



# **RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY**

(Established by Government of Central Provinces Education Department by  
Notification No. 513 dated the 1st of August, 1923 & presently a State  
University governed by Maharashtra Universities Act, 1994)

## **SYLLABUS**

**FOR THE**

**BACHELOR OF SOCIAL WORK (BSW)**

**For**

**First and Second Semester  
( w.e.f. 2022-23 Academic Session)**

**(SEMESTER PATTERN) (CHOICE BASED CREDIT SYSTEM AS PER  
LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK LOCF)**

**SUBMITTED BY**

**BOARD OF STUDIES SOCIAL WORK**

**Rashtrasant Tukadoji Maharaj Nagpur  
University, Nagpur**

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**Components weightage:** 50%+ DCC Social Work (Core Course)

Relational weightage assigned to Continuous Internal Evaluation may range from 20%.

1. Marks structure for theory papers: 80 Marks for University /Theory Examination and 20 Marks for Internal Assessment.

2. Internal assessment will be based on one assignment from each paper/subjects. Student must appear for the internal assessment in the paper/subject.

3. Attendance in each component of Social Work Practicum is mandatory .Students remained absent in the any component will be considered as failure in the same.

**Acronyms Expanded:**

➤ AECC: Ability Enhancement Compulsory Course ( English / Mar / Hin / Modern Indian Languages, MIL)

➤ DCC: Discipline Core Course 50%

➤ DSE: Discipline Specific Elective.(Sociology Psychology Economics Indian Constitution, Policy, etc.)

➤ DSE: Discipline Specific Elective/ Specialization

➤ OEC: Open Elective Course

➤ SEE: Semester End Examination 80%

➤ CIE: Continuous Internal Evaluation 20%

➤ L+T+P: Lecture - Tutorial - Practical(s)

## RULES AND REGULATIONS

1. **Units:** There are Four units in each theory paper. Thus the students will have to answer four questions with two internal options and fifth question will be compulsory.

2. The students will have to pass independently in theory and practical exams. The criteria for passing will be 40% passing marks in respective subject. For promotion in next semester passing in Social Work Practicum is mandatory.

### 3. Examination:

Examination of all subjects of Under Graduate Programmes shall be conducted by the R.T.M. Nagpur University as per the scheme of Examination prescribed by the Board of Studies of a particular discipline / subject. Every student desirous for appearing at BSW examination will have to complete practical work as

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per the directions of the concerned teachers and obtain completion certificate to that effect duly signed by Head of the department. The student who fails to produce completion certificate will not be eligible to appear for the related practical or theory examination.

a. The term end examination, however, shall be conducted by the RTM Nagpur University, Nagpur in the allotted centers.

b. Academic calendar showing dates of commencement and end of teaching, internal assessment tests & term end examination shall be duly notified before commencement of each semester every year by the University / Department / Affiliated Colleges.

### ATKT Rules

The admission to the programme shall be subject to ATKAT rules as given below.

Admission to Semester	Candidate should have passed in following examinations	Candidate should have filled in the examination form of	Eligibility for Admission
Semester-I	Bachelor Degree	-----	-----
Semester-II	-----	Semester-I	-----
Semester-III	-----	Semester-II	Candidate should have passed at least 50% subject (including Social Work Practicum) of Semester-I & Semester II
Semester-IV	-----	Semester-III	Candidate should have passed 1st semester and at least 50% subject (including Social Work Practicum) of Semester II and III
Semester-V	-----	Semester-IV	Candidate should have passed I and II semester and at least 50% subject (including Social Work Practicum) of Semester III and IV
Semester-VI	-----	Semester-V	Candidate should

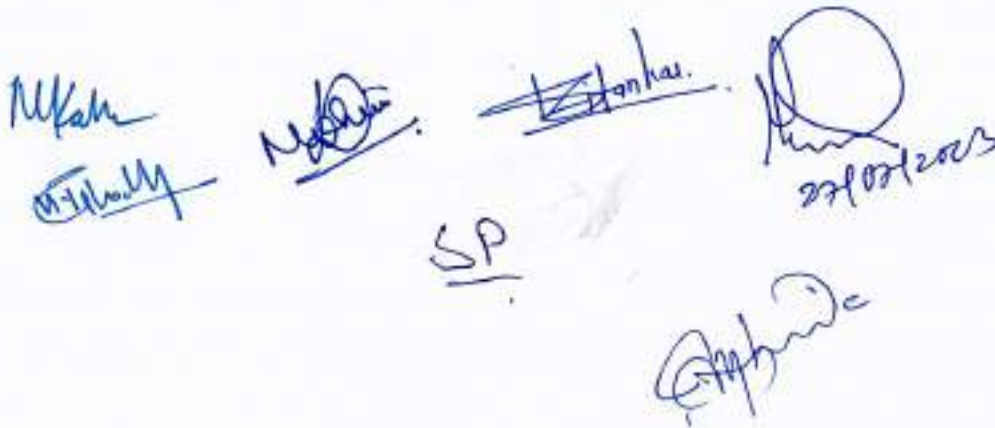
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			have passed 1st II and III semester and at least 50% subject (including Social Work Practicum) of Semester IV & V
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For further guidance regarding ATKT and Exemption matters Ordinance of 2022 will be considered.

### ABSORPTION SCHEME

1. Failure Students of BSW CBCS old scheme will have the 5 chance to clear the exams from the academic year 2022-23.
2. Students seeking admission to third semester must clear 50% subjects of first and Second semester examination.
3. Rules and regulations passed by the university in this matter will govern the absorption scheme.


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**Course Details**  
**THEORY PAPERS**  
**Bachelor of Social Work (BSW) Semester – I**

BSW Semester: I

Total Marks: 600

Total credits: 21

S. N.	Paper Code	Domain	Subject	Total Marks	University Theory Exam.	CIE Marks	Minimum Passing Marks	Credit	Weekly Hrs
1	BSW1T1	DCC	Introduction to Social Work Profession	100	80	20	40	3.0	03
2	BSW1T2	DCC	Areas of Social Work Practice	100	80	20	40	3.0	03
3	BSW1T3	DCC	Social Case Work	100	80	20	40	3.0	03
4	BSW1T4	AECC	Marathi OR Hindi OR Supplementary English	100	80	20	40	3.0	03
5	BSW1T5	AECC	English	100	80	20	40	3.0	03
6	BSW1P1	DCC	Social Work Practicum	100	--	20*	40	6.0	12

\*Internal Viva-Voce

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**Bachelor of Social Work (BSW) Semester-I**  
**Paper –I (ITI)**  
**Introduction to Social Work Profession**  
**(Discipline Core Course)**

**Learner's Objective:**

1. Understand the concept, of social work Profession.
2. Develop knowledge of history and development of social work.
3. Understand the current trends of social work practice in India.
4. Develop understanding of the perspectives of social work practice in India.

