



स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ

नांदेड— ४३१६०६ (महाराष्ट्र)

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY

NANDED-431606, MAHARASHTRA STATE, INDIA.



स्वामी रामानंद तीर्थ
मराठवाडा विद्यापीठ, नांदेड.

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आंतर—विद्याशाखीय अभ्यास विद्याशाखेतील
पदवी स्तरावरील बी.एस.डब्ल्यू.—द्वितीय वर्ष
विषयाचा CBCS Pattern चा सुधारित
अभ्यासक्रम शैक्षणिक वर्ष २०१८—१९
पासून लागू करण्याबाबत.

परिपत्रक

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, दिनांक १९ नोव्हेंबर २०१८ रोजी संपन्न झालेल्या ४२व्या मा. विद्या परिषद बैठकीतील विषय क्र.६/४२—२०१८ च्या ठरावानुसार प्रस्तुत विद्यापीठाच्या संलग्नित महाविद्यालयांतील आंतर—विद्याशाखीय अभ्यास विद्याशाखेतील पदवी स्तरावरील खालील विषयाचा **C.B.C.S. (Choice Based Credit System) Pattern** नुसारचा सुधारित अभ्यासक्रम शैक्षणिक वर्ष २०१८—१९ पासून लागू करण्यात येत आहे. करिता, बी.एस.डब्ल्यू.—द्वितीय वर्ष अभ्यासक्रमाशी संबंधित यापूर्वीचे परिपत्रक क्र.शैक्षणिक(१)/परिपत्रक/पदवी—सीबीसीएस अभ्यासक्रम/२०१७—१८/४९९, दि. १४.०७.२०१७ रद्द समजण्यात यावे.

१) बी.एस.डब्ल्यू. — द्वितीय वर्ष

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या www.srtmun.ac.in या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी.

‘ज्ञानतीर्थ’ परिसर,

विष्णुपुरी, नांदेड — ४३१ ६०६.

जा.क्र.: शैक्षणिक—०१/परिपत्रक/पदवी—सीबीसीएस अभ्यासक्रम/
२०१८—१९/२१००

दिनांक : ०२.१२.२०१८.



स्वाक्षरित/—

उपकुलसचिव

शैक्षणिक (१—अभ्यासमंडळ) विभाग

प्रत माहिती व पुढील कार्यवाहीस्तव :

- १) मा. कुलसचिव यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- २) मा. संचालक, परीक्षा व मूल्यमापन मंडळ, प्रस्तुत विद्यापीठ.
- ३) प्राचार्य, सर्व संबंधित संलग्नित महाविद्यालये, प्रस्तुत विद्यापीठ.
- ४) उपकुलसचिव, पदव्युत्तर विभाग, प्रस्तुत विद्यापीठ.
- ५) साहाय्यक कुलसचिव, पात्रता विभाग, प्रस्तुत विद्यापीठ.
- ६) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ.

**Swami Ramanand Teerth Marathwada University
Nanded**



**Syllabus of
Bachelor of Social Work (B.S.W.)
SECOND YEAR
(Semester III & IV)
(CBCS Semester Pattern)**

Academic Year 2018-2019

Swami Ramanand Teerth Marathwada University, Nanded

Syllabus for Bachelor of Social Work(B.S.W.)

[Choice Based Credit System (CBCS) under Cumulative Grade Point Average (CGPA) pattern]

Year of implementation:

Revised Syllabus implemented from *academic year 2018-19*.

Introduction:

The Bachelor of Social Work (BSW) programme shall be of three years duration. The programme shall be spread over six semesters. The degree of Bachelor of Social Work is equivalent to professional bachelor degree in social work. The BSW programme is aimed to equip students 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 sector organizations. This degree equips a student with knowledge, skills, techniques, methods, attitude & professional development required to field of social work.

Eligibility: A Student passed with higher secondary examination any faculty i.e. art, commerce and science.

Medium of Instruction: Medium of instruction shall be Marathi & English.

Course Structure: The following shall be the theory classes, field work practicum and project report in the semester pattern for the Bachelor of Social Work to be introduced from the academic session 2018-19.

Course Description : This Degree Course (158 credits) is spread over six semesters in three years including five papers of 75 marks each (3 credits) in each semester. For each paper, there will be Continuous Assessment (C.A.) for 35 marks and End of Semester Examination (E.S.E.) for 40 marks and 75 marks for field work in each semester. Special workshops, Structured Experience Laboratory, Field Work Orientation, Individual & Group Confrance, films and visits will be organized as part of the course. Each student is required to complete supervised Project Report (with viva vorse) as part of this course.

Features of the course:

- Well designed and comprehensive course work (Including life Skill learning's)
- Periodic evaluation of the curriculum to keep pace with the growth in the subject.
- Obligatory project work enhance research attitude in students.
- Proactively engages students to put new knowledge into practice and to assess their own progress.
- Activities and assessments embedded throughout the content help to ensure that students understand concepts rather than only memorize facts.

Structure of B.S.W. Programme under CBCS Pattern

(Faculty of Social Science)

Semester	Course Opted	Paper Name & No.	Credits	
I	Ability enhancement compulsory	English Communication	03	
	Course I	SL (Marathi/Hindi)	03	
	Core Course A - I	Paper A & B	06	
	Core Course B - I	Paper A & B	06	
	Core Course C - I	Paper A	03	
	SWP (FW)	Social Work Practicum (Field Work)	03	
	TOTAL			24
II	Ability enhancement compulsory	English Communication	03	
	Course II	SL (Marathi/Hindi)	03	
	Core Course A – II	Paper A & B	06	
	Core Course B – II	Paper A & B	06	
	Core Course C - II	Paper A	03	
	SWP (FW)	Social Work Practicum (Field Work)	03	
	TOTAL			24
I & II	TOTAL		48	
III	Ability enhancement compulsory	English Communication	03	
	Course III	SL (Marathi/Hindi)	03	
	Core Course A – III	Paper A & B	06	
	Core Course B – III	Paper A & B	06	
	Core Course C - III	Paper A	03	
	Skill enhancement course I	Sec I	02	
	CCSWFW	Social Work Practicum (Field Work)	03	
TOTAL			26	
IV	Ability enhancement compulsory	English Communication	03	
	Course IV	SL (Marathi/Hindi)	03	
	Core Course A – IV	Paper A & B	06	
	Core Course B – IV	Paper A & B	06	
	Core Course C - IV	Paper A	03	
	Skill enhancement course II	Sec II	02	
	SWP (FW)	Social Work Practicum (Field Work)	03	
TOTAL			26	
III & IV	TOTAL		52	
V	Discipline Specific Elective A-I	DSE A- I	06	
	Discipline Specific Elective B-I	DSE B- I	06	
	Discipline Specific Elective C-I	DSE C- I	06	
	Generic Elective GE -A I	GE -A I	03	
	Generic Elective GE -B I	GE -B I	03	
	Skill enhancement course III	Sec III	02	
	SWP (FW)	Social Work Practicum (Field Work)	03	
	TOTAL			29
	Discipline Specific Elective A-II	DSE A- II	06	
	Discipline Specific Elective B-II	DSE B- II	06	
	Discipline Specific Elective C-II	DSE C- II	06	
	Generic Elective GE -A II	GE -A II	03	
	Skill enhancement course IV	Sec IV	02	
	SWP (FW)	Social Work Practicum (Field Work)	03	
	PR	Project Report	03	
	TOTAL			29
	V & VI	TOTAL		58
TOTAL COURSE CREDIT			158	

Number of Theory Papers, Social Work Practicum (Field Work) and Project Report:

Sr. No.	Contend	F.Y.		S.Y.		T.Y.		Total
		Semester		Semester		Semester		
		I	II	III	IV	V	VI	
01	AEC	03	03	03	03			12
02	Course (I,II,III & IV)	03	03	03	03			12
03	CC	15	15	15	15			60
04	SWP (FW)	03	03	03	03	03	03	18
05	SEC			02	02	02	02	08
06	DSE					18	18	36
07	GE					06	03	09
08	Project Report						03	03
	TOTAL							158

(AEC= Ability enhancement compulsory, CC= Core Course, SWP= Social Work Practicum (FW= Field Work), SEC= Skill Enhancement Course, DSE= Discipline Specific Elective, GE= Generic Elective, CA=Continuous Assessment (Internal), ESE= End Semester Examination)

Social work Practicum (Field Work) :

Social work practicum (field work) shall be mandatory from 1st to 6th Semester. Rural Camp of 7 days duration shall be a part of social work practicum during 4th semester and study tour shall be a part of 6th semester. The study tour should be conducted within Maharashtra. Each student shall require to undertake the Project Report in a subject relevant to the area of social work practice. The semester wise allocation of subject, credits and Teaching hours as follows.

