



**KAVAYITRI BAHINABAI CHAUDHARI
NORTH MAHARASHTRA UNIVERSITY,
JALGAON**

Faculty of Humanities

**FOUR YEAR UNDERGRADUATE
PROGRAMME IN SOCIAL WORK (BSW)**

**With Multiple Entry and Exit System
Under
National Education Policy-2020**

**Program Code: B.S.W.
(Syllabus for Semester and 60:40 Patterns)**

Revised Rules and Regulations with effect from

Academic Year: - 2025-2026

Prepared by

Board of Studies in Social Work

1. Introduction

The Bachelor of Social Work Degree programme of Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon comes within the preview of the Faculty of Humanities. The four (4) years Bachelor's Degree in Social Work (BSW) comprises of eight (8) semesters with multiple categories of courses namely Major, Minor, Multi-Disciplinary, Ability Enhancement, Skill Enhancement, Value Added and Internship Courses.

The degree of Bachelor of Social Work (BSW) is equivalent to professional bachelor degree in social work. The aim of BSW programme is to trained students' personnel to work as a change agent at grass root level and also contribute up to policy level. It is a recognized qualification for professional positions, in Governmental, industrial and voluntary or non - governmental organizations. This degree equips a student with knowledge, skills and attitude required to field of social work.

2. Concept of B.S.W. Degree Program

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

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

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

The profession of Social Work seeks to improve the quality of life for individuals and to effect system-wide change through the pursuit of social justice. Social Work seeks to help people overcome some of life's most difficult challenges. Social workers not only consider individuals' internal struggles, but they also work with people to examine their relationships, family structure, community environment, and the systems and policies that impact them in order to identify ways to help address challenges.

Bachelor of Social Work programs prepare students for generalist social work practice. Students learn to practice social work with individuals, families, groups and communities.

Social workers help clients cope with problems such as poverty, abuse, addiction, unemployment, educational problems, disability and mental illness. Social workers provide individual, family and group counselling, connecting clients with resources and service providers and other services to empower clients to meet their own needs. Bachelor of Social Work programs combine classroom learning with field work practice. Students gain work experience while applying their classroom training to real-world work settings. After successful completion of BSW Programme, one can start practicing as a Professional Social Worker.

3. Program Objectives For BSW

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

1. To impart quality social work education and training to the students for equipping them with the required skills and abilities to accept the social challenges and professional social work tasks in society.
2. To equip candidates with the knowledge of working with people and the ability in problem solving through field experience.
3. To promote among trainees a sense of commitment and dedication to strive for equity, social justice, social harmony and peace.
4. To sensitize the trainees to involve themselves for the cause of poor, subaltern under privileged and disadvantaged section of the society.
5. To develop confidence among the trainees to feel themselves as change agents for social change and transformation.
6. To impart social work education at under graduate level to groom competent social work professionals who can bring positive change in the world.
7. To enable students to understand history, philosophy, values, ethics and functions of social work profession, and its linkages with other social science disciplines.
8. To equip students with knowledge on core and ancillary methods of professional social work, and its practice base.
9. To prepare professionals to practice in diverse social work settings and also address contemporary issues and concerns such as of marginalized and exclusive population.
10. To make learners- the young professionals sensitive to the needs of the people at individuals, group and community levels.
11. To conduct social work research by involving students, so as to train them in methodologies and techniques of research.
12. To undertake field projects/activities in social work and allied fields, and carry out the Institute's social responsibility program.
13. To organize lectures, seminars and workshops to enrich knowledge base and disseminate current academic information and messages.
14. To build a foundation in social work among the undergraduate students.
15. To develop a professional identity as a social worker by applying professional values and ethics to social work practice
16. To sensitize the student community on all the social issues prevailing in the society.
17. To offer theoretical and practical knowledge on subjects relevant to professional development.
18. To inculcate social values among the students, so that they become the change agents for the betterment of the society.

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

4. Program Outcomes for BSW

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

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

This includes mastery of the following practice behaviors:

- Ability to advocate for client access to the services of social work
- Ability to practice personal reflection and self-correction to assure continual professional development.
- Ability to attend to professional roles and boundaries.

- Ability to demonstrate professional demeanor in behavior, appearance, and communication.
- Ability to engage in career-long learning.
- Ability to use supervision and consultation.

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

This includes mastery of the following practice behaviors:

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

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

This includes mastery of the following practice behaviors:

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

4. Competency: Engage diversity and difference in practice.

This includes mastery of the following practice behaviors:

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

5. Competency: Advance human rights and economic justice.

This includes mastery of the following practice behaviors:

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

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

This includes mastery of the following practice behaviors:

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

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

This includes mastery of the following practice behaviors:

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

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

This includes mastery of the following practice behaviors:

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

9. Competency: Respond to contexts that shape practice.

This includes mastery of the following practice behaviors:

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

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

Engagement:

This includes mastery of the following practice behaviors:

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

- **Assessment:**

This includes mastery of the following practice behaviors:

1. Ability to collect, organize, and interpret client data in regard to practice.
2. Ability to assess client strengths and limitations.
3. Ability to develop mutually agreed-on intervention goals and objectives.
4. Ability to select appropriate intervention strategies

- **Intervention:**

This includes mastery of the following practice behaviors:

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

- **Evaluation:**

This includes mastery of the following practice behaviors:

Ability to critically analyse, monitor and evaluate intervention

Disciplinary Knowledge:

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

5. Graduate Attributes

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

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

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

1. Communication Skills:

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

2. Critical Thinking:

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

3. Problem Solving:

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

4. Analytical Reasoning:

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

5. Research-related Skills:

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

6. Cooperation and Team Work:

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

7. Reflective Thinking:

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

8. Self-motivated Learning:

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

9. Diversity Management and Inclusive Approach:

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

10. Moral and Ethical Awareness/Reasoning:

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

11. Lifelong Learning:

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

6. Eligibility

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

7. Medium of Instruction

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

8. Admission Procedure

The candidate must apply only on a prescribed form attached to the prospectus of the concern college. The Prospectus of the College must clearly indicate the reservation of seats as per the Government and University norms, dates of sale of prospectus, last date for submission of the filled-up forms, date of declaration of the selection list and waiting list

and the last date of admission. **The selection procedure for Bachelor of Social Work degree program (FYBSW) is on merit basis of marks in higher secondary examination 10+2 or equivalent certificates course.** The selected candidate must, at the time of admission, produce all original certificates such as SSC and HSC mark statements & certificate, caste certificate, domicile certificate, income certificate, non-creamy layer certificate and other relevant certificates or documents. The candidate shall have to pay the full fees as prescribed by the University.

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

9. Reservation of Seats

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

10. Discipline

Students are expected to follow all rules and maintain discipline throughout the course period. Ragging in any form, within or outside the campus, is strictly prohibited. In case a student is found violating the rules of discipline, the Principal of the College shall take stringent action against him/her.

11. Grant of Terms

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

12. Head of Passing

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

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

13. Standard of Passing

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

14. Rules of ATKT:

- **ATKT Eligibility and Backlog Clearance**

1. A student who secures **at least 70% of the total credits** prescribed for a semester shall be eligible for ATKT.
2. ***Example:** If the total credits for the semester are **22**, the minimum credits required to qualify for ATKT will be **16**. ($70\% \text{ of } 22 = 15.4$, and all theory subjects are of **2 and 4 credits**, **16 credits have been given for ATKT qualification. Minimum 16 credits required to qualify for ATKT in a semester (Rounding up)**.*
3. Students eligible under this provision may carry backlog subjects from the current semester to the next semester.
4. Their internal assessment marks will not change. Internal assessment marks for backlog subjects will **remain unchanged** and will be carried forward.

- **Progression from First Year to Third Year (TYBSW)**

1. A student shall be allowed to keep term (ATKT) for Semester II, III, and IV.
2. However, all heads of passing (theory and field work) of Semester I and Semester II (FYBSW) must be cleared before admission to the Third Year (TYBSW).

- **Field Work as a Mandatory Passing Head**

1. Field work is a compulsory passing component in each semester.
2. A student failing in **field work** in any semester shall **not be eligible for ATKT** in that semester, even if theory papers are passed.
3. In such cases, the student must **repeat the entire semester** (both theory and field work).
4. If a student, for any reason whatsoever, does not appear or fails in any semester examination, he/she shall be required to **repeat the entire semester**.

15. Implementation NEP 2020

From the Academic Year 2025-26, **NEP 2020** aims to equip students with knowledge, skills, values, attitudes, leadership readiness/qualities and lifelong learning. The fundamental premise of Curriculum and Credit Framework for Undergraduate Programmes developed as per the guidelines of NEP 2020 is to specify what graduates completing a particular Programme of study are expected to know, understand and be able to do at the end of their Programme of study.

The Government of Maharashtra announced to implement National Education Policy 2020 (NEP) in April 2023 for higher education UG and PG (B.A., B.Com., B.Sc., M.A., M.Com., and M.Sc.). The NEP is a paradigm shift from the conventional system we practice even today. Giving students the entire freedom to choose what to learn, how to learn, where to learn and when to learn, will enable a personalized education that suits his/her own personality. One of the major changes in NEP was changing the 3-year UG Programme to 4-year Multidisciplinary UG Programme with multiple entry and exit options to orient the students with right skill, attitude and employability. With the introduction of Academic Bank of Credits (ABC), students can move between universities if they need and collect credits based on their work. These credits can be collected, transferred and go into the final degree earned. Thus, the fundamental aim of the higher education system will be learner centric approach and to prepare students for global competence. The most remarkable feature is the flexibility for students in choosing intradisciplinary as well as skill-based courses. The student choices will also lead to a healthy cross disciplinary interaction between institutions and consequently enhancing their capabilities and credible

The NEP is based on Outcome Based Education, where the Graduate Attributes and employment opportunities are first kept in mind to reverse-design the Programs, Courses and Supplementary activities to attain the graduate attributes and learning outcomes. The National Credit Framework (NCrF) provides for earning and accumulation of credits through education, skill development and experiential learning including relevant experience and professional levels acquired on outcome-based assessment approach (rather than learning hours alone). However, for earning and accumulation of credits, assessment of student corresponding to a particular NCrF level is a mandatory requirement. The level descriptors define the level of knowledge, skills, competencies and learning outcomes for each Credit level under NCrF. The NEP discusses the rich heritage of ancient and Indian eternal knowledge and promotes the nurturing of heritage skills and furthermore emphasizes on researching, enhancing and putting new uses through our education system. It is imperative that in the spirit of the NEP, several academic matters have to change. The most important among these will be the pedagogy that will be adopted in the Teaching-Learning experience to enroll, engage and involve and inspire the students. The learning that happens by employing different types of pedagogies thus need to be adopted in the teaching-learning process for effective cognition by the students using the Auditory, Visual and Kinesthetic approaches.

The proposed curriculum would fulfil the significant knowledge criteria for vocational, professional and Skill Development as it incorporates humanities, Arts, Social, Physical and Mathematical sciences, Life Sciences, Sports and culture. Hence the student at KBCNMU Jalgaon after completing a one-year course would be awarded a certificate. After successful completion of two years, a diploma is awarded. After successful completion of three years, a bachelor degree is awarded. The 4-year Programme will lead to a bachelor's degree with honours in specific disciplines chosen or degree 'with Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI. The PG Programme is restructured into a one- year master's degree for four-year honours degree graduates. A two-year master's degree will be for three-year degree holders based on the major/ minor fields chosen in the Fifth & Sixth Semester of the UG degree course. More HEIs will use the mother tongue/local language as a medium of instruction, and offer programmes bilingually, in order to increase access and GER and also to promote the strength, usage, and vibrancy of all Indian languages.