**UNIT-I : Concept of Professional Social Work:** Concept, Definition, Objectives, Goals, Values, Principles and Code of Ethics, in Social Work, Scope of Professional Social Work, Attributes of Professional Social Worker.

**UNIT-II: Evolution of Social Work:** Evolution of Social Work, Social work in Ancient, Medieval, and Modern Period. (In UK, USA and India)

**UNIT- III: Social Work and Related terms:** Social Services, Social Welfare, Social Reforms & Charity, Social Security, Human Rights and People's participation, Social Justice and Social development.

**UNIT- IV: Development of Social Work Education in India:** Evolution of social work education in India, Training in Social Work Education, Focus, Nature and Content of Social Work Education, Social Work is a profession and scientific discipline originated recently, Fields of Social Work.

**Assignment**

1. Class room seminar presentation and written assignment related to the theory paper.
2. Field visit to understand the functions and roles of the Government and Non-Government Organizations

**References:**

1. Batra, Nitin (2004) Dynamics of Social Work in India, Jaipur: Raj Publishing House.
2. Bradford, W. Sheafor, Charles, R. Horejsi, Gloria A. - Fourth Edition (1997) Techniques and Guidelines for Social Work, London : Allyn and Bacon, A Viacom Company.
3. Dasgupta, Sugata (1964) Towards a Philosophy of Social Work in India, New Delhi: Popular Book Services.
4. Desai, Murali (2002) Ideologies and Social Work: Historical and Contemporary Analysis, Jaipur: Rawat Publication.
5. Diwakar, V. D. (1991) Social Reform Movement in India, Mumbai: Popular Prakashan.
6. Dubois, Brenda, Krogsrud, Karla, Micky - Third Edition (1999) Social Work - An Empowering Profession, London: Allyn and Bacon.
7. Feibleman, J.K. (1986) Understanding Philosophy - A Popular History of Ideas, New York: Souvenir Press.
8. Fink, Arthur E., Wilson, Everett E. - Third Edition (1959) The Fields of Social

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Work, New York: Henry Holt and Company.

9. Friedlander, Walter A. (1977) Concepts and Methods of Social Work, New Delhi: Prentice Hall of India Pvt. Ltd.

10. Nair, T. Krishnan (1981) Social Work Education and Social Work Practice in India, Madras : Association of School of Social Work in India

11. Rameshwari, Devi and Ravi Prakash (2000) Social Work Practice, Jaipur: Mangal Deep Publications.

12. Roy, Bailey and Phil, Lee (1982) Theory and Practice in Social Work, London: Oxford Pub. Ltd.

13. Sheldon, B., & Macdonald, G., (2010) A Textbook of Social Work, London: Routledge.

14. Singh, R.R. (1985) Field Work in Social Work Education, A Perspective for Human Service Profession, New Delhi : Concept Publishing Company.

15. Wadia, A. R. (Ed.) (1961) History and Philosophy of Social Work in India, Bombay: Il Allied Publisher Private Ltd.

16. टाकसांडे प्राजक्ता व्यावसायिक समाजकार्य, नागपूर: साईनाथ प्रकाशन

17. शास्त्री राजाराम, समाजकार्य, लखनऊ: उत्तरप्रदेश हिन्दी संस्थान

18. नंदा पांगुळ-बारहाते (2015) समाजकार्य विचारधारा सिध्दांत व व्यवहार नागपूर आर वी प्रकाशन

## Bachelor of Social Work (BSW) Semester- I

### Paper- II (IT2)

#### Areas of Social Work Practice

#### (Discipline Core Course)

##### Objectives:

1. To develop the understanding of various fields of social work
2. To get acquainted with the social work intervention in the areas of Social Work practice

**Unit I. Introduction to Family and child welfare:** Concept, meaning, scope, Institutions and Organisations, schemes, programmes and services for family and child welfare in India.

**Introduction to- Medical and Psychiatric Social Work and Health care:** Concept, meaning, scope, Institutions and Organisations, schemes, programmes and services in health care system. Public Health, Mental, Emotional and spiritual Health. Different therapeutic approaches.

**Unit II Introduction to Labour welfare and personnel management:** Areas of Labour Welfare Administration: Concept, definition, and meaning of labour welfare, Importance of welfare for workers, major welfare programmes for labourers in India.

**Introduction to Criminology and Correctional Administration** -Importance of Criminology and correctional administration: Definition, causes and classification of crime, strategies for prevention and control of crime in Indian context, introduction to criminal justice system.

**Unit III .Introduction to community Development** - Understanding about the Urban, Rural and Tribal community, Concept, meaning, scope, schemes, programmes and services in community development, prominent Institutions and Organizations.

**Unit IV. Contemporary Fields of Social Work** –School Social Work, Geriatric Social Work , Unorganised labour, Gender Justice, Disaster Management, Environment Protection, Suicide Prevention, Human Trafficking, Trauma Management, Youth welfare and Development., Children in conflict, women and development .

**Assignments:** Interface with Practitioners, Field visits, workshops on contemporary fields of social work.

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**REFERENCES:**

1. Bhattacharya Sanjay: Social Work and Integrated Approaches; New Delhi Deep Publications.
2. Choudhary D. Paul: Introduction to Social work
3. Encyclopedia of Social work (1987) Encyclopedia of social Work in India; New Delhi, Publication division, Ministry of welfare
4. नंदा पांगुळ- बारहाते (2022) समाजकार्य क्षेत्र नागपूर आर वी प्रकाशन

**Bachelor of Social Work (BSW) Semester-I****Paper III (1T3)****SOCIAL CASE WORK****(Discipline Core Course)****Learning Objectives:**

1. To understand the social work practice.
2. To understand the case work method and its application in practice
3. To equip learners with the theoretical knowledge for work with individuals and families
4. To develop competencies in learners to use the method in practice while working with individual clients and families.
5. To equip learners with values and skills necessary for working with individuals and families.