Scheme of Examination :

There will be Continuous Assessment (C.A.) of 35 marks & End of Semester Examination (E.S.E.) of 40 marks for each Paper.

Details of Internal Work of Theory Papers (per semester):

Sr. No.	Particulars	No. of Test/ Assignment / Seminar	Marks
01	Class Test	Two (Per paper)	20 (10+10)
02	Home Assignment	One (Per paper)	10
03	Seminar	One (Per paper)	05
		Total Marks	35

Note: Each course teacher has autonomy to evaluate and give credit independently in other acceptable methods too.

SCHEME FOR SKILL ENHANCEMENT COURSE (SEC)

B.S.W II Year (III Sem) paper Title for SEC (1) **Skills for Social Work Practitioners** carries total 50 Marks, out of which 25 Marks are for C A (Continuous assessment) and 25 Marks for ESE (End of Semester Examination at College Level) total Credit 02.

Scheme of Internal Credit Examination

Sr. No	Practitioners	No. of Test / Assignment Seminar	25 Marks & End of Examination (ESE) of 25 Marks
01	Class Test	One (Per Paper)	10
02	Home Assignment	One (Per Paper)	10
03	Seminar	One (Per Paper)	05
		Total Marks	25

For ESE which carries 25 marks is of External credit, assessment will done by the external expert of this university from other affiliated social work college. External expert will conduct viva-voce of 35 students per day.

Activity for External Credit of III SEM: Spot Reading on Burning Issue.

Objective of Activity: In order to assess the critical thinking ability spot reading activity will be taken.

Schemes for External Credit Examination

Activity	No of Credit	Marks
Assessment of spot reading on burning issue activity	01	15 Marks
Viva-voce		10 Marks
TOTAL		25 Marks

Paper Title: “Skills for Social Work Practitioners in Different Settings” has been decided and the scheme of examination for B.S.W. II Year IV SEM (ESE) will be same as per the B.S.W III SEM Pattern.

Schemes of Marks for Internal & External Credit Examination of **IV SEM** will be same as **III SEM**.

Activity for External Credit of IV SEM: Field Action Project

Objective of Activity: In order to assess the applicability of field work skills in different social work fields.

Activity	No of Credit	Marks
Assessment of Field Action Project activity	01	15 Marks
Viva-voce		10 Marks
TOTAL		25 Marks

Final Evaluation System:

Evaluation system is based on cumulative Grade Point Average (CGPA) for the credit earned by the student semester wise.

- Marks for each course would be converted to grades as shown in table.
- A student who passes the internal test but fails in Term End Examination of a course shall be given FC grade. Student with FC grade in a course would be granted credit for that course but not the grade for that course and shall have to clear the concerned course within 1.5 year from appearing for first time in the concerned paper, provided the number of courses with FC and FR grades together is 25% or less of the courses of that semester, failing which he/se shall be disqualified for a credit and will have to opt for another credit.

Structure of CGPA/ CBCS for B.S.W. Course:

Grade	Grade Point	Marks Obtained	CGPA	Grade
O (Outstanding)	10	= > 80	9.01 – 10	O
A+(Excellent)	9	70-79	8.01 – 9.00	A+
A (Very Good)	8	60-69	7.01 – 8.00	A
B+ (Good)	7	55-59	6.01 – 7.00	B+
B (Above Average)	6	50-54	5.01 – 6.00	B
C (Average)	5	45-49	4.01 – 5.00	C
P (Pass)	4	44-44	4.00	P
F (Fail)	0	< 40		
Ab (Absent)	0	----		

- A student who has failed in the internal tests of a course shall be given F grade and shall have to repeat the concerned course to qualify to appear for term end examination of that course.
- For the final result of a student Cumulative Performance Index (CPI) based on total earned credits vis-à-vis total earned grade points shall be calculated as mentioned in table

Requirements for passing: P Shall be the minimum grade for passing in Individual subjects. P shall be the minimum grade for passing social work Practicum, Project Report A minimum cumulative grade point Average (CGPA) of 6 in each semester shall be required for passing the semester.

Swami Ramanand Teerth Marathwada University, Nanded

Choice Based Credit System (CBCS)

Semester Pattern

B.S.W. (UG) Programme under Faculty of Social Science

(Affiliated Colleges)

With Effect from Academic Year 2018-19

Name of Faculty : Social Science

Name of Subject : Social Work

Total Credit : 158

Average Credits Per Semester : 26

Note :

- ❖ **Assessment shall consist of continuous assessment (CA) and End of semester examination (ESE)**
- ❖ **Weightage : % for ESE & %% for CA**
- ❖ **Each paper is of 3 credits**
- ❖ **Paper (Elective) Transfer of Credit as per student choice**

Swami Ramanand Teerth Marathwada University, Nanded

Choice Based Credit System (CBCS)

Faculty of Social Science

B.S.W. Second Year

Contents of Syllabus

(Effective from 2018-19)

SEMESTER THIRD

Paper No.	Title of the paper	Continuous Assessment (C.A.)	End of Semester Examination (E.S.E.)
XI	Social Welfare Administration	35	40
XII	Personal & Professional Growth	35	40
XIII	Social Work Research Part I	35	40
XIV	Political Economy of Development	35	40
XV	Tribal Issues and Development	35	40
SEC- I	Skills for Social Work Practitioners	25	25
Social Work Practicum (Field Work)			75

Core Course :	
Continuous Assessment (C.A.)	35 Marks
End of Semester Examination (E.S.E.)	40 Marks

Skill Enhancement Course (S.E.C.) :	
Continuous Assessment (C.A.)	25 Marks
End of Semester Examination (E.S.E.)	25 Marks

Social Work Practicum (Field Work)	75 Marks
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Swami Ramanand Teerth Marathwada University, Nanded
Choice Based Credit System (CBCS)
Course Structure (New Scheme)
Faculty of Social Science
B.S.W. Second Year Semester Pattern 2018-19
Social Work
Semester Third & Fourth

Semester	Core Course	Paper No.	Name of Paper	Lectures/ Week	Total no. of Lectures	CA	ESE	Total Marks	Credits
III	CCSW XI	XI	Social Welfare Administration	04	55	35	40	75	3
	CCSW XII	XII	Personal & Professional Growth	04	55	35	40	75	3
	CCSW XIII	XIII	Social Work Research Part I	04	55	35	40	75	3
	CCSW XIV	XIV	Political Economy of Development	04	55	35	40	75	3
	CCSW XV	XV	Tribal Issues and Development	04	55	35	40	75	3
		SEC I	Skills for Social Work Practitioners	03	45	25	25	50	2
	SWP(FW)	Social Work Practicum (Field Work)						75	3
	TOTAL				23	320	200	225	500
IV	CCSW XVI	XVI	Welfare of Weaker Section	04	55	35	40	75	3
	CCSW XVII	XVII	Social Work Profession	04	55	35	40	75	3
	CCSW XVIII	XVIII	Crime & Correction	04	55	35	40	75	3
	CCSW XIX	XIX	Urban Community Development	04	55	35	40	75	3
	CCSW XX	XX	Social Work Research Part II	04	55	35	40	75	3
		SEC II	Skills for Social Work Practitioners in Different Settings	03	45	25	25	50	2
	SWP(FW)	Social Work Practicum (Field Work)						75	3
	TOTAL				23	320	200	225	500
	TOTAL	Third & Fourth Semester		46	640	400	450	1000	40

