style="list-style-type: none"> ● Communication ● Observation ● Home Visit ● Client – Case Worker Relationship 	01

References:

Sr.No	Name of the Author	Title of Book / Journals
1	Bhusan, Vidya & Sachdev, (2006)	An Introduction to sociology. Allahabad, Kitab Mahal.
2	Harry. M. Johns, (1993)	Sociology: A Systematic Introduction. Chennai: Allied.
3	Friedlander, (2005)	Concepts and methods of Social Work. New Delhi: Prentice Hall.
4	Upadhayay, R K. (2003)	Social Case Work: A therapeutic approach. Jaipur: Rawat Publications
5	Mathew G. 1986	An Introduction to Social Work.
6	Younghusband, E. (1966)	Development in Casework. London: George Allen and Unwin
7	Werner, H.D. (1965)	A Rational Approach to Social Casework. New York: Association Press
8	Timms, N. (1964)	Social Casework: Principles and Practice. London: Routledge and Kegan Paul.
9	Skidmore, R.A. and Thakhary, M.G.(1982)	Introduction to Social Work. New Jersey: Prentice Hall.
10	Rameshwari Devi, Ravi Prakash (2004)	Social Work Methods, Practices and Perspectives (Models of Casework Practice), Vol. II, Ch.3, Jaipur : Mangal Deep Publication

C C 2.2 SOCIAL GROUP WORK

Learning Objectives:

1. To understand the relevance of Social Group Work as a Method of social work.
2. To develop awareness about the Specific Characteristics of group work
3. To provide knowledge base on the concept of social group work.

4. To understand social group work practice relevant in Indian context.

Unit	Title	Content	Credit
1	Introduction to Social Group work	<ul style="list-style-type: none"> ● Concept and Types of Group Work ● Historical Development of Group Work in India ● Group Work in Different Settings ● Principles of Social Group Work 	01
2	Group Formation	<ul style="list-style-type: none"> ● Group Work as a Method of Social Work Practice ● Purpose of Group Formation ● Steps in Group Formation 	01
3	Group Process	<ul style="list-style-type: none"> ● Planning and Process: Initial Phase Middle Phase, Termination Phase ● Understanding Group Dynamics; ● Group Pattern and Culture 	01
4	Technique in Group Work	<ul style="list-style-type: none"> ● Facilitation and Leadership ● Programme Planning, ● Evaluation and Recording ● Role of Group Worker in different settings 	01

References:

Sr.	Name of the Author	Title of Book / Journals
1	Dr. R.K. Gupta	Social Group Work In India.
2	David Capuzzi Douglas R. Gross	Introduction to Group Work.
3	Prof. P.D. Misra	Social Group Work: Theory & Practice.
4	Remp C.G.	Perspective on the Group Process, Boston : Houghton Hillion.
5	Balgopal P.R. and Vassil T.V.	Group in Social Work : An Ecological Perspective.

6	Alissi A.S.	Perspectives on Social Group Work Practice.
7	Garwin C.	Contemporary Group Work.
8	Konopka G.	Social Group Work, A Helping Process Englewood Cliff NJ
9	H.Y. Siddiqui	Group Work : Theories and Practices.
10	Dr. Pradeep M.D.	Social Group Wons.

C C 2.3 COMMUNITY ORGANIZATION

Learning Objectives:

1. To develop understanding about community organization
2. To study the different models and strategies for understanding organizational practices.
3. To appraise various tools and skills of community organization.
4. To know the role of various agencies as well as the community organizer

Unit	Title	Content	Methodology
1	Understanding Community	<ul style="list-style-type: none"> ● Concept, functions and Types of community ● Definition and Concepts of Community Organization ● Principles of Community Organization ● Process of Community Organization 	01
2	Models of Community Organization	<ul style="list-style-type: none"> ● Social Change Model ● Social Planning Model ● Social Action Model ● Contemporary Model 	01
3	Tools & Skills in Community Organization	<ul style="list-style-type: none"> ● Advocacy ● Participatory Rural Appraisal (PRA) ● Participatory Learning and Action (PL& A) ● Skills in Community Organization 	01

4	Role of Agencies & Community Organizer	<ul style="list-style-type: none"> ● Characteristics of Community organizer ● Role of Agencies ● Role of Community Organizer 	01
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References:

Sr.	Name of the Author	Title of Book / Journals
1	Siddiqi H.Y. (1999)	Working with Communities an Introduction to Community Work Hira Publication, New Delhi.
2	A.J. Christopher A. Thomas Willian (2006)	Community Organization & Social Action Himalaya Publishing House.
3	Danyal R. (1960)	Community Development Programme in India Kitab Mahal Publishers Allahabad.
4	Kulkarni V.V. (2014)	Social Work & Community Organization Current Publication, Agra.
5	Kulkarni V.V. (2014)	Community Organization Process & Social Work, Current Publication. Agra.
6	Gangrade K.D. (1971)	Community Organization in India. Popular Prakashan, Bombay.
7	Kulkarni V.V. (2014)	Dimensions of Community Work, Current Publication, Agra.
8	Ross Murray G. (1955)	Community Organization : Theory, Principles & Practices Harper & Row Publishers, New York.
9	Dr. Jairam Bairwa (2018)	Community Development (Global Scenario) Paradise Publishers Jaipur.

10	P.T.K. Nair (1982)	Introduction to Sociology of Rural & Tribal India Sheth Publishers, Bombay.
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AECC 2.1 COMPULSORY ENGLISH

Learning Objectives:

1. To introduce to the students various forms of communication. .
2. To introduce to the students poems from across the globe.
3. To acquaint the students with different forms of prose.
4. To acquaint the students with different language skills.