**Learning Outcome:**

By the end of the course students will be able to:

1. To gain the knowledge about social work practice.
2. To learn the theoretical knowledge of concepts of case work.
3. To understand the knowledge about how to handle the client and related contents.
4. To acquire the various skills for handling the case.

**Unit- I: History:** Historical Development of Case Work Method in India, USA and UK

**Unit-II: Introduction to Case Work Method:** Meaning and concept of Social Case Work, Definition, Scope of Case Work, Values, Components of casework, objectives, importance of case work, case work writing.

**Unit -III: Case Work as a Method:** components of case work, phases in case work practice, role of case worker in case work practice, skills, techniques and tools of case work, Limitations of the method; professional relationship between client and social worker.

**Unit -IV: Principles and Approaches of Social case Work:** Approaches: Problem solving approach, Family therapy approach, Crisis intervention approach, Behavior modification approach.

**Assignments:** Case presentation, workshop on case work tools; interview/

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M. K.

Chudhary

Sitankar

Sharma



home visit/recording and assignment based on theory

### References:

- Banerjee G.R. (1967), Concept of Being and Becoming in the practice of social work Mumbai: Tata Institute of social Science.
- Banerjee G.R. (1971), some Thoughts on Professional Self in Social work, Indian journal of social work, Mumbai: Tata Institute of social Science.
- Friedlander W.A. (1987), Concept and Methods of Social Work. Englewood cliffs, Prentice Hall.
- Fischer Joel, (1978), Effective Case work practice: An Eclectic Approach, New York: McGraw Hill book Co.
- Mathew G. (1987), Case Work in Encyclopedia of social Work in India, Delhi: Ministry of social Welfare.
- Nursten J., (1974), Process of Case work, GB: Pitman Publication.
- Perlman H., (1957), Social Case Work: A Problem-Solving Process. Chicago: University of Chicago.
- Pippins J. (1990), Developing Case WORK Skills, Caliph: Sage Publication.
- Richmond M.E., (1922), What is social Case Work? An introductory description, New York: Russell Sage Publication.
- Rotele A. D., (2022) Conceptualization of Social Work Methods, Om Sai Publisher and Distributer, Nagpur.
- Timms N., (1964), Social Case Work Principles and Practice, London: Routledge and Kegan Paul.
- नंदा पांगुल- बारहाते (2022) सामाजिक व्यक्ती सहकार्य नागपूर आर वी प्रकाशन


  
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**Bachelor of Social Work (BSW) Semester I**  
**Paper IV (IT4)**  
**MARATHI (मराठी)**  
**(Ability Enhancement Compulsory Course)**

**Theory : 80 Marks**  
**Internal : 20 Marks**  
**Theory :-**

**Full Marks : 100**

**उद्देश :**

१. मराठी भाषेतील प्रमुख अभिजात साहित्याचा व साहित्यिकांचा परिचय पडविणे.
२. मराठी भाषा आणि साहित्य यांसंबंधीची जावड निर्माण करणे.
३. विद्यार्थ्यांचा वाढमरीन व कल्पविशयक अभिप्राय विकास करणे.
४. मराठी भाषेच्या अभ्यासातून जीवनाविषयक व समाजविषयक ज्ञान विकसित करणे, प्रगल्भ करणे.
५. समकालीन स्पर्धा व इंग्रजी भाषेचे अतिक्रमण अशा परिस्थितीत मराठी भाषेचे संरक्षण करणे, संवर्धनाचेर भर देणे भुद्ध व अविश्वकृत रूप टिकविण्याच्या दृष्टीने जागरूकता निर्माण करणे.
६. भाषा व्यवहारासाठी आवश्यक ते लेखन, भाषण, वाचन ही कौशल्य विकसित करणे.
७. भाषिक कौ शल्याचे विविध अधिष्कार, संपर्क, प्रसार माध्यमे आणि समाजकार्य अभ्यासक्रमाचा परस्पर संबंध समजावून सांगणे.
८. भाषेचे तसेच साहित्याचे आकलन आणि जीवनव्यवहारात उपयोजन करण्यास प्रवृत्त करणे.

**बी.एस.डब्ल्यू. भाग-१, रात्र कक्षांक-१, विषय -मराठी**

**घटक कक्षांक- १ गद्य विभाग**

**रसीकरण -गडाईमट**

१. वैराग्यमूर्ती गाडगेबाबा व्यक्तित्व आणि विचार-डॉ. प्रमोद मारोडे
२. जोतीरावांची तत्त्वप्रणाली-महात्मा जोतीराव फुले
३. हुद्द आणि सौंदर्य-डॉ. यशवंत मनोहर
४. रंत साहित्यातील सामाजिक बंडखोरी-डॉ. राजेंद्र नाईकबाई

**घटक कक्षांक -२ पद्य विभाग**

१. माय मराठी- मुकुंदराज
२. मजुरावर उपासमारीची पाळी- केशवसुत
३. मातंगबाणी-डॉ. मनोहर नाईक
४. पेंशनोद्या -हेमंत दिवटे
५. ऐसा मा मी ब्रम्हा-नारायण सुर्वे

**घटक कक्षांक -३ व्यावहारिक मराठी**

१. संहिता लेखन-
२. व्याकरणाच्या अभ्यासाचे महत्त्व- मो. रा. वाळंबे

**घटक कक्षांक - ४ समाजसुधारक**

१. गोपाळ गणेश आगरकर
२. राश्ट्रसंत तुकडोजी महाराज
३. डॉ. पंजाबराव देशमुख

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घटक क्रमांक -6 अंतर्गत मूल्यमापन

1. स्वाध्याय
2. वादविवाद
3. गटचर्चा

समाजकार्य पदवी अभ्यासक्रम (बी.एस. डब्ल्यू.)