(CC= Core Course, SW= Social Work, SWP (FW) = Social Work Practicum (Field Work), CA= Continuous Assessment (Internal), ESE= End Semester Examination)

Structure of B.S.W. Programme under CBCS Pattern

(Faculty of Social Science)

Semester	Course Opted	Paper Name & No.	Credits	
I	Ability enhancement compulsory	English Communication	03	
	Course I	SL (Marathi/Hindi)	03	
	Core Course A - I	Paper A & B	06	
	Core Course B - I	Paper A & B	06	
	Core Course C - I	Paper A	03	
	SWP(FW)	Social Work Practicum (Field Work)	03	
	TOTAL			24
II	Ability enhancement compulsory	English Communication	03	
	Course II	SL (Marathi/Hindi)	03	
	Core Course A – II	Paper A & B	06	
	Core Course B – II	Paper A & B	06	
	Core Course C - II	Paper A	03	
	SWP(FW)	Social Work Practicum (Field Work)	03	
	TOTAL			24
I & II	TOTAL		48	
III	Ability enhancement compulsory	English Communication	03	
	Course III	SL (Marathi/Hindi)	03	
	Core Course A – III	Paper A & B	06	
	Core Course B – III	Paper A & B	06	
	Core Course C - III	Paper A	03	
	Skill enhancement course I	Sec I	02	
	SWP(FW)	Social Work Practicum (Field Work)	03	
TOTAL			26	
IV	Ability enhancement compulsory	English Communication	03	
	Course IV	SL (Marathi/Hindi)	03	
	Core Course A – IV	Paper A & B	06	
	Core Course B – IV	Paper A & B	06	
	Core Course C - IV	Paper A	03	
	Skill enhancement course II	Sec II	02	
	SWP(FW)	Social Work Practicum (Field Work)	03	
TOTAL			26	
III & IV	TOTAL		52	
V	Discipline Specific Elective A-I	DSE A- I	06	
	Discipline Specific Elective B-I	DSE B- I	06	
	Discipline Specific Elective C-I	DSE C- I	06	
	Generic Elective GE -A I	GE -A I	03	
	Generic Elective GE -B I	GE -B I	03	
	Skill enhancement course III	Sec III	02	
	CCSWFW	Social Work Practicum (Field Work)	03	
	TOTAL			29
	Discipline Specific Elective A-II	DSE A- II	06	
	Discipline Specific Elective B-II	DSE B- II	06	
	Discipline Specific Elective C-II	DSE C- II	06	
	Generic Elective GE -A II	GE -A II	03	
	Skill enhancement course IV	Sec IV	02	
	SWP(FW)	Social Work Practicum (Field Work)	03	
	PR	Project Report	03	
	TOTAL			29
	V & VI	TOTAL		58
TOTAL COURSE CREDIT			158	

SYLLABUS OF

BACHELOR OF SOCIAL WORK (B. S. W.)

SECOND YEAR (SEMESTER THIRD)

SOCIAL WELFARE ADMINISTRATION PAPER NO. XI

Credits : 03

Periods : 55

Marks : 75

LEARNER OBJECTIVES:

- To acquire knowledge of the basic process of administration
- To understand the procedures and policies involved in establishing and maintaining social welfare organizations
- Acquainted with the concept of social welfare administration
- Develop the perspective, skills and attitude of the welfare administration.
- Learn the management of voluntary organization.

Course Content:

Unit I : Social Welfare

- a) Meaning, Concepts & Objectives of Social Welfare Administration.
- b) Importance of Social Welfare Administration.
- c) Scope, Function and Principles of Social Welfare Administration.
- d) Philosophy of Social Welfare Administration.
- e) History of Social Welfare Administration.

Unit II : Social Welfare Administration in India

- a) Structure and Functions of Central Social Welfare Board.
- b) Structure and Functions of Department of Social Justice and Empowerment. (State to District Level).

Unit III : Organization :

- a) Team Work
- b) Decision Making Process
- c) Communication in Administration
- d) Supervision.

Unit IV : Skill of an Administrator :-

- a) Technical Skills, Human Skills, Conceptual Skills
- b) Preparing Program Proposal, Resource Mobilization, Time Management, Conducting Meeting.
- c) Qualities of good Administrator.
- d) Training

Unit V : Administrative Records:-

- a) Maintenance and Utilization of Administrative Records.
- b) Budget. – Importance of Budget, Planned & Unplanned Budget.
- c) Reporting- Importance and Steps involved in Reporting.
- d) Evaluation- Importance and Methods of Evaluation
- e) Audit

References:

- 1) Allock Bebra (Ed.) Handbook of Practical Administrative Skills, Jaico Publishing House, 1995.
- 2) Bhattacharya Sanjay- Social Work Administration and Development, Rawa Publication, New Delhi.
- 3) Choudhari D. Paul, 1983- Social Welfare Administration, Atma Ram and Sons, Delhi.
- 4) Connaway R. S. & Gentry, 1988 – social Work Practice, New Jersey M. E., Prentice Hall (Unit-I).
- 5) Devi Ranjna- Social Welfare Models, Concepts and Theories- Omega Publication, New Delhi.
- 6) Dr. D. R. Sachdeva- Social Welfare Administration in India- KitabMahal Agencies, Sarojini Naidu Marg, Allahabad.
- 7) डॉ. डी. आर. सचदेव – भारतातील समाजकल्याण व समाजकल्याण प्रशासन – 'के' सागर पब्लिकेशन, पुणे.
- 8) Govt. of India- Evaluation of Social Welfare Programmes, Encyclopedia of Social Work- Vol- 1,2,3,7,9,10.
- 9) Jagannatham, C. 1978- Administration and Social Change, New Delhi, Uppal Publishing House, (Unit-I).
- 10) S. L. Goel, R. K. Jain – Social Welfare Administration, Vol-I, Deep & Deep Publications, New Delhi-110027.
- 11) S. L. Goel, Social Welfare Administration- Organisational Infrastructure, Deep & Deep Publications, New Delhi-110027.
- 12) Sharma R. D. – Social Administration, Sumit Enterprises, Darya Ganj- New Delhi-02

SYLLABUS OF

BACHELOR OF SOCIAL WORK (B. S. W.)

SECOND YEAR (SEMESTER THIRD)

PERSONAL AND PROFESSIONAL GROWTH PAPER NO. XII

Credits : 03

Periods : 55

Marks : 75

LEARNER OBJECTIVE

- To understanding the process of self-awareness and relevance of self-awareness for personal and professional development.
- To develop practice based skills and positive life skills for competence in personal life and professional practice.
- To understand and uphold professional values and ethics.
- To study theories of human development.

Course Content

Unit I : Life Span Heredity and Environment

- a) Concept of Human Growth and Development.
- b) Concept of Personality Development.
- c) Stages of the life Span Perspective.
- d) Principals of Growth and Development.
- e) Methods of Studying Human Behaviour.
- f) Role of Heredity and Environment – Social Customs, Tradition, Values in Parenting and Child rearing Practices, Deprivation and Development During Stages of the Life Span.

Unit II : Theories of Human Development

- a) Freud's Psychosocial Theory
- b) Erikson's Psychosocial Theory
- c) Piaget's Theory of Cognitive Development

Unit III : Human Growth

- a) Characteristics of Human Growth.
- b) Stages of Human Growth.
- c) Personality Development.
- d) Types of Skills.
- e) Attitude, Motivation.