The four-year Multidisciplinary Undergraduate Programme is a significant shift in contemporary undergraduate education by replacing traditional undergraduate programmes. As a result, the University decided to replace current undergraduate degree programmes in the Faculties of Humanities, Science and Technology, Commerce and Management with multi-disciplinary and holistic education in all under-graduate and post-graduate programmes, with multiple entry and exit options. The post-graduate Programme is restructured into a one-year Master's degree for four-year honors degree graduates and a two-year Master's degree for three-year degree holders, based on the major/minor fields chosen in the fifth and sixth semesters of the undergraduate degree course.

Key Features of NEP 2020 in Higher Education:

The flexibility to move from one discipline of study to another;

- The opportunity for learners to choose the courses of their interest in all disciplines;
- The multiple entry and exit options with the award of UG certificate/ UG diploma/ or three-year degree depending upon the number of credits secured
- The flexibility for learners to move from one institution to another to enable them to have multi and/or interdisciplinary learning;
- The flexibility to switch to alternative modes of learning (offline, ODL, and Online learning, and hybrid modes of learning).
- Credits are used to quantify the relative value of the subjects
- The subjects of study include foundation, core & skill development courses
- The programme permits horizontal mobility in course selections
- The students shall take part in co-curricular and extension activities
- The result will be declared based on the Semester Grade Point Average (SGPA) or Cumulative Grade Point Average (CGPA) earned

NEP Implementation in First Phase:

The KBCNMU, Jalgaon has been at the forefront for holistic education of students. NEP2020 provides us an opportunity to create a more inclusive, flexible, and relevant education system. As per Government of Maharashtra GR (1) NEP-2022/CR 9/vishi-3/shikana, dated 20/04/2023, (2) NEP-2022/CR 9/vishi-3/shikana dated 16/05/2023, the credit and curricular framework are to be made applicable, in the first phase, to the following programs (other than those regulated by AICTE, PCI, BCI, CoA, NCTE etc) with effect from Academic Year 2023-24: • UG: B.A., B.Sc., B.Com. And all Non-AICTE professional UG degree programs. • PG: M.A., M.Sc., M.Com. And all Non-AICTE professional PG degree programs.

Credit Framework under Three/Four-Years UG Programme with Multiple Entry and Multiple Exit options:

FYUG Credit Structure					
Levels	Qualification Title	Credit Requirements		Semester	Year
		Minimum	Maximum		
4.5	UG Certificate	40	44	2	1
5.0	UG Diploma	80	88	4	2
5.5	Three Year Bachelor's Degree	120	132	6	3
6.0	Bachelor's Degree-Honours Or Bachelor's Degree-Honours with Research	160	176	8	4

a) Credits offered per Semester will be a Minimum 20 and a Maximum 22. While minimum credits are mandatory as per National Credit Framework, the Universities can evolve the mechanism for providing Semester/ Level wise credit attainment flexibility within the broad framework.

b) With effect from Academic Year 2025-26, three years/four years Degree Program will be introduced. Thus, the Fourth year Honours/ Honours with Research program (Level 6.0) will begin with effect from Academic Year 2030-31.

c) Under four-year UG Degree (Honours with Research), the students will work on a research project or dissertation with theory paper of 08 credits in the fourth year in the respective Major Subject. The decision regarding the distribution of 08 credits in Semester VII and VIII of fourth year will be taken by Academic Authorities of University/ Autonomous Colleges.

d) The fourth year of the four-year UG programme will not be granted to any such college as 'natural growth'. The affiliated colleges conducting 3-year UG degree programme will seek permission to commence fourth year UG programme as extension by following the prevailing statutory procedures. However, Colleges already having permission and recognition for the PG degree programme along with UG degree programme in the same Major shall be automatically allowed to continue PG degree programme and conduct the fourth year of UG Honours Degree programme without undergoing any additional procedures. Similarly, the colleges with approved PG programme and Ph.D. Research Centre shall be automatically allowed to continue PG Degree programme and start the fourth year of UG Honours with Research Degree programme without undergoing any additional procedures. For students of colleges running only three-year UG Degree Programme, the University shall evolve suitable mechanisms for admission to fourth-year honours program in other Colleges.

Distribution of Credits across Four Years Degree Programmes:

As per Government of Maharashtra circular, NEP-2022/CR-9/vishi-3/shikana, dated 13/03/2024, subject to the fulfilment of the requirement for Social work degree in four year

Evaluation Pattern

The University has adopted 60/40 pattern for evaluation. 40% Marks are reserved for College Assessment (CA) internal evaluation and 60% Marks are reserved for University Assessment (UA). It is mandatory for the students to score 40% Marks for passing each head separately. The question paper format and evaluation pattern for each course offered by the faculty of Humanities is uniform as given below.

BSW Examination

Note that 4 Credits are equal to 100 Marks. 60 Marks for University Examination and 40 Marks Internal Assessment during each semester.

Internal Evaluation (CA) of 40 marks		
Sr. No.	Particular	Marks
1.	Unit Test No. 1	15
2.	Unit Test No. 2	15
3.	Class Attendance	05
4.	Internal Assessment: Home Assignment / Group Discussion/ Quiz/ Seminar/Aavishkar Participation	05
	Total Marks	40

Question Paper Format for University Examination of 60 Marks

External Evaluation (UA) of 60 marks Time: 3 Hours		
Sr. No.	Particular	Marks
1.	Answer the following questions in two to three sentences each. (Any Six out of Eight)	12
2.	Write Short answers on any four of the following. (Four out of Five)	12
3.	Write Short notes on any three of the following. (Three out of Four)	12
4.	Attempt any two questions of the following. (Two out of Three)	12
5.	Write elaborate answer to any one of the following questions. (One out of Two)	12
Total Mark		60

Note: In question paper, all components of the syllabus will have equal importance and equal marks

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

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

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

Year 1 : Certificate Level, FYBSW- Semester -Ist (SEC-1- BSW FP-1)

Sr. No.	Components	Max. Marks
1	Classroom Field Work Orientation (Min.02 Days)	10
2	Observational Visits to Welfare Agencies (Minimum 10 Visits), Visits to Welfare Projects (Minimum 05)	30
3	Group presentation of report of agency visits	10
4	Seminar on Social issues - (Minimum 02 Seminar by each student)	10
5	Individual Conference	05
6	Group Conference	05
7	Reports, Record Keeping / Writing Skills	10
8	Viva-Voce on field work	20
Total Marks		100

Year 1 : Certificate Level, FYBSW- Semester -IIInd (SEC-2, BSW FP-2)

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

Year 2: Diploma Level, SYBSW- Semester -IIIrd (SEC- 3, BSW FP-3)

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

SYBSW- Semester -IVth (SEC- 4, BSW FP-4)

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

Year 3: UG Degree Level, TYBSW- Semester -Vth (SEC- 5, BSW FP-5)

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

TYBSW- Semester -VIth (SEC- 6, BSW FP- 6)

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

**Year 4: UG Honours Degree/ UG Honours with Research Degree in Major and Minor
BSW- Semester -VIIth (DSC-24-BSW-473)**

Sr. No.	Components	Max. Marks
1	Concurrent Field Work (Working with Social Welfare Administration)	30
2	Seminar on Field Work	10
3	Individual Conference	05
4	Group Conference	05
5	Record Keeping /Writing Skills	20
6	Skill Lab (at least two)	10
7	Viva-Voce on field work practicum	20
	Total Marks	100
8	RP-1-BSW Research Dissertation (External and Internal Examiner as per 60:40 pattern with Viva-voce)	100

BSW- Semester -VIIIth (DSC-29-BSW-483)

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

17. Guideline of Field Work Practicum

- Important Guideline
 1. Field work practicum shall be of 100 marks (4 credits) for each semester. The total of field work Marks for Eight semester shall be 800 (32 credits).
 2. The field work practicum of the student shall be supervised by the faculty supervisor.

3. Absence from activities covered under the head of field work practicum shall lead to forfeiting of the entire marks allocated to the said activity. There shall be no substitute for these activities.
4. Viva-Voce on field work practicum (Internal) is compulsory. Students will not be get admission in the next semester till they fulfill these criterions.
5. The student who fails in field work practicum shall be declared as “Fail” and shall have to repeat the same process in the next subsequent academic semester including theory courses.
6. In any case, there shall be no revaluation / moderation of field work practicum marks.
7. No grace marks shall be allowed for passing in field work practicum.
8. The concerned affiliated college which impart social work training to the students shall prepared the field work practicum manual prescribed by KBCNMU, Jalgaon based on the guidelines of UGC Model Curriculum in Social Work Education related to field work practicum component.
9. The field work practicum (except rural camp and study tour) shall have the work-load of 30 clock minutes (half hours) per student per week for concerned faculty supervisor.
10. The rural camp shall have the workload of 08 clock hour per day for concerned faculty coordinators.
11. The study tour shall have the workload of 08 clock hour per day for concerned faculty coordinators.

- **Concurrent Field Work Placement and Supervision**

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

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

- **Field Work Hours**

1. The duration of field work practicum shall be a minimum of 12 (Twelve) clock hours spread over two days in a week covering minimum 24 days in an academic per semester.
2. Hours of field work practicum per semester are minimum 140 hours.

- **Attendance Requirements**

1. 75% attendance at field work practicum is compulsory. Student must put in a minimum of 75% attendance in field work practicum in every semester.

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

- **Field Work Record**

1. Field work practicum records shall include field work practicum journal/file, diary, reports of seminar, group discussion, special awareness campaigns, skill lab and attendance sheets of the field work practicum components etc.
2. The students' performance should be assessed on the basis of their record keeping, writing skills, regularly checking of field work record and compliance of suggestions/remarks given by concerned field work supervisor.
3. All the field work practicum records shall be preserved/ retained by the college for a period minimum of three years from the date of university examination.

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

1. The performance of the students for field work practicum shall be assessed internally by a concerned field work supervisor.
2. A viva-voce on field work practicum (internal) shall be conducted for the students at the end of each semester.
3. Field work practicum and viva-voce on field work practicum (internal) shall be evaluated internally by a panel of 2-3 faculty members including the field work supervisor.
4. The marks obtained by the students in field work practicum (internal) shall be sent to the university before the respective university examination.

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

1. The minimum Welfare Agencies (Minimum 10 Visits) and Welfare Projects (Minimum 05) observational visits shall be conducted at social welfare agencies/organizations, special schools, ashram schools, community development projects, non-government organization/government programs, projects and industry selected by the college.
2. After the observational visits the college shall be conducted presentation session on observational visits for the students.
3. The students' performance should be assessed on the basis of their attendance at the observational visits and presentation skill and discipline.

- **Seminar on Social Issues/Field Work**

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

- **Group Discussion on Current Social Issues**

1. At least one group discussion session related to current social issues shall be conducted by the concerned field work supervisor.
2. The students' performance should be assessed on the basis of their attendance, participation and report of group discussion.

- **Individual Conference and Group Conference**

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

- **Special Awareness Campaigns**

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

- **Skill Lab**

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

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

Teaching a skill involves three main steps: explanation, demonstration, and practice. The skill lab is a platform on which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, 'learning by doing'. Through the experimental learning in the lab, insights are acquired to develop the personal self and the professional self.