विषय-मराठी

प्रश्नपत्रिकेचे स्वरूप सत्र 1 ते 6

वेळ -तीन तास

एकूण - ८०

प्रश्न १ अ मद्यावर आधारित दीर्घ प्रश्न  
किंवा

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मद्यावर आधारित दीर्घ प्रश्न

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प्रश्न २ अ पद्यावर आधारित दीर्घ प्रश्न

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किंवा  
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ब पद्यावर आधारित दीर्घ  
किंवा

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पद्यावर आधारित दीर्घ प्रश्न

प्रश्न ३ व्यावहारिक मराठीवर आधारित सहापैकी चार प्रश्न

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प्रश्न ४ समाजसुधारकावर आधारित सहापैकी चार प्रश्न

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22. डॉ. बाबासाहेब आंबेडकर यांचे स्त्रीविषयक लेखन संपादक- महेंद्र गायकवाड  
संघ प्रकाशन नागपूर प्र जानेवारी २०१८
23. दाही दिशा- रवींद्र शोमणे, विजय प्रकाशन, हनुमान गल्ली, सीताबडी, नागपूर  
दुसरी आवृत्ती जून २००७
24. राष्ट्रसंत तुकडोजी महाराज व्यक्ती आणि वाङ्मय संघा अध्यक्षकुमार काळे,  
असा बुक्स नागपूर, २०१८
25. महानगरीय कारंजरीचे मुक्तचिन् डॉ. प्रशांत सूर्यवंशी, गुरीवल्ड पब्लिकेशन मुंबई,  
पहिली आवृत्ती २०२१
26. निरंतर संघर्षात शहण्यासाठी संजय औरळे, शब्ददान प्रकाशन, नांदेड, प्रसंगा  
३० मिनट २०१८
27. गोघड (कवितासंग्रह) - वाहरु रोनवणे, सुगावा प्रकाशन ५६२ राशि प्रथमली  
- मार्च २००६
28. मी रागेत उभा आहे भूषण रामटेक, विजय प्रकाशन, हनुमान गल्ली, सीताबडी,  
नागपूर १८ मार्च २०११
29. व्यावहारिक मराठी- लारा नसिराबादकर फडके प्रकाशन, कोल्हापूर आठवी  
आवृत्ती २००८
30. शानबाटा - मारुती सितमपल्ली साहित्य प्रसार केंद्र आठवी आवृत्ती २०१२
31. निळासावळा जी ए कुलकर्णी, पॉप्युलर प्रकाशन मुंबई, १९९२
32. विवेकवाद गुरेद्र दामोदकर
33. अज्ञाप्य समदर्पण अमात्य, संपादक- प्र. न. जोशी, व्हॅनिस प्रकाशन, पुणे,  
तिसरी आवृत्ती जून १९८०
34. आधुनिक मराठी काव्यसंपदा संपादक- मधु भगेश कर्णिक, कोकण मराठी  
साहित्य परिषद, दुसरी आवृत्ती १ ऑगस्ट २०१४
35. ब्लुप्रिंट पैमच सोनारकर, डिपल प्रकाशन, आवृत्ती तिसरी, २३ जानेवारी २०१८
36. अस्तित्व गमावलेली माणसे महेंद्र गायकवाड, संघर्ष प्रकाशन, नागपूर, २६  
जानेवारी २०२२
37. आयडेंटिटीचे बंडेडयुद्ध- अशोक इंगळे उस्ता प्रकाशन गृह,
38. निर्माणा अवोदधी पोळा-नामदेव दसात, आर्यन प्रकाशन सांगली पहिली  
आवृत्ती १४ एप्रिल २०११
39. शक्तीशील आदिवासी कविता संपादक डॉ. विनायक तुमराम, हरिमंदा प्रकाशन,  
बंद्रपूर १ ऑगस्ट २०१३
40. शिक्षण अधिक आढ कथा-उद्धव शळके, पॉप्युलर प्रकाशन, तिसरी आवृत्ती  
१९८२
41. अजूनही बरच काही बाकी - दिनकर मनवर, पोएट्रीब्ला, पंपरवॉल मीडिया  
अॅण्ड पब्लिशिंग प्रा लिमिटेड इम्प्रिंट पहिली आवृत्ती जानेवारी २०१६
42. विठ्ठल रामजी शिंदे समजून घेताना- सुहास कुलकर्णी, समकालीन प्रकाशन,  
दुसरी आवृत्ती २३ एप्रिल २०१६ आंबेडकरवादी मराठी साहित्य मीमांसा
43. डॉ. सुरेश देवराय वर्मा, देवयानी प्रकाशन, मुंबई प्रथमावृत्ती ०५ जानेवारी
44. आंबेडकरी नवनिर्माणार्थी तत्त्वसौंदर्यवादी कविता- डॉ. सुरेश देवराय वर्मा  
देवयानी प्रकाशन, मुंबई, प्रथमावृत्ती ६ ऑक्टोबर २०१२
45. ४० - डॉ. सुरेश देवराय वर्मा देवयानी प्रकाशन मुंबई, दुसरी पहिली आवृत्ती  
जानेवारी २०१६,
46. अरण्यात दागो काळे, कोंपर कौटन पब्लिशिंग प्रा लि दुसरी पहिली आवृत्ती  
जानेवारी २०१६ फेब्रुवारी २०२१
47. जागतिकीकरण आणि समकालीन समीक्षा डॉ. सुरेश देवराय वर्मा देवयानी  
प्रकाशन मुंबई प्रथमावृत्ती २४ डिसेंबर २०१३

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प्रश्न 5 टिपणे लिहा (प्रत्येकी दोन गुण)

16

1. यथावर आधारित दोन प्रश्न
2. यथावर आधारित दोन प्रश्न
3. व्यावहारिक मराठीवर आधारित दोन प्रश्न
4. समाजसुधारकावर आधारित दोन प्रश्न