Unit IV : Human Ability

- a) Intelligence
- b) Types of Intelligence Test.
- c) Factor theories of Intelligence.
- d) Robert Sternberg's Triarchic Theory.

Unit V : Relevance to Social Work Practice :-

- a) Relevance of Social Work Practice across the Stages of Development, Development Needs Tasks, Health Problems and Services.
- a) Role of Social Worker in Human Development

References:

- 1) Baltes, P. B. (Ed.) (1978)- Life Span Development and Behaviour, New York: Academic Press, Inc.
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- 10) KakarSudhir 1978- Images of the Life Cycle and Adulthood in India, in Anthony, E. G. and Colette, C. (Eds.) The Child in his Family, Wiley, 319-332.
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- 12) Kapur, M. 1955- Mental Health of Indian Children, Delhi: Sage Publications.
- 13) Le Francois, G. R. 1990- The Life Span, Third Edition, University of Alberta.
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- 15) Sharma, N. 1999- Adolescent Girl Child in India, News Bulletin of the Indian Council of Child Welfare.
- 16) Sheehy G. 1976- Passages: Predictable Crisis of Adult Life, New York: Bantam Books.
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SYLLABUS OF

BACHELOR OF SOCIAL WORK (B. S. W.)

SECOND YEAR (SEMESTER THIRD)

SOCIAL WORK RESEARCH PART- I PAPER NO. XIII

Credits : 03

Periods : 55

Marks : 75

LEARNER OBJECTIVES

- To develop an understanding about the scientific approach to human inquiry
- To develop an appreciation of the value and approach in social work research in addressing Problems in the field of professional practice
- To develop skills for use of library and documentation in research work
- Understand the meaning, nature, scope and importance of social work research.

Course Content

Unit I : Social Work Research

- a) Meaning and Objectives of Research.
- b) Social Research and Social Work Research
- c) Scope and Need of Research
- d) Characteristics of Social Research.

Unit II: Types of Research

- a) Exploratory Research.
- b) Descriptive Research.
- c) Diagnostic Research.
- d) Survey and Case Study
- e) Quantitative and Qualitative Research
- f) Literature Review.

Unit III : Formulation of Problem

- a) Meaning and Definition of Formulation of Problems.
- b) Factors and Process of Problem Formulation.
- c) Characteristics and Importance of Hypothesis

Unit IV : Research Design

- a) Meaning and Definition of Research Design.
- b) Need and Objective of Research Design.
- c) Characteristics of Research Design.
- d) Steps of Research Design.
- e) Factors of Research Design.

Unit V : Sampling Techniques

- a) Meaning of Sampling.
- b) Basic Principles of Sampling.
- c) Steps of Sampling.
- d) Types of Sampling Method

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8. Shaw, Lan and Lishman, Joyce, Evaluation and Social Work Practice, New Delhi, Sage Publications, (eds.) 1999.
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BACHELOR OF SOCIAL WORK (B. S. W.)

SECOND YEAR (SEMESTER THIRD)

POLITICAL ECONOMY OF DEVELOPMENT PAPER NO. XIV

Credits : 03

Periods : 55

Marks : 75

LEARNER OBJECTIVES

- To know the concept of Developing Economy.
- To understand the Indian Economy as a Developing Economy.
- To understand the various economy in India.
- To Understand and analyze economic problems with social work perspective

Course Content

Unit I : Introduction to Political Economy

- a) Meaning of Political Economy.
- b) Significance of the Study of Political Economy.
- c) Meaning and Characteristics of Development and Under Development.
- d) Universal Values and objectives of development.

Unit II : Socio-Economic Order and Comparative Economic System :-

- a) Capitalism, Socialism and Mixed Economy, Their Features, Merits and Demerits.
- b) Marxian Political Economy

Unit III : Theories of Economic Development Globalization and its Impact on Developing Countries

- a) Stages of Growth Theory.
- b) Privatization, Liberalization.
- c) Role of International Financial Institutions

Unit IV : Poverty in India A Structural Problem

- a) Causes, Effects and Implications.
- b) Entitlement Approach to Understanding Poverty.
- c) Remedies on Poverty

Unit V : Planning for Development in India :-

- a) Development Aid (Assistance) to Developing Countries a Critique.
- b) Foreign Funding Policies and strategies

References:

- 1) Agrawal A.N. LalKundan, 1989- Economics and Development and Planning, New Delhi: Vikas Publishing House Private Limited.
- 2) Augushine, John S. (ed.) 1989- Strategies for Third World Development, New Delhi: Sage Publication.
- 3) Chakraborty, Bimal. 1996- The United Nations and the Third World, New Delhi: Tata McGraw Hill Publishing Company Limited.
- 4) Descrochers, John. 1977 –Methods of Social Analysis, Bangalore: Centre for Social Action.
- 5) Elsenhans, Hartmut. 1991- Development and Under Development; The History Economics and Politics of North South Relations, New Delhi: Sage Publication.
- 6) Nagardra, S.P. 1994.

SYLLABUS OF

BACHELOR OF SOCIAL WORK (B. S. W.)

SECOND YEAR (SEMESTER THIRD)

TRIBAL ISSUES AND DEVELOPMENT PAPER NO. XV

Credits : 03

Periods : 55

Marks : 75

LEARNER OBJECTIVES

- To understand the meaning, concept, characterizes & classification of tribal society.
- To study the problems (issues) & challenges of tribal.
- To understand various government scheme, policy & programme of tribal development.

Course Content

Unit I : Introduction of Tribal Society

- a) Meaning, Concepts and Definitions of Tribes.
- b) Characteristics of Tribal Society.
- c) Classification of Tribal.

Unit II : Tribal Issues

- a) Politics in Panchayat Raj.
- b) Employment Generation in Tribal Society
- c) Migration.
- d) Education.
- e) Environmental
- f) Naxlite.
- g) Malnutrition and Health Issues.

Unit III : Different Schemes and Programmes for Tribal (Central and State Level)

- a) Individual Beneficiary Scheme.
- b) Group Beneficiary Scheme.
- c) Special Action Programme for Tribal Areas.
- d) Welfare Services for Tribal- Education, Health, Vocational Guidance etc.

Unit IV : National Policy for Tribal Development :-

- a) Present Status of Tribal Society and Emerging Challenge.
- b) New National Policy for Tribal.

Unit V : Role of social worker in Tribal Development

References:

- 1 Das T. C. – A Scheme for Tribal Welfare in Applied by Anthropology in India.
- 2 Dr. Devgaonkar S. G. – Tribal Development Administration, ShriSai Publication, Nagpur.
- 3 डॉ. देवगांवकर शैलजा, डॉ. देवगांवकर श. जो. – आदिवासी विश्व, आनंद प्रकाशन, नागपूर.
- 4 गुरुनाथ नाडगोंडे – भारतीय आदिवासी, कॉन्टिनेन्टल प्रकाशन, पुणे.
- 5 G. R. Madan- Indian Social Problems Vol-I & II
- 6 डॉ. कुलकर्णी शौनक. महाराष्ट्रातील आदिवासी, डायमंड पब्लिकेशन्स, पुणे.
- 7 श्रीमती मंजू शर्मा – भारत में सामाजिक संरचना एवं जनजातियाँ – राज पब्लिशिंग हाऊस, जयपूर.
- 8 डॉ. प्रदीप आगलावे – आदिवासी समाजाचे समाजशास्त्र, श्री. साईनाथ प्रकाशन, नागपूर.
- 9 Singh K. S. – The Scheduled Tribes, Oxford University Press, New York.
- 10 Thakur R. N. – Social Matrix of a Tribal Village, Archives Books, New Delhi.