Unit	Title	Content	Credit
1	Prose	<ul style="list-style-type: none"> ● Does Education Do Harm? – Bertrand Russell ● The Spirit of Freedom – Rabindranath Tagore 	01
2	Poetry	<ul style="list-style-type: none"> ● Our Earth Will Not Die – Niyi Osundare ● Ode on Solitude – Alexander Pope ● Remember – Christian Rossetti 	01
3	Grammar & Vocabulary	<ul style="list-style-type: none"> ● Synonyms & Antonyms ● Tenses 	01
4	Communication & Other Skills	<ul style="list-style-type: none"> ● Letter Writing (Formal & Informal) ● Interpersonal Intelligence (Soft Skills) 	01

List of Reference Books:

1. LITERARY VOYAGE (Prescribed Text Book)

2. “A Student’s Introduction to English Grammar” by Rodney Huddleston and Geoffrey K. Pullum. 2002.

G E 2.1 INTRODUCTION TO SOCIOLOGY

Learning Objectives:

1. To introduce Sociology to the students as a major social science.
2. To introduce Sociological concepts.
3. To make the students understand Sociological knowledge.
4. To create social understanding.

Unit	Title	Content	Credit
1	Socialization	<ul style="list-style-type: none"> ● Definition and Objectives of Socialization ● Stages of Socialization ● Agencies of Socialization ● Importance of Socialization & Re-socialization 	01
2	Social Groups	<ul style="list-style-type: none"> ● Definition and characteristics of Social groups ● Bases of classifications of social groups ● Primary group and Secondary Group ● Reference Group 	01
3	Social Control and Social Deviance	<ul style="list-style-type: none"> ● Meaning, Definition and Functions of Social Control ● Types of Social Control- Formal- Informal, Direct- Indirect, Positive - Negative ● Agencies of Social Control ● Social Deviance - Meaning, Definition and Causes 	01
4	Social Change	<ul style="list-style-type: none"> ● Social Change- Definition and Characteristics. ● Factors of Social Change ● Obstacles in Social Change ● Social Mobility- Meaning, Definition and Types 	01

References:

Sr.	Name of the Author	Title of Book / Journals
1	Gadwal. A. A.	Principles of Sociology. Accent Book Publications, Solapur
2	Hariambos, M.	Sociology: Themes and Perspectives, Oxford University Press, New Delhi, 1998
3	Inkles, Alex;	What is Sociology? Prentice Hall of India, New Delhi 1998.
4	Jayaram N.	Introductory Sociology Macmillan, Madras, 1998
5	Johnson Harry M.	Sociology: A Systematic Introduction: Allied Publishers New Delhi, 1995.
6	Johnson, HarryM	Sociology : A Systematic Introduction, Allied Publishers, NewDelhi,1995.
7	Vivek, P.S.	Sociological Perspectives and Indian Sociology, Himalaya PublishingHouse, Mumbai, 2002
8	Bhoite U B.	SamajshastrachiMultatve , Vidya Books Pubication Aurangabad.
9	Salunkhe S. A.	Samajshastrachi Sankalpana, Narendra Prakashan Pune
10	KhadseB.K.	SamajshastrachiMultatve, HimalayaPub.HouseMumbai

G E 2.2 INDIAN ECONOMY II

Learning Objectives:

4. To understand the basic economic concepts, significance in the social work profession.
5. To know the concept of economic development
6. To learn how to articulate pragmatic, principles-based policies to enhance economic well-being and promote social justice.

7. To become familiar with salient developments in the world economy, in both present-day and historical contexts.

Unit	Title	Content	Credit
1	Industry in India	<ul style="list-style-type: none"> ● Role of industry in Indian Economy ● Classification of Industries ● Role, problems and measures of Small Enterprises ● Industrial Policy of 1991 	01
2	Planning in India	<ul style="list-style-type: none"> ● Meaning and Broad objectives, Critical evaluation of Indian planning ● NITI Aayog: Objectives and Functions ● LPG model ● PURA model 	01
3	Economy of Maharashtra	<ul style="list-style-type: none"> ● Salient features of Economy of Maharashtra ● Dry land farming in Maharashtra ● Agro-based Industries- Role and problems ● Services sector-Present position and it's role 	01
4	Cooperatives in Maharashtra	<ul style="list-style-type: none"> ● Role of cooperatives in Economy of Maharashtra ● Sugar cooperatives- Role and problems ● Dairy cooperatives- Role and problems ● Urban Cooperative Banks- Role and problems 	01

References:

Sr.No.	Name of the Author	Title of Book / Journals
1	Dutt R. and K.P.M. Sundaram,	Indian Economy , S. Chand and Co. Ltd., New Delhi.(2011)
2	Dhingra LC,	The Indian Economy – Environment and Policy , Sultan Chand and Sons, New Delhi.

3	Dutt R.C.	History of India Under Early British rule , Low Price publications, Delhi.
4	Mishra S.K. and V.K.Puri,	Indian Economy – It's Development Experience , Himalaya Publishing House, Mumbai.(2011)
5	Naurojee D.	Poverty and Un – British Rule in India , Low Price Publications, Delhi.(1962)
6	Dutt R., (Ed.),	Second Generation Economic reforms in Indian , Deep and Deep Publications, New Delhi.(2001)
7	Dr.Aarti B. Padole(Talekar).	The Economics Of Planning And Development : Nathe Publication Limited.Nagpur
8	Iyer V.R.K.	Law Versus Justice: Problem and Solution , New Delhi: Deep and Deep.(1981)
9	Mathur K. Bjorkman	Top policy makers in India , New Delhi: Concept Publishing Co.
10	Rastogi P.N.	Policy Analysis and Problem- Solving for Social System, New Delhi: Sage Publication.(1992)