### सदर्भग्रथाची यादी

1. विकास स्वामी विवेकानंद साहित्य, २००९
2. पैरा इद्रजित भालेराव
3. ४२ सेन साई वेस बीरा राठोड
4. कल आणि का केंदार काळवणे, २०२१
5. लॉकडाऊन महेंद्रकुमार मैथ्रान, स्वयंदीप प्रकाशन, पुणे, प्रथमावृत्ती २६ नोव्हेंबर २०२०
- डेमोफोन- केलन पिपळापुरे
6. ससीकरण महाइंगट साहित्य संवाद -भाग २, २०१६
7. वैराग्यभूती गाढगेवाळा व्यक्तित्व आणि विचार डॉ. प्रमोद गारोडे, अनन्तादित्य प्रकाशन परतवाडा, अमरावती आवृत्ती प्रथमावृत्ती १५ जानेवारी २०१६
8. महात्मा जोतीराव कुले धनंजय कीर पॉप्युलर प्रकाशन प्रा. लि दूसरे पुनर्मुद्रण २००५
9. सत्याचे सौंदर्य आणि सौंदर्याचे सत्य वसंत मनोहर वर्णमुद्रा पब्लिशर्स पहिली आवृत्ती सप्टेंबर, २०२१
10. रात साहित्यातील सामाजिक बदलाची जाकलन आणि विकिरण संपादक डॉ. कल्पना एस धोरकर, प्रथम आवृत्ती २०१६
11. उपरोजित मराठी रांगा संतोष शणई,
12. सनय केशसुत-प्रा. में श्री पंडित, वीनस प्रकाशन, ३८१ क. रानिवार पेठ, पुणे आठवी आवृत्ती
13. युद्ध गाळा (कवितासंग्रह) - मनोहर नाईक, संवेदना प्रकाशन, चापरखेडा, नागपूर आवृत्ती-प्रथमावृत्ती २७ मे २०१६
14. वैराग्य (कवितासंग्रह) हेमंत दिवटे, माएट्टीवाला, पंपरखोल मोडिया ऑण्ड पब्लिशिंग प्रा लि से पिट सप्टेंबर २०२०
15. नारायण सुर्वे यांच्या समग्र कविता- नारायण सुर्वे, पॉप्युलर प्रकाशन, मुंबई, पहिली आवृत्ती - २०११
16. साई ज्योती पब्लिकेशन प्रथमावृत्ती-२०११
17. व्यावहारिक मराठी लीला गोविलकर, स्नेहार्घन पब्लिशिंग आवृत्ती २००४
18. सुगम मराठी व्याकरण व लेखन मो. स. वाळिवे, नीतिन प्रकाशन, पुणे, प्रथम आवृत्ती २०१५
19. भाषा व साहित्य: संशोधन- डॉ. वसंत जोशी, महाराष्ट्र साहित्य परिषद प्रथमावृत्ती २७ मे १९८९
20. आगरकर लेखसंग्रह-संपादक गणेश प्रभाकर प्रधान, साहित्य अकादमी, २०१३
21. सहा कथाकार संपादक, भालचंद्र फडके, कॉन्टिनेंटल प्रकाशन पुणे चवथी आवृत्ती २००२

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48. माणूस आणि नवसामाज्यनिर्मितीची कविता आकलन आरुचाद आणि समीक्षा डॉ. सुरेश देवराजवर्धन प्रकाशन मुंबई प्रथमावृत्ती १४ एप्रिल २०१४
49. सांगत्ये ऐका हस्त पाडकर आणि समकालीन स्त्रियांचे आत्मचरित्र - डॉ. पु. गु. पखाले, ३० नोव्हेंबर २०१७
50. चिदम्बरीतील आवेडकरवादी कथाकार डॉ. पु. गु. पखाले, टी. एम. सी. पब्लिकेशन, नागपूर पहिली आवृत्ती जानेवारी २०१६, ३० डिसेंबर २०१७
- अग्निपरीक्षेचे वेळापत्रक - पशवंत मंगोहर वर्णमुद्रा पब्लिशिंग, भोपाळ प्रथम आवृत्ती जानेवारी २०२१

### Bachelor of Social Work (BSW) Semester I

#### Paper IV (174)

#### HINDI (हिंदी)

#### (Ability Enhancement Compulsory Course)

Theory : 80 Marks

Internal : 20 Marks

Theory :-

Full Marks : 100

पाठ्यक्रम के उद्देश्य:

1. हिंदी भाषा और साहित्य के प्रति विद्यार्थियों में अभिरुचि निर्मित करना।
2. हिंदी भाषा के विविध विधाओं से विद्यार्थियों को परिचित कराना।
3. विद्यार्थियों को हिंदी साहित्य के साहित्यकारों की रचनाओं से परिचित कराना।
4. विद्यार्थियों में मानवीय गुणों का विकास करते हुए स्वाभिमानी नागरिक बनाने हेतु मार्गदर्शन देना।
5. साहित्य के विविध शैलियों से परिचित कराना।
6. अभ्यास कार्य के माध्यम से साहित्य की विभिन्न विधाओं में लिखने हेतु प्रेरित करना।
7. विद्यार्थियों के भाषाई सामर्थ्य, रचना वैविध्य को वृद्धिगत करना।
8. भाषा के परिमार्जित रूप तथा साहित्य का सम्यक ज्ञान कराने में विद्यार्थियों की सहायता करना।
9. विद्यार्थियों में भारतीय संस्कृति एवं नैतिक मूल्यों का संवर्धन करना।

*M. K. K.*

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*M. K. K.*

*M. K. K.*  
28/08/2023



10. समाज सुधारकों के माध्यम से साहित्य एवं भाषा में समाज सुधार हेतु किए गए कार्यों से विद्यार्थियों को अवगत कराना।

इकाई 1 - गद्य विभाग

1. संत साहित्य की ऐतिहासिक भूमिका (निबंध) - रामविलास शर्मा
2. सलाम (कहानी) - ओमप्रकाश वाल्मीकि
3. आवाज का नीलाम (एकांकी) - डॉ. धर्मवीर भारती
4. पहिला सफेद बाल (व्यंग्य) - हरिशंकर परसाई

इकाई 2 - पद्य विभाग

1. मनुष्यता - मैथिलीशरण गुप्त
2. जीवन नहीं मरा करता है - गोपालदास नीरज
3. जो शिलाएँ तोड़ते हैं - केदारनाथ अग्रवाल
4. हंसो हंसो जल्दी हंसो - रघुवीर सहाय

इकाई 3 - प्रयोजनमूलक हिंदी

क्षेत्र कार्य एवं प्रतिवेदन में प्रयुक्त हिंदी:

1. क्षेत्र कार्य की प्रणालियाँ, प्रक्रिया, क्षेत्र कार्य में प्रयुक्त हिंदी
2. प्रतिवेदन की परिभाषा, प्रतिवेदन लेखन, प्रारूप, विशेषताएँ

इकाई 4 - अन्य पाठ्य सामग्री

समाजसुधारक : व्यक्तित्व एवं कृतित्व

1. क्रांतीज्योती सावित्रीबाई फुले
2. महात्मा गांधी

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*Arjun*

*Kishan*

*Arjun*  
27/7/23

*Kishan*

*SP*

*Arjun*  
27/07/2023

दुत वाचन

1. नमक का दरोगा (कहानी) प्रेमचंद

2. चोरी और प्रायश्चित (आत्मकथा) महात्मा गांधी

अंतर्गत मूल्यांकन :

संपूर्ण सत्र में उपस्थिति, सत्र के पाठ्यक्रम पर जांच परीक्षा, सामाजिक विषय पर कविता तथा नारा लेखन

पाठ्य पुस्तक :

साहित्य सृजन, पाठ्यक्रम समिति, लोकभारती प्रकाशन, प्रयागराज.