Skill Enhancement Course I : SKILLS FOR SOCIAL WORK PRACTITIONERS :

Credits : 02

Periods : 45

Marks : 50

LEARNER OBJECTIVES

- To understand the fundamental skills for Social worker practitioners
- To gain insight into factors contributing to development life coping skills
- To acquire knowledge on human dynamics and human relationship

COURSE OUTLINE

Unit I: Self-Awareness

SWOT analysis, self- disclosure, self-esteem, positive attitude towards others and work

Unit II: Life Style

Critical thinking, developing emotional maturity, holistic health through yoga, meditation and exercises, work ethics and work culture, body language, etiquettes and manners

Unit III: Life Coping Skills

Time management, stress managements, problem solving, decision making, assertive behaviour

Unit IV: Human Dynamics

The need to achieve, socialise and control, motivating oneself and others, team working with colleagues, team building with subordinates.

Unit V: Human Relationship Skills

Handling negative criticism, hurt feelings and anger, building relationships: personal and collegial, trust building

REFERENCE

1. Bishop, Sue (1996); Develop your Assertiveness, Kogan Page India Pvt. Ltd., New Delhi.
2. Celements, Phi (1998); Be Positive, Kogam Page India Pvt. Ltd., New Delhi.
3. Davar S. Rustom (1996); Creative Leadership, UBS Publishers Ltd., New Delhi.
4. D'Souza, Antony (1995); Leadership, Better Yourself Books, Mumbai.
5. Gupta Seema, (2001); Etiquette and Manners, Pustak Mahal, Delhi.
6. Hasks Hurt, (1995) Motivation People, Delhi, Pustak Mahal.
7. Johnson, David, Johnson P. Frank, (1982); Joining Together: Group Theory and Group Skills, Prentice-Hall Inc. New Jersey.
8. Lindenfield Gael, (1997); Assert Yourself, Harper Collins Publishers India Pvt. Ltd., New Delhi.
9. McGrath, e. H., (1997); Training for life and leadership in industry, Prentice Hall of India Pvt. Ltd., New Delhi.
10. Nelson, Richards & Jones (1990); Human Relationship Skills, Better Yourself Books, Mumbai.

SOCIAL WORK PRACTICUM (FIELD WORK)

Field work practicum for B.S.W. IIIrd sem. will be consisting of total 75 marks. Placement for concurrent field-work will be done particularly in various ideal Welfare / Social Welfare Services, Govt., Non-Govt. Institution and other institute etc. There should be a separate field work co-ordinator for each class and under his / her guidance every activity of field work practicum must be completed.

Objectives of Concurrent Field-Work (Third Semester) :

- i) To develop knowledge in the field of education set-up.
- ii) To develop a critical Consciousness about the realities, problems and administration in school set-up and various social work welfare government and non government institutions.
- iii) To develop sensitivity towards the problems / issues such as child right, child abuse etc.
- iv) To develop an problem-solving approach in this specific set-up.
- v) To develop an intervention skills in relevance to problems prevailing in the school set-up.

The Duration of Concurrent Practice Learning shall be a minimum of 15 Fifteen Clock Hours spread over two days in a week.

All the Social Work Practicum Records shall be preserved/ retained by the college for a period minimum of Three years from the date of University Examination

The student who fails in Social Work Practicum shall have to repeat the same process in the next subsequent academic semester.

Absence from activities covered under the head Social Work Practicum shall lead to forfeiting of the entire marks allocated to the said activity. There shall be no substitute for these activities.

Orientation and Internal Viva-Voce Examination components are compulsory. Students will not be get admission in the next semester till they fulfill these criterions.

Social Work Practicum records shall include Social Work Practicum journal/ file, attendance sheets, conference sheets diary etc.

The concerned affiliated college/ department of social work which impart social work training to the students shall follow the Social Work Practicum Manual prescribed by S.R.T.M.U, Nanded based on the guidelines of UGC Model Curriculum in Social Work Education related to Social Work Practicum component mentioning.

The college shall nominate one internal coordinator and he shall act as a facilitator in compilation of marks given by the respective faculty, who has actually supervised that particular activity of Social Work Practicum. The marks will be sent by the internal coordinator under his seal and signature, in a proforma developed by S.R.T.M.U, Nanded University with the signature of concerned faculty supervisor thereupon along with their role numbers allotted by the university.

The Structure of Merit Weight of Various Components of Social Work Practicum (Field Work) shall be as follows.

Sr. No	Activity	Maximum Marks
1	Field work orientation attendance	05
2	Structured experience laboratory attendance	05
3	Actual field work attendance	20
4	Working with individuals	10
5	Working with Groups	10
6	Field work record & daily diary writing & checking	05
7	Individual Conference	05
8	Group Conference	05
9	Viva-vorse	10
	Total	75

STRUCTURED EXPERIENCE LABORATORY

Introduction:

The Structured Experience Laboratory provides the opportunity of 'learning by doing' in a safe environment of the classroom. This environment, that is a laboratory, wherein learners and facilitators meet jointly to experience certain intervention skills, needs to be amongst the most non-threatening methods of teaming, especially for beginners. This learning opportunity is conducted through a game/ form, or other simulated exercises. Structured experience are directed to helping the learners enhance their awareness about self and others to aid conscious use of intervention tools.

Objectives

- i) Understanding of situations in the world of reality through experiencing situations in a laboratory setting, using imagination and fantasy.
- ii) Reflect over one's own behaviour and its effect on self and others.
- iii) Observe others' behaviour and with the help of the facilitator, understand the same.
- iv) Express feelings and appropriate reaction/response to others' feelings.
- v) Confront situations wherein-conflicts, decision-making and reflections are necessary.
- vi) Observe self, recognize own strengths and limitations, and also observe behaviour patterns that call for change.
- vii) Acquire beginning skills to establish relationship with clients and client groups by participating in games for systematic observation, listening,
- viii) verbal communication and understanding non-verbal messages-body language, empathy and like skills.
- ix) Develop better understanding of one another through group processes.
- x) Enhancing self-awareness in relationship to professional role.
- xi) Reinforcing professional values.

(a) Outcome of Learning

The learners' ability enhances to adapt, be open to experience, discuss and share this learning.

(b) Facilitators competencies

It is necessary that facilitators undergo these experiences each year prior to taking on the role of being facilitators.

Facilitator's competence must reflect in the ability to:

Be open to learning through involvement in this experience. Understand self and role of a facilitator.

Provide emotional and social support to learners.

Foresee consequences.

Aid learning through reflection and discussion, and understand its application.

Continually look for opportunities to maximize learner involvement and aid exchange of experiences to help the learners grow.

Be prepared and organized for sessions.

Understand that process and goals are both equally important for such experiences.

Recognize signs of learner's growth and integrate this in the structured experiences.

Treat all participants with respect, and expect mutual respect from them and among them. Interest and ability to interact by itself is not enough, complete involvement and awareness of the process as 'here and now' is necessary.

(c) Facilitator Readiness

Taking on the role of a facilitator/resource person for experiential laboratory sessions calls for readiness of the persons concerned. This readiness is behaviourally seen as:

Willingness coupled with desire and motivation to be a facilitator.

Willingness to come to facilitator practice sessions.

Openness as a facilitator learner to discuss the experience and learn new skills.

Ability to recognize and appreciate one's own growth and recognize the surfacing the incomplete gestalt (unfinished business-others' needs arising in the mind) while aiding others learning, and willingness to work on findings about self

Understanding one's own needs, allow interaction among the learners, and with no latent desire to interrupt learners during the —flow of communication"

- i. Observe and sense stress being generated by unresolved feelings of individual learners.
- ii. Ability to help such learners.

Note for faculty—usually these experiences are designed at the beginning of the year, same phase as the visits to various settings.