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

- **Rural Camp**

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

The Rural Camp provides opportunities to experience rural life, analyze rural dynamics, and observe the functioning of local self-government and voluntary organizations. This experience aids peer participation in planning for activities for own group and those for local people. It also helps develop skills carry out, evaluate, and report the experience. 30 marks shall be allotted to this activity under the head of field work practicum.

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

- **Study Tour**

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

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

18. Guidelines for the Research Project Report (Research Dissertation)

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

1. Students of VIIth semester are required to select an appropriate topic for their Research Project Report (Research Dissertation) in the beginning in consultation with the Research Guide and complete the same in the VIIIth semester.
2. The topic for the Research Project Report will be decided in consultation with the concerned research guide.
3. The topic of Research Project Report(Research Dissertation) must be related to the broad areas of social work indicated under the Core Domain, Interdisciplinary Domain and Elective Domain of social work education.
4. The candidate must follow the scientific process and methods of social work research or social research.
5. The Research Project Report (Research Dissertation) submitted to the university must be duly sign and certified by the Research Guide and the Principal and shall also be undertaking by the student as to originality of the research work.
6. The content of the Report (Research Dissertation) shall not cause any dispute or defamation to any person or the institution.
7. Any malpractices including any attempt at plagiarism exposed even at a later may invite withdrawal of the degree of such a candidate.
8. The Research Project Report (Research Dissertation) must be three copies of typed, both side printed and well bound copies submitted to the college before commencement of VIIIth semester internal assessment of Research Project Report(Research Dissertation).
9. Research Project Report (Research Dissertation) shall be submitted to the university before commencement of VIIIth semester examination.
10. Research Project Report (Research Dissertation) shall carry 100 marks and shall have external and internal evaluation with Viva-voce on the basis of 60:40 patterns.
11. Internal evaluation (40 marks) of the Research Project Report (Research Dissertation) shall be assessed internally by a concerned Research Guide. External evaluation (60 marks) of the Research Project Report (Research Dissertation) shall be assessed externally by the examiners appointed by the university.
12. The Research Project Report (Research Dissertation) a separate head of passing. A candidate failing at this head shall submit a Research Project Report (Research Dissertation) as prescribed by the university within a period of three months from the date of the results and shall pay applicable fees along with examination form.
13. Every Research Guide shall contribute at least half hours per student per week for research guidance to be given to the students assigned to him/her.
14. The Research Project Report (Research Dissertation) shall have the work-load of 30 clock minutes (half hours) per student per week for concerned Research Guide.

19. Internship/ Block Placement

1. Every student shall complete his/her internship/ Block Placement for a period of **60 Hours in VIIIth Semester** .
2. Every student is required to complete his/her internship in a welfare/development agency, NGO's, Government program, Project etc.
3. Internship in a Gram Panchayat, co-op society or a primary health Centre shall not be allowed.
4. The internship/ Block Placement shall be organized by a faculty nominated by the Principal.
5. After completion of internship/ Block Placement, the student must submit a report of work along with completion certificate to the Principal of the College.

Faculty of Humanities

Illustrative Credit distribution structure for three/ four year Honours/ Honours with Research Degree Programme with Multiple Entry and Exit options (As per Government of Maharashtra GR (1) NEP-2022/CR 9/vishi-3/shikana, dated 20/04/2023, (2) NEP-2022/CR 9/vishi-3/shikana dated 16/05/2023, the credit and curricular framework are to be made applicable)

Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr./ Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
4.5	I	4- 6 (4+2)		-	2+2	VSC:2, SEC:2	AEC:2, VEC:2,IKS:2	CC:2	20-22	UG Certificate 40- 44
	II	4- 6 (4+2)		2	2+2	VSC:2,SEC:2	AEC:2,VEC:2	CC:2	20-22	
	Cum Cr.	8-12	-	2	8	4+4	4+4+2	4	40-44	
Exit option: Award of UG Certificate in Major with 40-44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor										
5.0	III	6(4+2)-8(2*4)		4	2	VSC:2,	AEC:2	FP:2: CC:2	20-22	UG Diploma 80- 88
	IV	6(4+2)-8(2*4)		4	2	SEC:2	AEC:2	CEP: 2,CC:2	20-22	
	Cum Cr.	20-28		10	12	6+6	8+4+2	8+4	80-88	
Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor										
5.5	V	8(2*4)-10 (2*4 +2)	4	4-6		VSC: 2- 4		FP/CEP: 2	20-22	UG Degree 120-132
	VI	8(2*4)-10 (2*4 +2)	4	4				OJT :4	20-22	
	Cum Cr.	36-48	8	18-20	12	8-10 +6	8+4+2	8+6+4	120-132	
Exit option: Award of UG Degree in Major with 120-132 credits OR Continue with Major and Minor										
6.0	VII	12-14 (2*4 +2*2 or 3*4+2)	4	RM:4					20-22	UG Honours Degree 160- 176
	VIII	12-14 (2*4 +2*2 or 3*4+2)	4					OJT:4	20-22	

	Cum Cr.	60-76	16	18-20 +4	12	8-10 +6	8+4+2	8+6+8	160-176	
Four Year UG Honours Degree in Major and Minor with 160-176 credits										
6.0	VII	8-10 (2*4 +2 or 2*4)	4	RM:4				RP: 4	20-22	UG Honours with Research Degree 160- 176
	VIII	8-10 (2*4 +2 or 2*4)	4					RP: 8	20-22	
	Cum Cr.	52-68	16	18 -20+4	12	8-10 +6	8+4+2	8+6+4+12	160-176	
Four Year UG Honours with Research Degree in Major and Minor with 160-176 credits										

Abbreviations

- T: Theory Course
- P: Practical course
- DSC: Discipline Specific Core Course
- DSE: Discipline Specific Elective Course
- MIN: Minor subject
- VSEC: Vocational skill and Skill enhancement courses
- VSC/VC: Vocational Skill Courses
- SEC: Skill Enhancement Courses
- GE/OE: Generic/open elective
- CI: Constitution of India
- AEC: Ability Enhancement Courses
- VEC: Value Education Courses.
- IKS: Indian Knowledge System
- CC: Co-curricular course
- CEP: Community engagement and service
- OJT: On Job Training: Internship/ Apprenticeship
- RP: Research Project
- RM: Research methodology
- ES: Environmental Studies
- ENG: English
- MIL: Modern Indian language

Observations:

Major DSC (Mandatory): is the subject that represents the main focus of the degree, and the degree will be awarded in that Subject. Students should secure a minimum 50% of total credits through Major (core) Courses (mandatory courses, electives, vocational courses, Internship/ Field Projects/ Apprenticeship/ Community Engagement Projects, Seminars, and Group Discussion. In addition, Entrepreneurship, IPR and Research Project shall be offered in case of Honours with Research Degree) in Three /Four Years for the award of Major Degree.

- Major Specific IKS (Cr-2) is included under Major.

- **Minor:** is the subject that may complement the Major subject or can have interdisciplinary bandwidth. Minor subject may be related or unrelated to the Major subject. The Minor subjects may be from the different disciplines of the same faculty of DSC Major (Core) or they can be from different faculty altogether.
- **GE/OE:** is to be chosen compulsorily from faculty other than that of the Major and from the faculty-wise baskets of OE prepared by University/Colleges.
- **SEC (Skill Enhancement Courses)** to be selected from the basket of Skill Courses approved by University.
- **VSC/VC (Vocational Skill Courses):** including Hands on Training corresponding to the Major and/or Minor Subject, to be selected from the basket. Wherever applicable vocational courses will include skills based on advanced laboratory practical of Major.
- **AEC (Ability Enhancement Courses):** a) English: 04 Credits, b) Modern Indian Language (MIL):04 credits,
- **VEC (Value Education Courses):** to be chosen from the courses, such as; Understanding India, Environmental Science/Education, and Digital and Technological Solutions,
- **IKS (Indian Knowledge System):** Courses on IKS to be selected from the basket of IKS courses approved by the University
- **CC: (Co-curricular Courses):** to be chosen from the courses, such as; NCC, NSS, Sports, Cultural, Yoga, Human Rights and Environment Law, Cyber Security, and Communication Skills, Personality Development, Integrated Personality Development Course (IPDC), and Student Welfare Activity.

5. Structure for Social Work

Semester	Category I (Major/Elective)		Category II (Minor)	Category III (OE)	Category IV (VSC/ SEC)	Category V (AEC /IKS/ VEC)	Category VI (OGT /FP/ CC/CEP/RM/ RP)	Cum. Cr/ Sem	Year/Cum. Cr.
	Mandatory	Elective							
I	6	0	2	4	4	4	2	Y1/44	22
II	8	0	0	4	4	4	2		22
Cum Cr.	14	0	2	8	8	8	4		44
Exit Option: Award of UG certificate with Major with 40-44 Credits									
III	8		2	2	6	2	2	Y2/88	22
IV	8	0	2	2	6	2	2		22
Cum. Cr.	30	0	6	12	20	12	8		88
Exit Option: Award of UG Diploma in Major and Minor with 80-88 Credits									
V	8	4	4	0	2	0	4	Y3/132	22
VI	10	4	4	0	0	0	4		22
Cum. Cr.	48	8	14	12	22	12	16		132
Exit Option: Award of UG Degree in Major and Minor with 120-132 Credits									
VII	14	4	0	0	0	0	4	Y4/176	22
VIII	14	4	0	0	0	0	4		22
Cum. Cr.	76	16	14	12	22	12	24		176
Four years UG Honors Degree in Major and Minor with 160-176 Credits									
VII	10	4	0	0	0	0	8	Y4/176	22
VIII	10	4	4	0	0	0	4		22
Cum. Cr.	68	16	18	12	22	12	28		176
Four years UG Honours with Research Degree in Major and Minor (160–176 Credits)									

6. Semester wise Structure of the Bachelor of Social Work Program

Year 1 : Certificate Level (40-44 Credits) FYBSW- Semester - Ist

Sr. No.	Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Major (Mandatory) (DSC- 1)	BSW- 111	Introduction to Social Work Profession	30 Hours	2	50
2	Major (Mandatory) (DSC- 2)	BSW -112	Method of Social Work Practice: Social Case Work	60 Hours	4	100
3	Open Elective (OE-1)	OE - 1	Students should opted Generic/Open Elective Courses in the Subject Basket for Generic/Open Elective Courses offered by the Faculty of Science and Technology, Commerce and Management under the KBCNMU, Jalgaon. Students should choose 02 Courses of 02 credits. <i>(Subject Basket & syllabus for Generic/Open Elective Courses available on KBCNMU Website)</i>	30 Hours	2	50
				30 Hours	2	50
4	Skill Enhancement Courses (SEC-1)	BSW FP- 1	Field Work Practicum	140 Hours	4	100
5	Ability Enhancement Courses (AEC-1)	ENG -113	English for All : Oral Communication	30 Hours	2	50
6	Value Education Courses (VEC-1)	ES - 115	Environmental Studies	30 Hours	2	50
7	Indian Knowledge System (IKS-1)	IKS -115	Ancient Indian Knowledge System (Generic)	30 Hours	2	50
8	Co-curricular Courses (CC -1)	CC -1	College should choose Co-Curricular Courses in the Subject Basket of Co-Curricular Courses (CC) offered for Faculty of Science & Technology, Humanities and Commerce & Management under the KBCNMU, Jalgaon. <i>(Follow the University's guideline for choosing a CC Courses. Subject Basket & syllabus for Co-Curricular Courses available on KBCNMU Website)</i>	30 Hours	2	50 (Only Internal Assessment)
Total				410 Hours	22	550