आधार ग्रंथ :

प्रयोजनमूलक हिंदी: सिद्धांत और प्रयोग, दंगल झाल्टे, वाणी प्रकाशन, नई दिल्ली।

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**Bachelor of Social Work (BSW) Semester I**  
**Paper IV (IT 4)**  
**SUPPLEMENTARY ENGLISH**  
**(Ability Enhancement Compulsory Course)**

Theory : 80 Marks

Internal : 20 Marks  
 Full Marks : 100

**Unit I: Prose (30)**

Prescribed Book: The Many Worlds of Literature- Ed. Jasbir Jain  
 (Macmillan)

- a) The Story of Muhammad Din by Rudyard Kipling
- b) The Inspector of Schools by M. Athar Tahir
- c) Indian Women and the Salt Satyagraha by  
 Kamaladevi Chattopadhyaya
- d) A Special Child by Uma Rao

**Unit II: Poems (30)**

Prescribed Book: Wings of Poesy: Ed. N.K. Mishra & N. Mukherji (S.  
 Chand & Company Ltd)

- a) Under the Greenwood Tree by William Shakespeare
- b) Upon Westminster Bridge by William Wordsworth
- c) The Human Seasons by John Keats
- d) Crossing the Bar by Alfred Lord Tennyson

**Unit III: Applied Language Skills (20)**

- a) Sequencing of Ideas
- b) Paragraph Writing
- c) Writing Minutes of the Meeting

**Unit IV : Internal Assessment (20)**

- a) Write about your own self describing in detail your aim and objectives for joining the social work profession.
- b) Reading skills – 5 marks
- c) Extempore (on any social activist) - 5 marks

**Recommended Books:**

Learner's English Grammar and Composition by N. D.V. Prasada Rao (S.

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Chand Company Ltd.)

English for Practical Purposes by Z.N. Patil, B.S. Walke, Ashok Thorat,  
Zeenat Merchant (Macmillan)

### Pattern of Question

**Paper Full Marks: 80**

**Time: 03 hours**

- Q. 1. (A) Long Answer question based on first two lessons from Unit I to be attempted in about 150 words. (One out of two) - 10 Marks  
(B) Long Answer question based on last two lessons from Unit I to be attempted in about 150 words. (One out of two) - 10 Marks
- Q.2. (A) Short Answer question based on first two lessons from Unit I to be attempted in about 75 words. (One out of two) - 05 Marks  
(B) Short Answer question based on last two lessons from Unit I to be attempted in about 75 words. (One out of two) - 05 Marks
- (A) Long Answer question based on first two poems from Unit II in about 150 words. (One out of two) - 10 Marks  
(B) Long Answer question based on last two poems from unit II to be attempted in about 150 words. (One out of two) - 10 Marks
- (A) Short Answer question based on first two poems from Unit II in about 75 words. (One out of two) - 05 Marks  
(B) Short Answer question based on last two poems from Unit II to be attempted in about 75 words. (One out of two) - 05 Marks

Q 5 A). A Jumbled set of sentences of a paragraph will be presented; students have to recognize them in the correct sequence. (05)

B). Write a Paragraph on the given Topic (one out of two) 10 Marks.

A) Write Minutes of the Meeting you attended. 05 Marks

SP

*M. K. Kulkarni*

*M. K. Kulkarni*

*Ar. Chaudhary*

*Ar. Chaudhary*  
*Ar. Chaudhary*

*Ar. Chaudhary*  
28/08/2023

**Bachelor of Social Work (BSW) Semester I**  
**Paper V (IT5)**  
**Basic English – I**  
**(Ability Enhancement Compulsory Course)**

Theory : 80 Marks

Internal : 20 Marks

Theory :-

Full Marks : 100

**OBJECTIVES OF THE PROGRAMME:**

1. To develop the basic concept of English language
2. To enhance the reading and listening skill
3. To introduce writing skills to the students
4. To enrich their active and passive vocabulary
5. To improve their communication skills
6. To testify the students during their viva-voce

**PROGRAMME OUTCOME:**

1. Students can develop their ability to read, write, listen and speak.
2. They can develop their vocabulary and communication skills.
3. Students can learn the fundamentals of grammar.

**Textbook Prescribed:** 'Oasis', An analect of Prose and Poetry. A Textbook for College Students (Macmillan) Ed. By Dr. Madhukar Nikam, Dr. Rajesh Waigaonkar, Dr. Nandita Mane, Dr. Ram Savanekar, Dr. Aachal Mundafale, Dr. Tushar Watkar

**UNIT – I : Prescribed Lessons :-**

**20 Marks**

1. The Power of Prayer - Abdul Kalam
2. On Saying Please – A G Gardiner
3. Homage to Gandhi – Jawaharlal Nehru

**UNIT – II : Prescribed Poems :-**

**20 Marks**

1. Voice of the Unwanted Girl – Sujata Bhatt
2. Passage to India – Walt Whitman
3. Laugh and Be Merry – John Masfield

**UNIT – III : Writing Skills :-**

**20 Marks**

1. Précis Writing
2. Comprehension of Passage

**UNIT – IV : Grammar and Vocabulary**

**20 Marks**

1. Parts of Speech
2. Tenses
3. Synonyms

**UNIT – V : Internal Assessment Conversational Skills**

**20 Marks**

'Step Up I – Improve Your English'  
 Ed. by Lovely J Menachery and Malati Panga (Foundation Books)

*N. K. Dinkar*

*N. K. Dinkar*

*Dr. L. S. Dinkar*

*Dr. L. S. Dinkar*

*Dr. L. S. Dinkar*  
 22/07/2023

Internal Assessment will be based on:

**B) Assignments – 10 marks**

1. Making Introductions
2. Greeting People
3. Talking about Family
4. Describing People
5. Expressing Feelings

**C) Viva-Voce – 10 marks**

**Recommended Books:**

1. Learners Grammar and Composition by N.D.V. Prasad Rao (S. Chand and Company Ltd.)
2. English Grammar, Composition and Usage by J.C. Nesfield (Macmillan India Ltd.)