Swami Ramanand Teerth Marathwada University, Nanded

Choice Based Credit System (CBCS)

Faculty of Social Science B.S.W. Second Year Contents of Syllabus

(Effective from 2018-19)

SEMESTER IV

Paper No.	Title of the Paper	Continuous Assessment (C.A.)	End of Semester Examination (E.S.E.)
XVI	Welfare of Weaker Section	35	40
XVII	Social Work Profession	35	40
XVIII	Crime & Correction	35	40
XIX	Urban Community Development	35	40
XX	Social Work Research Part II	35	40
SEC- II	Skills for Social Work Practitioners in Different Settings	25	25
Social Work Practicum (Field Work)			75

Core Course :	
Continuous Assessment (C.A.)	35 Marks
End of Semester Examination (E.S.E.)	40 Marks

Skill Enhancement Course (S.E.C.) :	
Continuous Assessment (C.A.)	25 Marks
End of Semester Examination (E.S.E.)	25 Marks

Social Work Practicum (Field Work)	75 Marks
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SYLLABUS OF

BACHELOR OF SOCIAL WORK (B. S. W.)

SECOND YEAR (SEMESTER FOURTH)

WELFARE OF WEAKER SECTION PAPER NO XVI

Credits : 03

Periods : 55

Marks : 75

LEARNER OBJECTIVES

- To understand the concept of weaker section
- To take review of social disabilities in India.
- To understand social inequality in urban, rural & tribal community.
- To understand the government policy & programmes of weaker section.
- To study the co-ordination between government & non government organization in weaker section development.

Course Content

Unit I : Introduction to Weaker Section

- a) Concept of Weaker Section.
- b) Historical Review of social disabilities in India- Women, Children, Physically and Mentally Handicapped

Unit II : Status and problems of Weaker Section

- a) Present Status of SC, ST, Denotified Community and Children in India.
- b) Health, Nutrition, Employment and Economical Status of Weaker Section.
- c) Problems Related to Weaker Section.

Unit III : Social Inequality

- a) Nature and consequences of social inequality in different cultures i.e Urban, Rural , Tribal.
- b) Concept of disadvantaged, Types of disadvantaged.
- c) Impact of social inequality on socially disadvantaged

Unit IV Constitutional Provision for Weaker Section

- a) Fundamental Rights and Duties, Special Privileges for SC, ST, Backward Classes, Women Children and Minorities.
- b) Directives Principles of State Policy.
- c) Reservation Policy for Weaker Section.
- d) Training

Unit V : Promoting Welfare Service

- a) Structure and Function of Commissions and their Role towards Development.
- b) Women, Children Scheduled Caste, Scheduled Tribe, OBC and Minorities.
- c) Role of Voluntary Agencies in Promoting Welfare of such Groups of Weaker Section

References:

- 1) Dabra G. D. – Development of Weaker Section, Inter India Publications, New Delhi, 1984.
- 2) Govt. of India- Constitution of India
- 3) Govt. of India- Annual Report of the Commission for SC and ST.
- 4) Govt. of India- Social Legislation in India.
- 5) Ishwari Prasad- Reservation Action for Special Equality, Criterion Publications, New Delhi, 1986.
- 6) Madan G. R.- Indian Social Problems- Vol- I & II, Third Edition, Allied Publisher Pvt. New Delhi.
- 7) Vakil A. K. – Reservation Policy and SC in India, Ashish Publishing House, New Delhi.
- 8) भारतीय समाज विज्ञान कोष—संपादक— गर्गे स. मा., प्रकाशक—संचालक समाज विज्ञान मंडळ 'ज्ञानेश' १७०५/४, शिवाजीनगर, पुणे — ४११ ००४.
- 9) डॉ. सचदेव डी. आर. — भारतातील समाजकल्याण व समाजकल्याण प्रशासन — के सागर पब्लिकेशन्स, पुणे.

SYLLABUS OF

BACHELOR OF SOCIAL WORK (B. S. W.)

SECOND YEAR (SEMESTER FOURTH)

SOCIAL WORK PROFESSION PAPER NO XVII

Credits : 03

Periods : 55

Marks : 75

LEARNER OBJECTIVES

- Understand the concept of social work Profession.
- Develop knowledge of history and development of social work.
- Understand the current trends of social work practice in India.
- Develop understanding of the perspectives of social work practice in India.

Course Content

Unit I : Introduction of Professional Social Work

- a) Concept and Definition of Professional Social Work.
- b) Objectives of Professional Social Work and Functions.
- c) Principles of Professional Social Work.
- e) Social Work as a Profession – Present Status in India.

Unit II : Concepts and Characteristics of

- a) Social Reforms.
- b) Social Security.
- c) Social Action.
- d) Social Insurance.
- e) Social Development.

Unit III : History of Social Work Profession

- a) History of Social Work in India.
- b) Historical Development of Social Work Education in India.
- c) Professional Social Work Education in Maharashtra

Unit IV : Values and Ethics in Professional Social Work

- a) Basic Assumptions of Social Work.
- b) Values in Professional Social Work.
- c) Code of Professional Ethics.
- d) Manifesto of Social Work Ethics- 2002.

Unit V : Professional Social Worker

- a) Attributes of Social Worker.
- b) Skill and Techniques for Social Worker.
- c) Challenges for Social Work Professionals.
- d) The Qualities of Professional Social Worker

References:

- 1) Bhatra, Nitin -2004, Dynamics of Social Work in India- Raj Publishing House, Jaipur.
- 2) Desai Murali - Ideologies and Social Work- Rawat Publication, Jaipur.
- 3) David Cox & Manohar Pawar- International Social Work: Issues, Strategies and Programmes – Vistar Publication Pvt., New Delhi.
- 4) Frederic Reamer- Social Work Values & Ethics- Rawat Publication, Jaipur.
- 5) Feibleman J. K. – 1986, Understanding Philosophy – A Popular History of Ideas- New York, Souvenir Press.
- 6) Nanda Pangul - Barhatte- Social Work Ideology Theory & Practice- R. B. Publication, Nagpur.
- 7) Sachdev Dr. R. – Social Welfare in India and its Administration- K. Sagar, Pune.
- 8) Tanksale P. – Vyavasayik Samajkarya Sankalpana Aani Sidhantha - Shri Sainath Prakashan, Nagpur, 2000

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BACHELOR OF SOCIAL WORK (B. S. W.)
SECOND YEAR (SEMESTER FOURTH)
CRIME AND CORRECTION PAPER NO XVIII

Credits : 03

Periods : 55

Marks : 75

LEARNER OBJECTIVES

- To study the concept, Classification Characteristics of crime and criminology.
- To study the methods of punishment and correctional methods
- To understand the sociological theory of crime.
- To understand the Indian judicial system.

Course Content

Unit I : Concept of Crime

- a) The Concept and Meaning of Crime.
- b) Classification of Crime.
- c) Characteristics of Crime.
- d) Crime, Criminal and Criminology.

Unit II : Sociological Theory of Crime

- a) Sociological Theory of Criminal Behaviour.
- b) Multiple Factors Approaches to Crime Causation.

Unit III : Punishment and Correctional Methods

- a) Punishment Theories: Retributive, Deterrent, and Preventive.
- b) Reformatory Theory.
- c) Correctional Methods: Prison Based, Community Based, Probation, Parole, Open Prison

Unit IV : Judiciary

- a) Criminal Procedure Code.
- b) Role of Police in Child Crime and Correction
- c) Indian Judicial System.