FYBSW- Semester - IInd

Sr. No.	Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Major (Mandatory) (DSC- 3)	BSW- 121	Method of Social Work Practice: Social Group Work	60 Hours	4	100
2	Major (Mandatory) (DSC- 4)	BSW-122	Fields of Social Work Practice	30 Hours	2	50
3	Minor (Mandatory) (DSC- 5)	BSW-123	Social Problems in India	30 Hours	2	50
4	Open Elective (OE-2)	OE - 2	Students should opted Generic/Open Elective Courses in the Subject Basket for Generic/Open Elective Courses offered by the Faculty of Science and Technology, Commerce and Management under the KBCNMU, Jalgaon. Students should choose 01 Courses of 04 credits. <i>(Subject Basket & syllabus for Generic/Open Elective Courses available on KBCNMU Website)</i>	60 Hours	4	100
5	Skill Enhancement Courses (SEC-2)	BSW FP- 2	Field Work Practicum	140 Hours	4	100
6	Ability Enhancement Courses (AEC-2)	ENG -123	English for All : Written Communication	30 Hours	2	50
7	Value Education Courses (VEC-2)	CI -125	Constitution of India	30 Hours	2	50
8	Co-curricular Courses (CC -2)	CC - 2	College should choose Co-Curricular Courses in the Subject Basket of Co-Curricular Courses (CC) offered for Faculty of Science & Technology, Humanities and Commerce & Management under the KBCNMU, Jalgaon. <i>(Follow the University's guideline for choosing a CC Courses. Subject Basket & syllabus for Co-Curricular Courses available on KBCNMU Website)</i>	30 Hours	2	50 (Only Internal Assessment)
Total				410 Hours	22	550

Year 2: Diploma Level (80-88 Credits) SYBSW- Semester - IIIrd

Sr. No.	Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Major (Mandatory) (DSC- 6)	BSW- 231	Social Reform Movement in India	60 Hours	4	100
2	Major (Mandatory) (DSC- 7)	BSW-232	Method of Social work Practice: Community Organization	60 Hours	4	100
3	Minor (Mandatory) (DSC- 8)	BSW-233	BSW-233-FCW-1 Introduction to Family & Child Welfare OR BSW-233-URCD-1 Introduction to Urban Community Development. OR BSW-233-TD-1 Introduction to Tribal Community Development OR BSW-233-HRM-1 Introduction to Human Resource Management OR BSW-233-MPSW-1 Introduction to Medical Social Work OR BSW-233-CSW-1 Introduction to Correctional Social Work	30 Hours	2	50
4	Open Elective (OE-3)	OE - 3	Students should opted Generic/Open Elective Courses in the Subject Basket for Generic/Open Elective Courses offered by the Faculty of Science and Technology, Commerce and Management under the KBCNMU, Jalgaon. Students should choose 01 Courses of 02 credits. <i>(Subject Basket & syllabus for Generic/Open Elective Courses available on KBCNMU Website)</i>	30 Hours	2	50
5	Skill Enhancement Courses (SEC-3)	BSW FP- 3	Field Work Practicum	140 Hours	4	100
6	Ability Enhancement Courses (AEC-3)	ENG -233	As per University Guideline	30 Hours	2	50
7	Value Education Courses (VEC- 3)	CS - 235	As per University Guideline	30 Hours	2	50
8	Co-curricular Courses (CC-3)	CC - 3	College should choose Co-Curricular Courses in the Subject Basket of Co-Curricular Courses (CC) offered for Faculty of Science & Technology, Humanities and Commerce & Management under the KBCNMU, Jalgaon. <i>(Follow the University's guideline for choosing a CC Courses. Subject Basket & syllabus for Co-Curricular Courses available on KBCNMU Website)</i>	30 Hours	2	50
Total				410 Hours	22	550

SYBSW- Semester - IVth

Sr. No.	Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Major (Mandatory) (DSC- 9)	DSC-9-BSW- 241	Human Rights and Social Justice	60 Hours	4	100
2	Major (Mandatory) (DSC- 10)	DSC-10-BSW-242	Method of social work Practice : Social Work Research	60 Hours	4	100
3	Minor (Mandatory) (DSC- 11)	DSC-11-BSW-243	DSC-9-BSW-243- FCW-2 Fields of Family & Child Welfare OR DSC-9-BSW-243- URCD-2 Fields of Urban & Rural Community Development OR DSC-9-BSW-243- TD-2 Fields of Tribal Community Development OR DSC-9-BSW-243- HRM-2 Fields of Human Resource Management OR DSC-9-BSW-243- MPSW-2 Fields of Medical & Psychiatric Social Work OR DSC-9-BSW-243- CSW-2 Fields of Correctional Social Work	30 Hours	4	50
4	Open Elective (OE-4)	OE - 4	Students should opted Generic/Open Elective Courses in the Subject Basket for Generic/Open Elective Courses offered by the Faculty of Science and Technology, Commerce and Management under the KBCNMU, Jalgaon. Students should choose 01 Courses of 02 credits. <i>(Subject Basket & syllabus for Generic/Open Elective Courses available on KBCNMU Website)</i>	30 Hours	2	50
5	Skill Enhancement Courses (SEC-4)	BSW FP- 4	Field Work Practicum	140 Hours	4	100
6	Ability Enhancement Courses (AEC-4)	ENG -243	As per University Guideline	30 Hours	2	50
7	Value Education Courses (VEC- 4)	CS - 245	As per University Guideline	30 Hours	2	50
8	Co-curricular Courses (CC -4)	CC - 4	College should choose Co-Curricular Courses in the Subject Basket of Co-Curricular Courses (CC) offered for Faculty of Science & Technology, Humanities and Commerce & Management under the KBCNMU, Jalgaon. <i>(Follow the University's guideline for choosing a CC Courses. Subject Basket & syllabus for Co-Curricular Courses available on KBCNMU Website)</i>	30 Hours	2	50
Total				410 Hours	22	550

Year 3: UG Degree Level (120–132 Credits) TYBSW- Semester -Vth

Sr. No.	Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Major (Mandatory) (DSC- 12)	BSW- 351	Participatory Approaches in Social Work	60 Hours	4	100
2	Major (Mandatory) (DSC- 13)	BSW-352	Method of Social work: Social Welfare Administration	60 Hours	4	100
3	Minor (Mandatory) (DSC- 14)	BSW-353	DSC12-BSW-253- FCD-3 Dynamics of Family OR DSC12-BSW-253- URCD-3 Emerging Issues and Problems Of Urban and Rural Communities. OR DSC12-BSW-253- TD-3 Emerging Issues and Problems Of Tribal Community OR DSC12-BSW-253- HRM-3 Indian Labour Problems OR DSC12-BSW-253- MPSW-3 Community Health and Awareness OR DSC12-BSW-253- CSW-3 - Human Rights and Legal Framework	60 Hours	4	100
4	Minor (Mandatory) (DSC- 15)	BSW-354	Counseling in Social Work	60 Hours	4	100
5	Skill Enhancement Courses (SEC-5)	SEC-5	As per University Guideline	30 Hours	2	50
6	Field Practicum	BSW FP- 5	Field Work Practicum	140 Hours	4	100
Total				410 Hours	22	550

TYBSW- Semester -VIth

Sr. No.	Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Major (Mandatory) (DSC- 16)	BSW- 361	Social Policy and Planning	60 Hours	4	100
2	Major (Mandatory) (DSC- 17)	BSW-362	Method of Social Work: Social Action	60 Hours	4	100
3	Minor (Mandatory) (DSC- 18)	BSW-363	Social Legislation in India	30 Hours	2	50
4	Minor (Mandatory) (DSC- 19)	BSW-364	DSC-17-BSW-254- FCW-4 Child Rights and Child Protection. OR DSC-17-BSW-254- URCD-4 Panchayat Raj and Rural Development. OR DSC-17-BSW-254- TD-4 Social Structures and Institutions Of Tribal Community OR DSC-17-BSW-254- HRM-4 NGO Management DSC-17-BSW-254- MPSW-4 Public Health and Preventive Medicine OR DSC-17-BSW-254- CSW-4 Correctional Administration and Services	60 Hours	4	100
5	Minor (Mandatory) (DSC- 20)	BSW-365	History and ideology of Social Reformer	140 Hours	4	100
6	Minor (Mandatory) (DSC- 21)	BSW-367	Health System in India	30 Hours	2	50
7	Field Practicum	BSW FP- 6	Field Work Practicum	30 Hours	2	50
Total				410 Hours	22	550

Year 4: UG Honors Degree in Major and Minor with (160–176 Credits) BSW- Semester -VIIth

Sr. No.	Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Major (Mandatory) (DSC- 22)	BSW- 471	Personal & Professional Development	60 Hours	4	100
2	Major (Mandatory) (DSC- 23)	BSW-472	Statistical Methods in Social Work Research	60 Hours	4	100
3	Major (Mandatory) (DSC- 24)	BSW-473	Field Work Practicum	140 Hours	4	100
4	Major (Mandatory) (DSC- 25)	BSW-474	Cyber Crime and Social Work	30 Hours	2	50
5	Minor (Mandatory) (DSC- 26)	BSW-475	DSC-26-BSW-475- FCW-5 Policies & Program for Development of family & Children. OR DSC-26-BSW-475- URCD-5 Programs & Schemes for Rural and Urban Community Development. OR DSC-26-BSW-475- TD-5 Tribal Anthropology OR DSC-26-BSW-475- HRM- 5 Organizational Behaviour & Social Aspects in Industry OR DSC-26-BSW-475- MPSW-5 Social Work with Differently Abled OR DSC-26-BSW-475- CSW-5 Juvenile Delinquency and Juvenile Justice System	60 Hours	4	100
6	Research Project (Minor)	BSW RP-1	Research Dissertation	60 Hours	4	100
Total				410 Hours	22	550

BSW- Semester -VIIIth

Sr. No.	Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Major (Mandatory) (DSC- 27)	BSW- 481	Corporate Social Responsibility	60 Hours	4	100
2	Major (Mandatory) (DSC- 28)	BSW-482	Disaster Management	60 Hours	4	100
3	Major (Mandatory) (DSC- 29)	BSW-483	Field Work Practicum	140 Hours	4	100
4	Major (Mandatory) (DSC- 30)	BSW-484	Stress Management	30 Hours	2	50
5	Minor (Mandatory) (DSC- 31)	BSW-485	DSC-31-BSW-485- FCW-6 International and National Frameworks for Women & Children. OR DSC-31-BSW-485- URCD-6 Administration of Rural and Urban Community Development. OR DSC-31-BSW-485- TD-6 Policies, Programmes , Schemes and Governance for Tribal development OR DSC-31-BSW-485- HRM- 6 Personnel Management and Industrial Relations OR DSC-31-BSW-485- MPSW-6 Counselling and Therapeutic Interventions in Medical & Psychiatric Social Work OR DSC-31-BSW-485- CSW-6 Social Work with Offenders and Victims	60 Hours	4	100
6	Internship/Block Placement	BSW OJT/FP -1	Internship/Block Placement	60 Hours	4	100
Total				410 Hours	22	550