**Bachelor of Social Work (BSW)**  
**Syllabus Structure for - BSW (CBCS) Semester-II**

BSW Semester-II

Total Marks: 600

Total credits- 21

S. N.	Paper	Domain	Subject	Total Marks	University Theory Exam.	CIE Marks	Minimum Passing Marks	Credit	Weekly Hrs
1	BSW2T1	DCC	Ideologies for Social Work Profession	100	80	20	40	3.0	03
2	BSW2T2	DCC	Skills for Social Work	100	80	20	40	3.0	03
3	BSW2T3	DCC	Social Group Work	100	80	20	40	3.0	03
4	BSW2T4	DSE	Introduction of Sociology for Social Work	100	80	20	40	3.0	03
5	BSW2T5	DSE	Psychology for Social Work	100	80	20	40	3.0	03
6	BSW2P1	DCC	Social Work Practicum	100	--	20*	40	6.0	12

\*Internal Viva-Voce


  
 NK, M, S, P, 28/12/2023, 29/12/23

**Bachelor of Social Work (BSW) Semester-II**  
**Paper- I (2TI)**  
**IDEOLOGIES FOR SOCIAL WORK PROFESSION**  
**(Discipline Core Course)**

**Objectives:**

- a. To understand the concept of democracy and constitutional foundation as a base for ideologies in social work profession.
- b. To develop an understanding of some ideologies and its approach to social transformation
- c. To develop an understanding on Social Work approach for social change.

**Unit-1: Democracy as a concept-** Meaning, types, features, strengths and limitations.

**Unit-2: Constitutional Foundations-** Salient features of Indian constitution, Preamble of constitution, composition, power and functions of Indian constitution.

**Unit-3 Introduction to ideologies:** Ideology of Sustainable and People centered development. Ideology of action groups & social movements  
 Ideology of non-government organizations.

Approach to Social Work-Rights –Based approach, strength based approach

**Unit-4: Some contemporary Ideologies-** Nationalism, Feminism, Multiculturalism, Postmodernism.

**Assignments:** Class room seminar, Interface with - activists, Legal Service providers, representatives of NGO's and exposure visit.

**References:**

— Adams Robert (2010). The short Guide to Social Work, New Delhi: Rawat Publication, (Indian Reprint 2012)

— Charles H. Zastrow (2009) . Social Work with Groups, New Delhi: Rawat Publication, (Indian Reprint 2010)

Desai Murali (1998) : Towards People's Centered Development: Social Work Education and Practice Cell (TISS)

Desai Marli (2000): Curriculum Development on History of Ideologies for Social Change and Social work; Mumbai: Social Work Education and Practice Cell (TISS)

Iyer, R., (1986). Moral and Political Writings of Gandhi, Vol. 3 Delhi: Oxford University Press.

John Pierson(2011). Understanding Social Work . New Delhi: Rawat Publication, (Indian Reprint 2012)

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- Palkhiwala N., (1986), Relavance of Gandhi, Dew Delhi: Gandhi Peace Foundation
- Parrish Margarete (2010), Social Work Perspectives on Human Behaviour, New Delhi: Rawat Publication, ( First Indian Reprint 2012)
- Reichert Elisabeth (2003). Social Work and Human Rights, New Delhi: Rawat Publication
- Trevithick Pamela (2013), Social Work skills and Knowledge, New Delhi: Rawat Publication

**Bachelor of Social Work (BSW) Semester –II**  
**Paper-II (2T2)**  
**Skills for Social Worker**  
**(Discipline Core Course)**

**Learners Objectives-**

1. To understand the scientific knowledge of social work skills
2. To develop the systematic approach towards the social work skills
3. To learn the application of skills in practice.

**Unit I- Communication process in social work practice-** Concept, principle's, barriers in communication, Types of Communication- Verbal: Oral and written, Non Verbal : Body language (facial expression, gesture, posture, eye contact, sign language, ) Presentation skills.

**Unit II- Training Skills-** Need and importance of training , training process : planning, implementation and evaluation, training methods : group discussion, simulation games, photo language, role play, preparation of Modules, Concept of SWOC analysis.

**Unit III- Management Skills-** Self Management, Time Management, Conflict Management, stress management.

**Unit IV- General Essential Skills for Social Workers:** Empathy, Active learning, Organization, Problem solving, Critical thinking, Patience, Emotional intelligence, Persuasion, Self awareness, Leadership, Advocacy, Social work professional skills, Tolerance, Team work, Collaboration, Public relation etc.

**Assignments:** Workshop on Healing and Therapies, demonstration of Role play, organising short duration training programme on any of two skill areas, visit to healing and therapies centres.

**References:**

- Cournoyer, Barry (2000) Social Work Skills Workbook, Third Edition, California: Wordsworth Publishing Company.
- Pawar, M, hunna, G, and shereedan, R. (2004) International Social Work Practicum in India Astrilian Social Work 53(3)
- Patkar Pravin, (1999) Field Work, Granthali Publication, Mumbai
- PRIA, Training for Trainer, Institutional area, Tughlakabad, Delhi.

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- Pincus, Allen (1973) Social Work Practice : Model and Method, Illinois: F.E. Peacock Anne Minahan Publishers inc
- Parsons Ruth, J., Jorgensen J.D. Hernandez, Santos H. (1994 ) The Integration of Social Work Practice, California: Brooks Cole.
- Roy, G.S. (2004) International Field Work Experience : A Survey of U.S. School.

**Bachelor of Social Work (BSW) Semester-II**  
**Paper III (2T3)**  
**SOCIAL GROUP WORK**  
**(Discipline Core Course)**

**Learners Objectives:**

1. Understand the place of group work in social work intervention.
2. Understanding group work as an instrument of change, multiple relationships and use of programme.
3. Understand the use of programmes as tool for group development.
4. Develop the skills to work with different stages and group development.
5. Understand relevance of group in different fields of social work.

**Learning Outcomes:**

1. To gain the knowledge about social work intervention in group work.
2. To acquire various skills related to social work intervention in group work.
3. To understand the group work practices in group work settings.