Unit V : Correctional Techniques:-

- a) Preventive and Curative Measures.
- b) Role of Social Worker in Correctional Administration.
- c) Crime - Spirituality and Yoga therapy

References:

- 1) Ahuja Ram- Criminology Published by PremRawat for Publication, Jawahar Nagar, Jaipur.
- 2) Chakrabathi N. K. – Juvenile Justice, Deep and Deep Publication Pvt. Ltd., New Delhi, 1999.
- 3) KulkarniShilpa- Crime and Society, Diamond Publication, Pune.
- 4) Martin R. Haskell and Lewis Yabolonsky- Criminology: Crime of Criminality, R and McNally College Publication Co. Chicago.
- 5) Pankaj J. J. and S. D. Gokhale – Crime and Corrections in India, Rate Institute of Social Sciences, Bombay, 1989.
- 6) Paranjape N. V. – Criminology and Pinology- Central Law Publication, Allahabad, 2000.
- 7) Ratanlal Dhivajlal- The Indian Penal Code, Wardha and Co-Agra Act XLV at 1860.
- 8) Russel on Crime: Vol I & II Strevens and Son's, London.
- 9) Shrivastava S. S. – Criminology Criminal Administration- Central Law Agency, Allahabad, 1996.
- 10) Sharma K. Rajendra- Criminology and Pinology, Atlantic Publisher and Distributor, Delhi, 1998.
- 11) Sirohi J. P. – Criminology and Crime Administration, Allahabad Law Agencies.

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SECOND YEAR (SEMESTER FOURTH)

URBAN COMMUNITY DEVELOPMENT PAPER NO XIX

Credits : 03

Periods : 55

Marks : 75

LEARNER OBJECTIVES

- Understand the meaning, concept, characteristics development and stages of Urban Community.
- Enhance critical understanding of the models and strategies for urban community development.
- Appraise with various tools, strategies and skills of community organization in practice.
- To study the policies, statutory provision & programs of urban community development.

Course Content

Unit I : Urban Community

- a) Meaning, Concept and Characteristics of Urban Community.
- b) Origin and Development of Urban Community.
- c) Stages of Development of the Cities

Unit II : Problems of Urban Community

- a) Problems of Urban Community.
- b) House Wives, Employed Women.
- c) Problems of Housing Poverty.
- d) Environmental Issues.

Unit III : Statutory Provisions

- a) The Constitution 74th Amendment Act-1992.
- b) Municipal Act-2001
- c) Local Self Govt. – Structure and Function.

Unit IV : Policies and Programmes

- a) Policies Related to Urban Slums.
- b) Policies Related to Urban Development.
- c) Govt. Programme for – Women, children, Needy and Poverty Eradication.
- d) Urban Development Schemes- JNNURM (Jawaharlal Nehru National Urban Renewal Mission) Schemes for Housing

Unit V : Role of NGO and C. S. R.

- a) Role of NGO for Urban Development.
- b) Contribution of Corporate Social Responsibility.
- c) Role of Municipal Corporation

References:

- 1) Aglave Pradeep - Rural and Urban Sociology - Sainath Publication, Nagpur.
- 2) D. Vasudevrao – Urban Development Problems- Lancers Book's, New Delhi.
- 3) Kachole D. D. - Urban Sociology- Kailash Publication, Aurangabad.
- 4) Marshall B. Clinard - Slums and Community Development Experiments in Self-Help- The Free Press, New York.
- 5) Madan G. R. – Indian Social Problems.
- 6) Memoria C. B. – Social Disorganisation and Social Problems.
- 7) Nagpaul Hans - Social Work in Urban India.
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SYLLABUS OF

BACHELOR OF SOCIAL WORK (B. S. W.)

SECOND YEAR (SEMESTER FOURTH)

SOCIAL WORK RESEARCH PART II PAPER NO. XX

Credits : 03

Periods : 55

Marks : 75

LEARNER OBJECTIVES

- To learn the research process and computer application in social work research.
- Develop an understanding of simple statistical tools and learn to use these statistical tools.
- Develop ability to use primary & secondary data in social work research.

Course Content

Unit I : Data Collection

- a) Meaning and Characteristics of Data.
- b) Types of Data Collection.
- c) Observation – Definition and Types of Observation.
- d) Processing of Data

Unit II : Interview

- a) Meaning and Characteristics of Interview.
- b) Objectives of Interview.
- c) Types of Interview.
- d) Steps of Interview.
- e) Merits of Interview

Unit III : Questionnaire and Interview Schedule

- a) Types of Questionnaire
- b) Techniques of Constructing Questionnaire
- c) Types of Interview Schedule.
- d) Process of Preparing Interview Schedule.
- e) Steps of Interview Schedule

Unit IV : In Social Work Research

- a) Statistics-Mean, Mode, Median (Its importance)
- b) Master sheet
- c) Tabulation and Codification d) Classification of Data
- e) Process of Analysis and Interpretation

Unit V : Research Report :-

- a) Objective of Research Report.
- b) Content of Report.
- c) Problems of Preparing the Report.
- d) Project Proposal (Need Based)
- e) Conclusion
- f) Attributes of Good Researcher

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8. Shaw, Lan and Lishman, Joyce, Evaluation and Social Work Practice, New Delhi, Sage Publications, (eds.) 1999.
9. Yin, Robert K., Case Study Research: Design and Methods, New Delhi, Sage Publications, 1994.
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11. C. R. Kothari, Research Methodology - Methods and Techniques, International New Age Pvt. Ltd., New Delhi.
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Skill Enhancement Course (SEC) – II

SKILLS FOR SOCIAL WORK PRACTITIONERS IN DIFFERENT SETTINGS

Credits : 02

Periods : 45

Marks : 50

Unit: - 01 Orientation of Field Work in Social Work Education

- Introduction, meaning & definition of Orientation.
- Objectives of Orientation Visit.
- Components of Orientation Visit.
- Report writing Skills of Orientation Visit.

Unit: - 02 Introduction of Concurrent Field Work

- Meaning of Concurrent Field Work
- Principle of Concurrent Field Work.
- Objectives of Concurrent Field Work.
- Skill for Report Writing of Concurrent Field Work (CFW).

Unit: - 03 Rural Social Work Camp

- Importance of Rural Social Work Camp.
- Objectives of Rural Social Work Camp.
- Need of Observation skills for Rural Social Work Camp (RSWC).
- Importance of Communication skill in Rural Social Work Camp (RSWC).
- Report Writing in Rural Social Work Camp.

Unit: - 04 Study Tour

- Objectives of Study Tour.
- Importance of Study Tour.
- Content of Study Tour Report.

References:

1. Singh R. R. - 'Field Work Education – Concept'. Publication co. New Delhi, 1985
2. I.S. Subhedar - 'Field Work Training in Social Work'. Rawat Publication Jaipur, 2001.
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6. Dr. W.R. Mujawar, Dr. N.K. Sardar "Teaching & Learning Communication Skill in Social Work Education" Manglam Publication, Kartar Nagar, Delhi- 2012
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14. Bhanti R. 1996 "Social Work In social Work Perspective", Delhi, Himanshu Publication.
15. Chaturvedi, Pratima, 2005. "Social Work Theories & Practices" Jaipur, Book Enclave.
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SOCIAL WORK PRACTICUM (FIELD WORK)

Field work practicum for B.S.W. IVth sem. will be consisting of total 75 marks. Placement for concurrent field-work will be done particularly in various ideal Welfare / Social Welfare Services, Govt., Non-Govt. Institution etc.

There should be a separate field work co-ordinator for each class and under his / her guidance every activity of field work practicum must be completed.

Objectives of Concurrent field-work (Fourth Semester)

- i) To develop knowledge in the field of education set-up.
- ii) To develop a critical Consciousness about the realities, problems and administration in school set-up and various social work welfare government and non government institutions.
- iii) To develop sensitivity towards the problems / issues such as child right, child abuse etc.
- iv) To develop an problem-solving approach in this specific set-up.
- v) To develop an intervention skills in relevance to problems prevailing in the school set-up.

The Structure of Merit Weight of Various Components of Social Work Practicum shall be as follows.

Sr. No	Activity	Maximum Marks
1	Field work orientation attendance	05
2	Structured experience laboratory attendance	05
3	Actual field work attendance	20
4	Working with individuals & Groups	10
5	Rural Camp	10
6	Field work record & daily diary writing & checking	05
7	Individual Conference	05
8	Group Conference	05
9	Viva-vorse	10
	Total	75

The Duration of Concurrent Practice Learning shall be a minimum of 15 Fifteen Clock Hours spread over two days in a week.