Year 4: UG Honors with Research Degree in Major and Minor (160–176 Credits) BSW- Semester -VIIth

Sr. No.	Vertical	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Major (Mandatory)	DSC-22-BSW- 471	Personal & Professional Development	60 Hours	4	100
2	Major (Mandatory)	DSC-23-BSW-472	Cyber Crime and Social Work	30 Hours	2	50
3	Major (Mandatory)	DSC-24-BSW-473	Field Work Practicum VII	140 Hours	4	100
4	Minor (Mandatory)	DSC-26-BSW-475	DSC-26-BSW-475- FCW-5 Policies & Program for Development of family & Children. OR DSC-26-BSW-475- URCD-5 Programs & Schemes for Rural and Urban Community Development. OR DSC-26-BSW-475- TD-5 Tribal Anthropology OR DSC-26-BSW-475- HRM- 5 Organizational Behaviour & Social Aspects in Industry OR DSC-26-BSW-475- MPSW-5 Social Work with Differently Abled OR DSC-26-BSW-475- CSW-5 Juvenile Delinquency and Juvenile Justice System	60 Hours	4	100
5	Research Methodology Minor	DSC-27-RM-BSW-474	Research and Statistics	60	4	100
6	Research Project (Minor)	RP-1-BSW	Research Dissertation	60	4	100
Total				410 Hours	22	550

BSW- Semester -VIIIth

Sr. No.	Vertical	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Major (Mandatory)	DSC-27-BSW- 481	Corporate Social Responsibility	60 Hours	4	100
2	Major (Mandatory)	DSC-28-BSW-482	Disaster Management	30 Hours	2	50
3	Major (Mandatory)	DSC-29-BSW-483	Field Work Practicum VIII	140 Hours	4	100
4	Minor (Mandatory)	DSC-31-BSW-485	DSC-31-BSW-485- FCW-6 International and National Frameworks for Women & Children. OR DSC-31-BSW-485- URCD-6 Administration of Rural and Urban Community Development. OR DSC-31-BSW-485- TD-6 Policies, Programmes , Schemes and Governance for Tribal development OR DSC-31-BSW-485- HRM- 6 Personnel Management and Industrial Relations OR DSC-31-BSW-485- MPSW-6 Counselling and Therapeutic Interventions in Medical & Psychiatric Social Work OR DSC-31-BSW-485- CSW-6 Social Work with Offenders and Victims	60 Hours	4	100
5	Minor (Mandatory)	DSC-30-BSW-484	Stress Management	60 Hours	4	100
6	Internship/Block Placement	OJT/FP-1-BSW	Internship/Block Placement	60 Hours	4	100
Total				410 Hours	22	550

Syllabus

FYBSW (Semester – Ist)

Course Type	Major - Mandatory (DSC)
Course Category	DSC- 1
Course Code	BSW- 111
Course Title	Introduction to Social Work Profession
Total Credits	02

Course Objectives: -

1. To help the students understanding the core of social work Profession.
2. To know about the knowledge of Historical development of Social Work.
3. The students understand the trends of social work practice in India and western country.

Learning Outcomes: -

1. Understanding the social work values and ethics.
2. Analyzing the Historical development of Social Work in context of western and Indian scenario.
3. Understanding the trends of social work practice in India and western country.

Course Outline

Marks: 50

Credits: 02

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/ Marks
01	Historical Background of Social Work Profession	<ol style="list-style-type: none">1. Evolution of social work in Ancient, Medieval and Modern Period.2. History of Social work Education in India.	Lectures, Discussions, Seminar,	8/10
02	Basics of Social Work	<ol style="list-style-type: none">1. Meaning and Concept of Social Work.2. Definition and Objectives of Social Work.3. Need and Importance of Social Work.4. Ethics, Values, Principles and Philosophy5. Distinction between Social Work and Social Service	Lectures, Discussions, Seminar and PPT's	7/15
03	Methods of Social Work	<ol style="list-style-type: none">1. Primary Methods: Case Work, Group Work, Community Organization2. Secondary Methods: Social Work Research, Social Welfare Administration, Social Action	Lectures, Discussions, Seminar, PPTs	10/15

04	Fields and Settings of Social Work	<ol style="list-style-type: none"> 1. Social work with families and children, Youth Welfare 2. Urban, Rural and Tribal Welfare. 3. Labour Welfare, Correctional Services 4. Medical and Psychiatric Social work, Services for Differently able persons. 5. Disaster Management, Social work in schools 	Lectures, Discussions, Seminar and Library assignments and PPTs	5/10
Total				30/50

References:-

1. Badgular N.R. (2020) Participatory Approaches in Social Work, Agra, Current Publications.
2. Batra, Nitin (2004) Dynamics of Social Work in India, Jaipur, Raj Publishing House.
3. Chaudhari, D. Paul (1984) Introduction to Social Work, Atmaram and Sons,
4. Dasgupta, Sugata (1964) Towards a Philosophy Social Work in India, New Delhi, Popular Books Services.
5. Desai, Murali (2002), Ideologies and Social Work, Historical and Contemporary Analysis, Jaipur, Rawat Publications.
6. Diwakar, V.D. (1991) Social Reform Movement in India, Mumbai, Popular Prakashan.
7. Friedlander, Walter A. (1977) Concepts and Methods of Social Work, New Delhi, Prentice Hall of India Pvt. Ltd.
8. Nair, T. Krishnan (1981) Social Work Education and Social Work Practice in India, Madras, Association of School of Social Work in India.
9. Rameshwari, Devi and Ravi Prakash, (2000) Social Work Practice, Jaipur, Mangal Deep Publications.
10. Ishwar Saundankar, Jagdish Sonawane, Introduction of Social Work, R.P. Publication, New Delhi.

Course Type	Major - Mandatory (DSC)
Course Category	DSC- 2
Course code	BSW- 112
Course Title	Method of Social Work Practice: Social Case Work
Total Credits	04

Course Objectives: -

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

Learning Outcomes: -

1. Analyze case studies and apply Social Case Work principles and processes.
2. Develop effective communication and interviewing skills.
3. Assess and intervene in client situations using Social Case Work tools and techniques.
4. Work collaboratively with clients, families, and communities to promote social well-being.
5. Reflect on their own practice and develop self-awareness as a Social Case Worker families in various situation and settings.

Course Outline

Marks: 100

Credits: 04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/ Marks
01	Social Case Work as Method of Social Work	1. Meaning and Definition of Social Case Work 2. Objectives of Social Case Work 3. Importance and Need of Social Case Work 4. Values of Social Case Work	Lectures, Discussions, Seminar,	15/20
02	Historical Background of Social Case Work	1. History and Development of Social Case Work in U.K.&U.S.A 2. History and Development of Social Case Work in India	Lectures, Discussions, Seminar and PPT's	10/20

03	Principles, Components & The process of Social Case Work	<ol style="list-style-type: none"> 1. Principles of Social Case Work 2. Components of Social Case Work 3. Process of Social Case Work 	Lectures, Discussions, Seminar, PPTs Games	15/20
04	Tools and techniques of Social case work	<ol style="list-style-type: none"> 1. Tools of Social Case Work 2. Techniques of Social Case Work 3. Skills in Social Case Work 	Lectures, Discussions, Seminar and Library assignments and PPTs	10/20
05	Role of Social Case Worker	<ol style="list-style-type: none"> 1. Skills and Qualities essential for Social Case Worker 2. Role of Social Case Worker in various settings: School, Hospital, Community, Industry 	Lectures, Discussions, Seminar and PPT's	10/20

References:-

1. Banerjee, G. R. (1971). Some thoughts on professional self in social work. Indian.
2. Chaudhari, S., & Badgujar, N. (2020). Social case work: Method and application. P Publication.
3. Deshamukh, V., & Sonawane, J. S. (2013). Social work personal training and development (M.S.W./B.S.W.). R.P. Publications. ISBN 978-93-82398-06-06
4. Saundankar, I. M., & Sonawane, J. S. (2013). A text book of social work (M.S.W./B.S.W.). R.P. Publications. ISBN 978-93-82398-05-9
5. Desale, V. S., & Sonawane, J. S. (2019). History and ideology of social work for the society (M.S.W./B.S.W.). R.P. Publications. ISBN 978-93-82398-49-9
6. Sonawane, J. S., Patil, P. S., Patil, K., & Varma, K. (2025). Social work skill knowledge attitude (M.S.W./B.S.W.). Atharva Publication. ISBN 978-93-6186-151-2
7. Patil, A., Baisane, V., & Kale, A. (2025). Social work skill knowledge attitude (M.S.W./B.S.W.). Atharva Publication. ISBN 978-93-6186-655-5
8. Richmond, M. E. (1922). What is social work? An introductory description. Sage Foundation.
9. Government of India. (1987). Encyclopedia in social work. Publication Division, Ministry of Social Welfare.
10. Sena, Fine, & Glass, P. H. (1966). The first helping interview: Engaging the client and building trust. Sage Publication.

Course Type	Ability Enhancement Courses (AEC)
Course Category	AEC -1
Course code	ENG -113
Course Title	English for All :Oral Communication
Total Credits	02

Course Objectives: -

1. Understand and explain the principles and types of oral communication relevant to social work.
2. Develop active listening and non-verbal communication skills for professional interactions.
3. Apply communication strategies effectively in interpersonal, group, and public settings.
4. Demonstrate fluency and confidence in various oral communication contexts.

Learning Outcomes: -

1. Identify barriers to oral communication and propose strategies to overcome them.
2. Demonstrate effective listening and use of non-verbal cues in communication.
3. Construct and deliver short speeches or participate in discussions with clarity.
4. Evaluate their oral communication and improve through practice and feedback.

Course Outline

Marks: 50

Credits: 2

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/ Marks
01	Fundamentals of Oral Communication	Definition, principles, types of oral vs. written communication, barriers and solutions	Lecture, PPT, Group Discussion	8/15
02	Listening and Non-verbal Communication	Active listening, types of listening, body language, tone, facial expressions, gestures	Lecture, PPT, Group Discussion	8/15
03	Interpersonal And Group Communication	One-to-one communication, group dynamics, assertiveness, role plays and simulations	Lecture, PPT, Group Discussion	8/10

04	Public Speaking and Presentations	Structure and delivery of short talks, persuasive and extempore speeches, use of visual aids	Lecture, PPT, Group Discussion	6/10
Total				30/50

References: -

1. Adler, R. B., Rosenfeld, L. B., & Proctor, R. F. (2018). *Interplay: The process of interpersonal communication* (14th ed.). Oxford University Press.
2. Beebe, S. A., Beebe, S. J., & Ivy, D. K. (2019). *Communication principles for a lifetime* (7th ed.). Pearson.
3. Lucas, S. E. (2020). *The art of public speaking* (13th ed.). McGraw-Hill Education.
4. Verderber, K. S., Verderber, R. F., & Sellnow, D. D. (2021). *Communicate!* (16th ed.). Cengage Learning.
5. Guffey, M. E., & Loewy, D. (2021). *Essentials of business communication* (11th ed.). Cengage Learning.
6. Berko, R. M., Wolvin, A. D., & Wolvin, D. R. (2012). *Communicating: A social and career focus* (11th ed.). Pearson.
7. DeVito, J. A. (2019). *The interpersonal communication book* (15th ed.). Pearson Education.
8. Rothwell, J. D. (2021). *In the company of others: An introduction to communication* (6th ed.). Oxford University Press.
9. Beebe, S. A., & Beebe, T. M. (2020). *Public speaking handbook* (6th ed.). Pearson.
10. Adler, R. B., & Elmhorst, J. M. (2018). *Communicating at work: Principles and practices for business and the professions* (12th ed.). McGraw-Hill Education.