All the Social Work Practicum Records shall be preserved/ retained by the college for a period minimum of Three years from the date of University Examination

The student who fails in Social Work Practicum shall have to repeat the same process in the next subsequent academic semester.

Absence from activities covered under the head Social Work Practicum shall lead to forfeiting of the entire marks allocated to the said activity. There shall be no substitute for these activities. (H)Orientation and Internal Viva-Voce Examination components are compulsory.

Students will not be get admission in the next semester till they fulfill these criterions

Social Work Practicum records shall include Social Work Practicum journal/ file, attendance sheets, conference sheets diary etc.

The concerned affiliated college/ department of social work which impart social work training to the students shall follow the Social Work Practicum Manual prescribed by S.R.T.M. University, Nanded based on the guidelines of UGC Model Curriculum in Social Work Education related to Social Work Practicum component mentioning part-C of the detailed note.

The college shall nominate one internal coordinator and he shall act as a facilitator in compilation of marks given by the respective faculty, who has actually supervised that particular activity of Social Work Practicum. The marks will be sent by the internal coordinator under his seal and signature, in a proforma developed by S.R.T.M. University, Nanded with the signature of concerned faculty supervisor thereupon along with their role numbers allotted by the university.

The duration of Rural Camp will be 7 days and shall have the workload of 1 clock hour.

STRUCTURED EXPERIENCE LABORATORY

CONCURRENT PRACTICE LEARNING OPPORTUNITY

Introduction

This experience provides opportunity to build on earlier learning and enhance understanding sharpen practice skills learn and develop new skills.

Objectives

- a. Develop understanding and ability to analyze critically various problems and needs of the individuals, group and communities.
- b. Participate in administrative processes.
- c. Learn to integrate theory with practice.
- d. Plan and organize tasks independently and evaluate them.
- e. Utilise practice principles based on professional social work values.
- f. Use field-instruction to develop as a professional person.

Criteria for Practice teaching learning and Evaluation

Social work tasks in the Agency

The Learner

Shows critical understanding of the agency's philosophy, policy, objectives, administrative structures and services

Gains greater understanding of the needs/problems as related to individuals/groups/ communities she/he serves.

Shows concern about the gaps between needs and services and undertakes responsibilities in relation to them.

Identifies tasks and selects appropriate intervention for working with individuals /groups/ communities.

Sees connection between own task and agency goals, and networking among agencies.

Understands the handling of her/his own tasks in relation to different approaches utilised by the agency preventive, remedial, and developmental.

Identification and Assessment of the Needs/Problems. The learner

- a. Studies individuals in their social situation and identifies causal factors between these and role performance.
- b. Identifies and analyses the effects of legislation, bureaucratic structures, red tapism, on the social functioning of people.
- c. Uses resources to create opportunities for different groups, to meet needs .
Becomes sensitive to people's feelings regarding their needs / problems, requires help in handling these, especially the negative ones

- d. Observe the family inter-personal relationships, and needs/problems of different members
- e. Begins to use multiple client interviews with family members, observes the family dynamics and needs help in dealing with differential response to the needs/problems.
- f. Uses different interviewing techniques skills, like, support, suggestions, and reflective procedures in involving family members in the problem solving process.
- g. Understands the rationale and objectives of short term and long term groups, open and closed groups,
- h. Observes the group process and handles differential response of members.

Skills of Work with Individuals/Groups/Communities

- Plans interview by formulating objectives, and can evaluate the outcome.
- Interprets individual's behaviour, like their use of coping, defences, and effect of tradition, superstitions on people's behaviour.
- Plans home visits keeping in mind the objectives.
- Understands the importance of relationships by making
- Attempts to establish and sustain relationships with individual/groups/communities. Uses different roles like collaborative, bargaining, advocacy, change agent with awareness.
- Relates to individuals/groups/larger groups, according to their varying needs for relationships, interpreted through different types of behaviour such as attention seeking behaviour, isolation, assertive behaviour.
- Is aware of, but needs help, to assess and to cope with feelings
- towards individuals/ groups/communities such as anger/indifference, undue attachment.
- Identifies and is able to partials work based on assessment of the client sub-system in relation to the identified problem.
- With help shows more initiative in identifying the area of greatest discomfort of the client system that partialises the problem from the information collected from the client system.
- Independently recognizes blocks in functioning of individuals/groups.
- Involves the client system in planning action for problem solving.
- Provides leadership and direction while working with individuals/groups/communities.
- Sustains and assesses motivation and needs help in creating motivation in the individuals/groups/communities in dealing with the developmental/problem situation.
- Confidently explains mutual roles responsibilities and clarifies the contract for work.
- Shows greater ability and independence in the use of techniques in working with
- individuals/groups/communities such as:
- Fact finding and collating that data.
- Advice, guidance, reassurance.
- Providing knowledge and information.
- Creates awareness so as to provide simple workable solutions through different techniques like environment modification, reflection, behaviour change.
- Mobilises human and material resources in relation to tasks assigned.
- The learner: Shows greater selectivity in exploring facts.
- Utilises appropriate techniques, of fact finding.

- Critically understands the organizational philosophy, policy objectives and rules, administrative structure, and services structure.
- Extends the objectives in relation to a wider system of health, education, welfare, and development programmes.
- Supports agency's, operational procedure like filing, maintaining registers, ledger's, correspondence, project report, summary recording, minutes, reports, appeals.
- Formulates objectives for planning, organizing, budgeting, evaluating special projects and working in a team.
- Effectively contributions to staff meetings and provides relevant information.
- Suggests changes in the agency programmes, and recognizes own contribution in the agency process.
- Elicits cooperation from others to work through different situations.
- Takes responsibility for organizing own work-load for time and tasks.
- Shows confidence and understanding of the rationale and procedures, for transfer and termination with individuals/groups/communities, and attempts to deal with feelings and behaviour like hostility, anxiety, frustration.
- Records relevant facts and maintains topical sequence with clarity. b. Begins to show skills in recording own responses with greater sensitivity, in relation to:
 - The tasks assigned.

The agency.

Profession.

The individual/group/community.

Organizes administrative tasks of the agency systematically, in relation to clients.

Maintains a regular diary and uses it to organize workload.

Shows ability to write transfer summaries, summary recordings and agency reports.

Development as a Professional Person

Uses supportive techniques to motivate and sustain the client system in clarifying goals and in the problem solving process.

Makes appropriate choice of strategies and techniques.

Discusses prejudices and preconceived ideas in relation to role in the settings, and needs help in dealing with them, as well as those in relation to certain community or religion, faith or traditions.

Projects professional self in physical appearance and manner, shows a sense of commitment; is aware of own feelings (positive and negative), and can use emotional energy creatively

E. Use of Practice Learning Instruction

Reinforces ability to utilise the educational relationship by establishing a purposeful relationship with the field instructor and using it as a medium of learning.

With the help of field instructor, reaches out to new tasks.

Learns from previous experience and carries over this learning from one situation to another.

Utilises field instructor's assessment of strengths and limitations to enhance own learning.

Makes attempts and is able to identify, application of theory to practice during conferences.

Shows responsibility in preparation for weekly conferences in terms of:

Submitting records in time for field instructor to read before conferences.

Reading the comments noted therein and using them to initiate discussion.

Actively participates in discussion at the individual weekly conferences.

Is able to confine dependency needs during conferences

Confidently presents plans for assignments.

Functions with progressive independence.

Discusses own strengths and limitations with respect to the tasks assigned

Discusses own potentialities and limitations for professional growth.

With help, evaluates field- instruction constructively.

Participates and begins to take leadership in group conferences.

Learns from others' experiences.

Participates in discussions.

Identifies content for group learning.

Organizes material for discussion, presents it with confidence.

Takes initiative and responsibility for professional growth.