Course Type	Value Education Courses (VEC)
Course Category	VEC -1
Course code	ES -115
Course Title	Environmental Studies
Total Credits	02

Course Objectives: -

1. Students will integrate knowledge from multiple disciplines representing physical and life sciences perspectives, political and economic perspectives, and social and cultural perspectives on human interactions with the environment.
2. Students will contribute to and facilitate interdisciplinary research and problem solving through independent and collaborative work.
3. Students will use quantitative and qualitative research tools and techniques to analyze, implement, envision, assess, and report sustainability efforts.
4. Students will be able to understand local and global environmental problems and their role in environmental conservation.

Learning Outcomes: -

1. Articulate the interconnected and interdisciplinary nature of environmental studies and demonstrate an integrative approach to environmental issues with a focus on sustainability.
2. Use critical thinking, and understand the methodological approaches of the social sciences, natural sciences, and humanities in environmental problem solving.
3. Communicate complex environmental information to both technical and non-technical audiences.
4. Understand and evaluate the local and global scale of environmental problems and reflect critically on their roles, responsibilities, and identities as citizens and consumers in a complex, and interconnected world.

Course Outline

Marks: 50

Credits: 2

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/ Marks
1	Environment and Current Issues	<ol style="list-style-type: none"> 1. Ecosystem: Structure and function of ecosystem, Energy flow in an ecosystem, food chains, food webs, and ecological succession. Case studies of the forest grassland, desert, and aquatic ecosystems. 2. Current Environmental Issues: Environmental pollution, climate change, global warming, ozone layer depletion, and acid rain. Interdisciplinary nature of environmental studies and Concept of sustainable development. 	Lectures, Discussions, Field Visits, Seminar, Library assignments and PPTs	8/15

2	Natural Resources and Biodiversity Conservation	<ol style="list-style-type: none"> 1. Land resources and land use change: Land degradation, soil erosion and desertification. Causes and impacts due to development projects on environment, biodiversity and tribal populations. 2. Water: Use and over-exploitation of surface and ground water, floods, droughts, and conflicts over water. Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs. 3. Biodiversity: India as a mega-biodiversity nation, Endangered and endemic species of India. Threats to biodiversity. 4. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic, and informational value. 5. Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity. 	Lectures, Discussions, Field Visits, Seminar, Library assignments	7/10
3	Environmental Pollution and Policies	<ol style="list-style-type: none"> 1. Environmental pollution: Causes, effects and controls of air, water, soil and noise pollution. 2. Nuclear hazards and human health risks. 3. Solid waste management: Control measures of urban and industrial waste. 4. Environment legislations: Environment Protection Act, Air (Prevention & Control of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act. 5. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity. 	Lectures, Discussions, Field Visits, Seminar, Library assignments	8/15
4	Human Communities and Environment	<ol style="list-style-type: none"> 1. Human population growth: Impacts on environment, human health and welfare. Resettlement and rehabilitation of project affected persons, case studies. 2. Disaster management: floods, earthquakes, cyclones and landslides. 3. Environmental movements: Chipko, Silent valley, and Bishnois of Rajasthan. 4. Environmental ethics: Role of Indian and other religions and cultures in environmental conservation. Environmental communication and public awareness, case studies. 	Lectures, Discussions, Field Visits, Seminar, Library assignments	7/10
			Total Hours/ Marks	30/50

References –

1. Erach Bharucha, 2004 Environmental Studies for Undergraduate courses, UGC, New Delhi.
2. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.
3. Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press.
4. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
5. Gleick, P. H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
6. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006.
7. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. Science, 339: 36---37.
8. McCully, P. 1996. Rivers no more: the environmental effects of dams (pp. 29---64). Zed Books.
9. McNeill, John R. 2000. Something New Under the Sun: An Environmental History of the Twentieth Century.
10. Odum, E.P., Odum, H.T. & Andrews, J. 1971. Fundamentals of Ecology. Philadelphia: Saunders.
11. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. Environmental and Pollution Science. Academic Press.
12. Raven, P.H., Hassenzuhl, D.M. & Berg, L.R. 2012. Environment. 8th edition. John Wiley & Sons.
13. Rosencranz, A., Divan, S., & Noble, M. L. 2001. Environmental law and policy in India. Tripathi 1992.
14. Sengupta, R. 2003. Ecology and economics: An approach to sustainable development. OUP.
15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & Sons.
17. Thapar, V. 1998. Land of the Tiger: A Natural History of the Indian Subcontinent.
18. Warren, C. E. 1971. Biology and Water Pollution Control. WB Saunders.
19. Wilson, E. O. 2006. The Creation: An appeal to save life on earth. New York: Norton.
20. World Commission on Environment and Development. 1987. Our Common Future. Oxford University Press

Course Type	Indian Knowledge System (IKS)
Course Category	IKS -1
Course Code	IKS - 115
Course Title	Ancient Indian Knowledge System (Generic)
Total Credits	2

Course Objectives: -

1. To introduce the sources of Indian Knowledge System and Philosophy
2. To create an awareness of the important factors in development of Indian Agriculture and Commerce
3. To understand the importance of ancient Indian Universities, education centres, ancient education and ancient languages
4. To introduce how foreign scholars came to India for higher studies and how Indian knowledge, Science and Arts spread roots beyond the Indian subcontinent.
5. To introduce the students with ancient arts and technologies practiced in various walks of life.
6. To underscore the importance of age old glorious Ancient Indian Knowledge system

Learning Outcomes: -

1. The sources of Indian Knowledge System and Philosophy would be understood.
2. Awareness of the development of important elements of ancient Agriculture and Commerce will be created.
3. Students would know the ancient Indian Universities, Education Centres and ancient languages.
4. Students will know how Indian Knowledge, Arts, Technology and Philosophy spread its roots beyond Indian subcontinent through various foreign travellers.
5. As knowledge evolves in synchronization with civilization, the contribution of Indian Knowledge System will be underscored.
6. The importance of great age old tradition of Indian Knowledge will be underscored strengthening Indian Patriotism.

Course Outline

Marks: 50

Credits: 2

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/ Marks
1	An introduction to Ancient Knowledge System and Sources	<ol style="list-style-type: none"> 1. Concept of IKS and importance of Indian knowledge tradition 2. An Introduction to Ancient Sources of Knowledge : Four Vedas, Six Vedangas ,Four Upavedas , Four Upangas, Tripitak. 3. Vaidic Darshanas : Samkhya, and Yoga, Justice and Vaisheshika, Epistemology and Vedanta 4. Non-vaedic Darshanas : Jain, Buddha, Ajivak, Charvak, Dignag 	Lecture, Power Point Presentation Group Discussion	8/13

2	Ancient Languages, Education, Teachers, Scholars and Universities	<ol style="list-style-type: none"> 1. Bhaskaracharya's Patan(Patanadevi) of Devagiri Province and Leelavati. 2. Ancient Indian Languages and Universities: Taxashila, Nalanda, Banaras, Kanchi, etc. Education centres like Tiruvoriyur, Salotgi, Malakapuram, etc. 3. Teachers (Upadhyaya and Acharya) : Kautilya, Jeevak, Panini, Nagarjun, Nagsen. 4. Foreign Travelers to India for the quest of Knowledge : Fa-Hien, Hiuen-Tsang, Itsing, 	Lecture, Group discussion, field visit, Power Point Presentation Group	8/13
3	Agriculture, Trade and Commerce	<ol style="list-style-type: none"> 1. Agriculture : Ancient Indian Crops, Agricultural Implements, Seed technology, Manures and Fertilizers, Hydrology in Vedic Texts. 2. Trade and Commerce : Textile, Metallurgy, Copper alloys, Craftwork, Glass, Beads manufacturing, Ceramic Industry, Wax Casting of Idols etc. 3. Travel Sources: Wheel- Chariots, Bullock carts, Camel carts, Naval, Major Ports, Import and Export 	Lecture, Power Point Presentation Group Discussion, field work	6/11
4	Ancient Indian Arts, Architecture, and Technology	<ol style="list-style-type: none"> 1. 64 Types of Arts: Performing and Visual Arts, Bharata's Natyashastra, Painting, Sculpture (Ajanta, Elora, Khajuraho), Indian Music, Dance, Natya, Geet, Vadya. 2. Architecture and Town planning, Forts, Ghats of Rivers, etc. 3. Armory, Astronomy, Geometry, Medicine, Mathematics, Psychology 4. Alloys and Metal Extraction Technology : Mining, Metals and Ores, Iron and steel, Meharauli's Iron Pillar; Copper, Gold, Silver, Lead and Zinc, Uses of Metals in Ancient India 	Lecture, Group Discussion, Project visit, case studies	8/13
			Total Hours/Marks	30/50

References:-

1. Dr. Jagdish Patil, Ancient Indian Knowledge Tradition, Prashant Publication, Jalgaon, 2025 (Available in Marathi also)
2. Agarwal J.C. Development of Education System of India, Shipra Publications, Delhi., 2007.
3. Agrawal, D.P, Ancient Metal Technology and Archaeology of South Asia, 2000.
4. Altekar, A. S. Education in Ancient India. Nand Kishor and Bros. Seventh Edition, Varanasi, 1975.
5. Ambedkar, B. R. Who Were Shudras, Thakers, Bombay, 1945-46.
6. Anantaraman, T. R. The Rustless Wonder, A study of the Iron Pillar at Delhi, Ancient India.
7. McMillan Company. Delhi 1974.
8. Balasubramaniam, R. Metallurgy of Ancient Indian Iron and Steel, In "Encyclopedia of Bangalore: National Institute of Advanced," 2008.
10. Bapat, P. V. (Ed). 2500 Years of Buddhism. Publications Division, Delhi, 1956.
11. Biswas A. and S.P. Agrawal, 1977, Development of Education in India Historical Survey of
12. Educational Dharampal: Indigenous Education in 18th Century India, Delhi. Documents
13. before and after Independence 1983.
14. Biswas, A. K. Minerals and metals in ancient India (Vol.I and II). New Delhi, 1996.

15. Bobade, B. R. History of Indian Education. B. R. Publishing Corporation, Delhi, 2017.
16. Chopra, P. N., Puri B. N., Das, M. N., A social, Cultural and Economic History of India, Vol- I
17. College Book House, Trivendrum, 1974. Concept Publishing Company, New Delhi. Cultures,
18. pp.3180-3186. D. K. Printworld.
19. Das Avinash S. Chandra. Indion Pandits in the Land of Snow, 54 College Street, Calcutta, Delhi:
20. Vigyan Prasar 1893.
21. Edward, C. Sachau. Al-Beruin's India, Vol- I and II, Kegan Paul, Trench, Trubner & Co. Ltd, 190,
22. London, 1910.
23. गुप्तर्षी. नृथूलाल.मानवमूयकखोज, ववभारतीयकाशन, नागपुर., 1986
24. Kosambi, D. D., On History and Society : Problems of Interpretation. University of Bombay,
25. Bombay, 1985.
26. कुलकण, सतीश. ाचीन भारतातील वानयुग , बीजकाशन, पुणे, थमआवृी, २०२४
27. कुमार, हेमंत. सामाजिक शाका अययन , वनोद पिंकेशस, लुधयाना., 1999.
28. Legge James. Fa- Hien's Record of Buddhist Kingdoms. OUP, London, 1886.
29. Madhavananda Swami and Majumdar R. C. (Ed.) Great Women of India. Belur Math, Calcutta.
30. Mahadevan, B., Bhat, V.R., Pavana, N. Engineering and Technology : Management in ancient India.
31. Hydrology and Earth System Sciences, 2022.
32. Mavelikara, Achyutham. Educational Practices in Manu, Panini and Kautilya, M. Easwaram College, Book House, Trivendrum, 1974.
33. Mukherji S. N, History of Education in India: Modern Period, Acharya Book depot, Baroda., 1966.
34. Murphy, Denis J. People, Plants and Genes: The Story of Crops and Humanity, No. 7 (10 April 2007), pp. 916-925 (10 pages). 22. Rai B. C., History of Indian Education, Prakashan Kendra, Lucknow, 2007
35. Nurullah S and J P Naik, 1973, A history of education in India, Macmillan press, Bombay. Oxford University Press, ISBN 0-19-920713-5. Pub. PHI Learning, New Delhi. Omvedt, Gale. Buddhism in India,
36. Ranganathan and Raj, Baldev. Non-ferrous Materials Heritage of Mankind. The Indian. 2006.
37. Ray, P. C. A History of Hindu Chemistry, Vol 1 and 2. Calcutta: The Bengal. resources 24(10), 4691-4707. and Pharmaceutical Works, Ltd. 1909
38. सायानेकर, शाम, ाचीन भारतीय वदयोपासना, अवमेध काशन, १९९९ पुणे.
39. Sen S. N. & Mamata Chaudhuri, , Ancient glass in India, 1968-71. Published by INSA, 1985.
40. Sharada Srinivasan and Srinivasa Ranganathan. Minerals and metals heritage of India, 2013.
41. Singh, P. K., Dey, P., Jain, S. K., & Mujumdar, P. P. Hydrology and water, 2020.
42. Siva, R. Status of natural dyes and dye yielding plants in India. Current Science, Vol. 92,29. 2007.
43. Soni, Suresh. India's Glorious Scientific Tradition, 2009.
44. Subbarayalu, Y. Agricultural Practices in Ancient India. Publ. by D.K. Print world the History of
45. Science, Technology, and Medicine in Non-Western , 2014.
46. Watters, Thomas. On Yuan Chwang's Travel in India. Vol-I and II, Royal Asiatic Society, London, 1904-05.

Course Types	Skill Enhancement Courses (SEC)
Course Category	SEC-1
Course Code	BSW FP- 1
Course Title	Field Work Practicum
Total Credits	04

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

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

Course Outline

Marks: 100

Credits: 04

Sr.No.	Components	Max. Marks
1	Classroom Field Work Orientation (Min.02 Days)	10
2	Observational Visits to Welfare Agencies (Minimum 10 Visits), Visits to Welfare Projects (Minimum 05)	30
3	Group presentation of report of agency visits	10
4	Seminar on Social issues - (Minimum 02 Seminar by each student)	10
5	Individual Conference	05
6	Group Conference	05
7	Reports, Record Keeping / Writing Skills	10
8	Viva-Voce on field work	20
Total Marks		100

Syllabus

FYBSW (Semester – IInd)

Course Type	Major - Mandatory (DSC)
Course Category	DSC- 3
Course code	BSW- 121
Course Title	Method of Social Work Practice: Social Group Work
Total Credits	04

Course Objectives:

1. Social group work is methods of social work that help individual enhance their social functioning through purposeful group experience.
2. It aims to help individual develop through interaction in group situations and create cooperative group working towards common goals.
3. To inculcate positive values, morals, attitudes and cultural patterns.
4. It helps people cope with personal, group and community problems.

Learning Outcomes: -

1. Able to demonstrate familiarity with group work process, tools and techniques and their application in professional social work practice.
2. Able to develop skills of Facilitation, Analytical Thinking, Leadership Building, Programme Planning, Evaluation and using Programme media in group

Course Outline

Marks: 100

Credits: 04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/ Marks
1.	Introduction to Social Group Work	1. Meaning, Definition, Characteristics types of group 2. Definition, Meaning, Concept and objectives of Group work 3. Historical Development of Group work in India. 4. Values and Principles of Social Group Work.	Lectures, Discussions, Seminar, Library assignment	15/20

2	Group formation and Group Development	a) Purpose, Membership b) Values and Principles of Group work c) Steps in Group formation	Lectures, Discussions, Seminar,	10/20
3	Group process and Group Dynamics	a) Importance of Group process, planning process Initial Phase, Middle Phase, Termination Phase b) Understanding group dynamics; communication and interaction pattern, group attraction, Group norms, c) Social Control and group culture	Lectures, Discussions, Seminar	15/20
4	Theories, Models & Process of Social Group Work	a) Theories of social Group work: - Theory of Individual Dynamics, Development theory of human being, Theory of Group dynamics. b) Models of Social Group Work: - Social Goals Model, Remedial Model and Reciprocal Model.	Lecturer method, Flipped classroom, Technology, Integration method, Interactive lectures	10/20
5	Skills and Techniques & Practice of Social Group Worker	a) Program as a Tools: - Principles of Programme Planning, Media and Programme Development Process b) Role of Group worker: Facilitator, Leader, Moderator, Administrator, Enabler, Therapist, Helper, Resource mobilizer and Evaluator c) Application of Social Group Work with different Group: - Children, Adolescent, Old Persons, Women and Persons with	Lecturer method, Flipped classroom, Technology, Integration method, Interactive lectures	10/20

		Disability. d) Recording and Reporting in Social Group Work: - Principles, importance, types & techniques.		
			Total	60/100

References: -

1. Garvin, C. D., Gutierrez, L. M., & Galinsky, M. J. (2017). Handbook of Social Work with Groups. Guilford Press.
2. Deshamukh, V., & Sonawane, J. S. (2013). Social work personal training and development (M.S.W./B.S.W.). R.P. Publications. ISBN 978-93-82398-06-06
3. Saundankar, I. M., & Sonawane, J. S. (2013). A text book of social work (M.S.W./B.S.W.). R.P. Publications. ISBN 978-93-82398-05-9
4. Sonawane, J. S., Patil, P. S., Patil, K., & Varma, K. (2025). Social work skill knowledge attitude (M.S.W./B.S.W.). Atharva Publication. ISBN 978-93-6186-151-2
5. Toseland, R. W., & Rivas, R. F. (2016). An Introduction to Group Work Practice (8th Edition). Pearson.
6. Konopka, G. (1983). Social Group Work: A Helping Process. Prentice Hall.
7. Corey, M. S., & Corey, G. (2021). Groups: Process and Practice (11th Edition). Cengage Learning.
8. Siddiqui, H. Y. (2008). Group Work: Theories and Practices. Rawat Publications.
9. Northen, H. (2004). Social Work with Groups. Columbia University Press.
10. Sundel, M., & Sundel, S. S. (2004). Behavior Change in the Human Services: Behavioral and Cognitive Principles and Applications (5th Edition). Sage Publications.

Course Type	Major - Mandatory (DSC)
Course Category	DSC- 4
Course code	BSW-122
Course Title	Fields of Social Work Practice
Total Credits	02

- **Course Objectives: -**

1. To get the knowledge about the social work practice.
2. To learn and understand the various fields of social work.
3. To family rights with the problems in various fields of social work.
4. To acquire skills for working in different areas of social work.
5. To sensitize the student community on all social issues prevailing in the society.

- **Learning Outcomes: -**

1. Students learn about various fields of social work.
2. Students learn about the scope of the social work practice.
3. Students get familiar with problems of various fields of social work.
4. Students will be able to define and explain the various fields of social work.
5. Students will be able to work with different areas of social work.

Course Outline

- **Total Marks: 50**

Total Hours: 30

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/ Marks
1	Introduction to Fields of social work	A) Meaning and concept of fields of social work. B) type of various fields and types of social worker C) importance of various fields of social work	classroom teaching / ppt / video / assignment / discussion	7/10

		D) Need specialization in social work.		
2	Fields of social work as Family and Child Welfare And Medical and psychiatric social work	<p>1. Family and child welfare</p> <p>A) Meaning, concept, need of family and child welfare.</p> <p>B) Schemes, services and working organizations for family and child welfare</p> <p>2. Medical and psychiatric social work</p> <p>A) Meaning, concept, importance of medical and psychiatric social work.</p> <p>B) The role of a medical and psychiatric social worker.</p>	classroom teaching / ppt / video / assignment / discussion	8 / 15
3	Fields of social work as Community development	<p>A) Meaning, definition and concept of community development.</p> <p>B) types of community (Urban, rural and tribal community)</p> <p>C) Need and importance of community development.</p> <p>D) community development schemes, programs and working organizations</p>	classroom teaching / ppt / video / assignment/ discussion / field experience sharing	7 / 10
4	Fields of social work as Labour welfare and Personal	<p>A) Definition, concept and importance of labour welfare</p> <p>B) Major welfare programs for Labourers.</p> <p>C) Definition and importance of criminology and correctional administration.</p>	classroom teaching / ppt / video / assignment/	8 / 15

management And Criminology and correctional services	D) Classification of crime. Strategies for prevention and Control of crime.	discussion / field experience sharing	
Total			30/50

● References

1. Badgujar, N. R. (2020). Participatory approaches in social work. Current Publications.
2. Bhattacharya Sanjay: Social Work and Integrated Approaches; New Delhi Deep Publications.
3. Deshmukh, V., & Sonawane, J. S. (2013). Social work personal training and development. R.P. Publications.
4. Devi, R., & Prakash, R. (2000). Social work practice. Mangal Deep Publications.
5. Gaikwad, M. (2020). Impact of Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS) on generating rural livelihood. Pacific Book International.
6. Gaikwad, M., & Yelne, G. (2018). Development, displacement and rehabilitation: Experience of Nanded city in India. LAP Lambert Publishing.
7. Nair, T. K. (1981). Social work education and social work practice in India. Association of School of Social Work in India.
8. Rathod, S. (2013). Skill training for social workers. Yking Books.
9. Saundankar, I. M., & Sonawane, J. S. (2013). A text book of social work. R.P. Publications.
10. Shinde, S. (2025). Community engagement and social services. R.P. Publications.
11. Sonawane, J. S., Patil, P. S., Patil, K., & Varma, K. (2025). Social work skill knowledge and attitude. R.P. Publications.
12. Tule, D. (n.d.). Correctional social work. Sahitya Sagar Publication.
13. Wani, U. (2019). Community organisation and social action. Current Publication.
14. वाणी उमेश (2014), बालमजुरी आणण कृषी क्षेत्र, णिन्मय प्रकाशन, औरंगाबाद
15. टांकसाळे प्राजक्ता, (2012), व्यावसायक समाजकायय, साई प्रकाशन, नागपूर.
16. बडगुजर णनतीन, (२००९), "जलस्वराज्य प्रकल्प) गुणात्मक ग्रामीण णवकासािि तंत्र" (, अथवय पब्लिकेशन्स, धुळे.
17. णनकम राहुल, (फेब्रुवारी 2018), लोकसहभाग आणण पी .आर .ए) .ग्रामीण सहभागीय मूल्यावलोकन(, प्रशांत पब्लिकेशन्स, नूतन मराठा महाणवद्यालय जवळ, जळगाव.
18. टांकसाळे प्राजक्ता, (2010), व्यावसायक समाजकायय णविरधारा आणण इणतहास, मंगेश प्रकाशन, नागपूर.
19. णशंदे देवानंद, (2012), व्यावसायक समाजकायय णशक्षण व व्यवसाय, डायमंड पब्लिकेशन, पुणे.
20. साळीवकर संजय, (2015), समाजकायय पद्धती, क्षेत्र, णविरधारा व समाज सुधारक, मंगेश प्रकाशन, नागपूर .
21. लोटे रा. ज. (2010), ग्रामीण व नागरी समाजशास्त्र, णपंपळापुरे अँड कंपनी पब्लिकेशन्स, नागपूर.
22. णनकम राहुल, (मािय(2023 , समुदाय संघटन, प्रशांत पब्लिकेशन, नूतन मराठा महाणवद्यालयाजवळ, जळगाव .
23. णनकम राहुल, (जून(2021 , व्यावसायक समाजकायय पररिय, प्रशांत पब्लिकेशन्स, जळगाव.

Course Type	Major - Mandatory (DSC)
Course Category	DSC- 5
Course code	BSW-123
Course Title	Social Problems in India
Total Credits	02

Course Objectives: -

1. To analyse the causes and impacts of social problems on individuals and society.
2. Evaluate structural issues in Indian society, such as poverty and unemployment.
3. Examine forms of social discrimination and their effects on marginalized groups.
4. Discuss the role of civil society and media in addressing social issues.
5. Create action plans for community engagement to tackle identified social problems.

Course Outcome:

1. Identify and articulate the key structural issues affecting Indian society, including poverty and unemployment.
2. Analyse the implications of social discrimination on marginalized communities and the broader society.
3. Evaluate the impact of media and civil society on addressing and mitigating social issues.
4. Develop informed perspectives on social justice and advocacy for underrepresented groups.
5. Propose actionable solutions for community engagement and intervention in social problems.

Course Outline

• **Total Marks: 50**

Total Hours: 30

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Understanding Social Problems	1. Concept, nature and causes of social problems 2. Characteristics and classification of social problems 3. Impact of social problems on individuals and society 4. Role of social workers and sociologists in addressing social issues	Lecture, PPT, Group Discussion	06/10
2	Structural Problems in Indian Society	1. Poverty and Unemployment 2. Illiteracy and Educational Backwardness. 3. Population explosion and Urban problems 4. Rural-Urban disparity	Lecture, PPT, Group Discussion	08/12

3	Social Discrimination and Marginalization	1. Casteism and Untouchability. 2. Communalism and Religious Conflicts 3. Gender Discrimination and Domestic violence 4. Problems of SC, ST, Minorities and LGBTQ+	Lecture, PPT, Group Discussion	08/12
4.	Contemporary issues in Society	1. Food Security and Nutrition Issues 2. Access to Technology and the Digital Divide 3. Cybersecurity and Digital Privacy 4. Drug Abuse and Substance Addiction 5. Role of civil society, media and youth in tackling social problem		08/16
		Total		30/50

Reference Books

1. Chavan, S. R., & Sonawane, J. S. (2017). A basic concept of sociology (M.S.W./B.S.W.). R.P. Publications. ISBN 978-93-82398-48-6
2. Desale, V. S., & Sonawane, J. S. (2019). History and ideology of social work for the society (M.S.W./B.S.W.). R.P. Publications. ISBN 978-93-82398-49-9
3. Patil, P. S. (2019–2020). Human rights. Akshita Publishers & Distributers.
4. Shaikh, F. K., & Gaykwad, N. U. (n.d.). Introduction to field work practice. R.P. Publications. ISBN 978-93-82398-21-9
5. Ahuja, R. (n.d.). Social problems in India. Rawat Publications.
6. Ghate, J. (2010). Samkalin Bharatatil Samajik Samasya [Contemporary social problems in India]. Kolhapur.
7. Kadse, B. K. (2009). Bhartiya Samajik Samasya [Indian social problems]. Shri Mangesh Prakashan.
8. Kulkarni, P. K. (2010). Bharatatil Samkalin Samajik Samasya [Contemporary social problems in India]. Vidya Prakashan.
9. Madan, G. R. (2007). Indian social problems (Vol. I & II). Allied Publications.
10. Mane, M. (2018). Bharatatil Samkalin Samajik Samasya [Contemporary social problems in India]. Vidya Prakashan.
11. Mahajan, R., & Desai, S. (2016). Kautumbik Hinsachar ani Mahila [Domestic violence and women]. Prashant Publications.
12. Sagane, V. (2009). Bhartiya Samajik Samasya [Indian social problems]. Lokpriya Prakashan.

Course Type	Ability Enhancement Courses (AEC)
Course Category	AEC -2
Course code	ENG - 123
Course Title	English for All : Written Communication
Total Credits	02

Course Objectives

1. Understand the structure and importance of written communication in professional settings.
2. Apply principles of effective writing in academic and field contexts.
3. Compose clear and structured reports, summaries, and formal communication for social work.
4. Use correct grammar, punctuation, and formats in documentation.

Course Outcomes

1. Identify and correct common grammatical errors in written content.
2. Construct academic writing pieces including reports and essays.
3. Draft formal communication such as emails, letters, and meeting minutes.
4. Prepare field documentation like case reports, press notes, and awareness materials.

5. Course Outline

6. **Marks: 50**

Credits: 2

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/ Marks
1	Basics of Written Communication	Features, principles, and importance of written communication; common grammar and punctuation errors	Lectures, Discussions, Seminar, Library assignments	10/15
2	Writing for Academic Purposes	Paragraphs, essays, summaries, précis, field/case/project report writing	Lectures, Discussions, Seminar, Library assignments	10/15
3	Writing for Professional Communication	Formal letters, cover letters, memos, emails, notices, circulars, minutes	Lectures, Discussions, Seminar, Library assignments	10/20
Total				30/50

References:-

1. Guffey, M. E., & Loewy, D. (2021). Essentials of business communication (11th ed.). Cengage Learning.
2. Sharma, R. C., & Mohan, K. (2017). Business correspondence and report writing (4th ed.). McGraw Hill Education.
3. Bailey, S. (2018). Academic writing: A handbook for international students (5th ed.). Routledge.
4. Lesikar, R. V., & Flatley, M. E. (2018). Lesikar's business communication: Connecting in a digital world (13th ed.). McGraw Hill Education.
5. Sehgal, M. K., & Khetarpal, V. (2012). Business communication. Excel Books.
6. Pal, R., & Korlahalli, J. S. (2012). Essentials of business communication. Sultan Chand & Sons.
7. Rizvi, M. A. (2017). Effective technical communication. McGraw Hill Education.

Course Type	Value Education Courses (VEC)
Course Category	VEC-2
Course code	CI -125
Course Title	Constitution of India
Total Credits	02

Course Objectives:

1. To introduce the value and philosophy of Indian Constitution among the students.
2. To inform the Indian Institutional working Process.
3. To make students aware of basic rights and duties to be good citizens of India.

Learning Outcomes:

1. Constitution of India can be understood with its basic principles.
2. Understanding the Constitution and its values and to protect and nurture the ideals of the framers of the Constitution.
3. Information about parliamentary process and judicial system.
4. Ensuring knowledge about the various Fundamental Rights and duties and the Directive Principles that are fundamental in the governance of the country.

Course Outline

Marks: 50

Credits: 2

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
01	Background of Indian Constitution	<ol style="list-style-type: none"> 1. Indian Constitution- Meaning, Definition 2. Overview of various Acts during British Period 3. Formation of Constituent Assembly 4. Salient features of Indian Constitution 	Lectures, group discussions, documentary screenings.	8/15
02	Principles, Rights and Duties	<ol style="list-style-type: none"> 1. Preamble: Objectives and Principles 2. Fundamental Rights 3. Directive Principles of State Policy 4. Fundamental Duties 	Lectures, group discussions, documentary screenings.	8/10

3	President, Parliament and Prime Minister	1. President- Pauer and Functions 2. Parliament-Composition, Pauer and Functions 3. Prime Minister-Pauer and Functions	Lectures, group discussions	8/15
4	Supreme Court & Major amendments	1. Supreme Court- Composition, Power and Jurisdiction, Judicial Review 2. Major Amendments- 73rd Amendment, 101st Amendment, 105th Amendment	Lectures, group discussions,	6/10
			Total	30/50

References

- 1) Indian Constitution
- 2) Johari J.C: Select World constitution: Lotus Press
- 3) Kashyap Subhash: Our Constitution 2015, Our Parliament, Our Political System 2013
- 4) Basu D.D: Introduction to the Constitution of India: Lexis Nexis Publisher: 26th Edition, 2022
- 5) Khanna H R: Making of India's Constitution: Eastern Book Company: Second Edition 2008
- 6) Agraval P k & Chaturvedi K N : Constitution of India : Prabhat Prakashan New Delhi 2022
- 7) B. Shiva Rao: The Framing of India's Constitution: Law & Justice Publishing Co. Reprint Edition 2021
- 8) Samaraditya Pal: Lexis Nexis's India's Constitution –Origins and Evolution (Constituent Assembly Debates, Lok Sabha Debates on Constitutional Amendments and Supreme Court Judgments: Lexis Nexis Publishers 1st Edition 2019.
- 9) बाबेल वसंतीलाल भारत का संवधान: सेंट्रल लॉ पब्लिकेशन्स अलहाबाद २०२२
- 10) फाडीया बी. एल. भारत का संवधान २०१५
- 11) जैन पुखराज व फाडीया बी.एल. भारतीय शासन एवं राजननती २०१५
- 12) भोळे भा.ल:भारताचे शासन आणि राजकारि: ववद्या प्रकाशन नागपूर
- 13) राठी शुभांगी: भारतीय संवधानाची ओळख: अथवव पब्लिकेशन जळगाव
- 14) पवार प्रमोद व तुंटे ववजय: भारतीय संवधान व शासन:प्रशांत पब्लिकेशन जळगाव २०१८
- 15) ननकुंभ ददललपलसंग व मोरे सुरेंद्र: भारतीय संवधान: प्रशांत पब्लिकेशन जळगाव २०१६
- 16) कुलकी बी.वाय व नाईकवाडे अशोक: भारताचे शासन आणि राजकारि: श्रीववद्या प्रकाशन पुणे २००३
- 17) जोशी सुधाकर: भारतीय शासन आणि राजकारि: ववद्या बुक्स पब्लिकेशन: औरंगाबाद २०१५
- 18) कुलकी बी.वाय: भारतीय संवधान शासन व राजकीय प्रक्रीया: एज्युकेशनल पब्लिकेशन: औरंगाबाद २०१३

Course Type	Skill Enhancement Courses (SEC)
Course Category	SEC -2
Course code	BSW FP- 2
Course Title	Field Work Practicum
Total Credits	04

Learning objectives

1. To understand the importance of field work practices in Professional social work.
2. To understand the fields of social work.
3. To understand Methods and Component of field work Practices.
4. To understand evaluation methods in the fields of social work.

Learning outcomes

1. Through this course, the learners should understand basic knowledge, skills, methods and component of field work practice in professional social work.
2. The Field Work Practicum for Social Work Curriculum is designed to provide a variety of opportunities to develop and enhance skills.

Course Outline

Marks: 100

Credits: 04

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