**Unit- I: Working with Groups:** Brief introduction of group work, Definition of Group Work, Membership, Duration and Phases in Group Work, Steps and stages in group formation

**Unit-II: Group Process and Dynamics:** Process in groups; recreational, non-formal education, skill development in group, leadership, isolation, decision making, communication, relationship, conflict, personal experiences.

**Unit -III: Social Group Work as a Method:** Objectives, principles, values of Group Work, Behavior Modification Approach, Humanitarian Approach, Role of Group Worker in various type of groups

**Unit -IV: Skills, Techniques and Evaluation in Group Work:** programme; programme planning and Implementation, concept of developmental programme planning, Facilitation, and leadership development, simple recording, types and methods of evaluation, Role of social worker in different stages of group development

**Assignments base on theory and practice:**

Identify the various groups in the community, Group Work in different settings, Role play, steps in programme planning, Working on various approaches in group work.

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*Prakash*

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## References:

1. Alissi A.S., (1980). Perspectives on Group Work Practice: A Book of Readings, New York: The Free Press.
2. Balgopal P.R. and Vassil, (1983). Group in Social Work- An Ecological Perspective. New York: Macmillan Publishing Co. Inc. 2 46
3. Brandler S. and Roman C.P., (1991) Group Work Skills and Strategies for Effective Interventions. New York: The Haworth Press.
4. Brandler S. and Roman C.P., (1999) Group Work Skills and Strategies for Effective Interventions. New York: The Haworth Press.
5. Charles H. Zastrow (2009). Social Work with Groups, New Delhi: Rawat Publication, (Indian Reprint 2010)
6. Garwin C. (1987). Contemporary Group Work, New York: Prentice- Hall inc.
7. Kemp C.G. (1970). Perspectives on Group Process: School of social welfare, Albany: State University of New York.
8. Konopka G. (1963). Social Group Work: A Helping Process: Englewood cliff, NJ, Prentice-Hall inc.
9. Kurland R. & Salmon R. (1998). Teaching a Method in Working with Groups, Alexandria: Council on Social Work Education.
10. Middleman R.R., (1968). The Non-verbal Method in working with groups.
11. Northen H., (1969). Social Work with groups, New York: Columbia University Press.
12. Pepil C.P. and Rothman B., Social Work with groups, New York: The Haworth Press Rotele A. D., (2022) Conceptualization of Social Work Methods, Om Sai Publisher and Distributer, Nagpur.
13. Sundel M. Glasser P. Sarri R. Vinter, (1985). Individual Change Through Small Groups, New York: The Free Press.
14. Siddique H.Y., (2008) Group Work: Theories and Practice, Rawat Publication.
15. Toselance R.W., (1984). An Introduction to Group Work Practice, New York: Macmillan Publication Co.
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17. नंदा पणुल- बरहते (2021) सामाजिक गटकार्य नागपूर आर वी प्रकाशन

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**Bachelor of Social Work (BSW) Semester I**  
**Paper IV (IT4)**  
**Introduction of Sociology for Social Work**  
**(Disciplinary Specific Elective)**

**Objectives:**

1. To Provide inside about the subject sociology as a science of society.
2. To introduce students to the basic social processes of society, social institutions & social groups.
3. To provide the knowledge about social structure, socialization and culture.

**Unit I: Sociology and Other social sciences**

Sociology: Origin, Meaning, Definition, Importance and scope, Relationship of sociology with social work, Psychology, Economics, Anthropology, Political Science.

**Unit II: Society and Institutions**

Society: Meaning and characteristics Institutions: Family: concept and types; Marriage: concept and major types; Religion: concept and functions.

**Unit III: Culture and Socialization** Culture: Meaning, characteristics, elements, types.

Socialization: Meaning, stages and agencies.

**Unit IV: Social Process and Social group** Social Process: Meaning, social interaction, cooperation, competition, conflict. Social Group: Meaning, characteristics, primary group, secondary & reference Group.

**Assignment-**

Class room seminar presentation and written assignment related to the theory paper.

**Recommended Readings:**

1. Adinarayan, S. P. (1964) Social Psychology, New Delhi : Allied Publishers Pvt. Ltd.
2. Ahuja, Ram. 1997, *Social Problems in India*, Rawat Publications.
3. Ali, A.F. Iman (1992) Social Stratification Among Muslim-Hindu Community, New Delhi : Commonwealth Publishers.
4. Bhatnagar, Ved (1998) Challenges to India's Integrity: Terrorism, Casteism, Communalism, New Delhi : Rawat Publication.
5. Bhange, Vijay. Sociology for Social Work, Satyam Publishers and Distributors.
6. Bhusan, Vidya & Sachdeva, D. R. (2000) An Introduction to Sociology, Allahabad : Kitab Mahal.
7. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.
8. C N Shankar Rao, 2001, *Sociology Primary Principles*, S. Chand & Company Ltd.
9. Collins, Inkeles, Alex. What is Sociology? Prentice-Hall of India, New Delhi, 1987.
10. Daydar, Bhar. Sociology: Themes and Perspectives, Shri Sahitya Kendra, Nagpur
11. Desai, A. R. (1978, Reprinted 1994) Rural Sociology in India, Bombay : Popular Prakashan.
12. Durkheim E., 1952, *Suicide*, London, Routledge, Book 3.
13. Gandhi P, Jagadish (1982) Indian Economy – some issues, Institute of

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- Social Sciences and Research, Vellore.
14. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
  15. Harlambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives.
  16. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
  17. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
  18. Madan, G.R. 2002 (revised edition) Indian Social Problems, Mumbai : Allied Publishers Pvt. Ltd.
  19. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
  20. Merton, R., 1968, *Social Theory and Social Structure*, Free Press,
  21. Merton, R.K., 1938, *Social Structure and Anomie*, *American Sociological Review*.
  22. Merton, R.K., 1957, *Social Theory and Social Structure*. Free Press, Glencoe, New York.
  23. Misra, B.D., 1980, Introduction to the Study of Population, South Asian Publishers, New Delhi.
  24. Mohanty, Manoranjan (2004) Class, Caste, Gender – Readings in Indian Government and Politics, New Delhi : Sage Publication.
  25. Puriyani, Ram (2003) Communal Politics : Facts Versus Myths, New Delhi : Sage Publication.
  26. Ritzer, George, 2000, *Classical Sociological Theory*, New York: McGraw Hill.
  27. Sakharkar, Vinayak., Nikose, Chandrakant, Introduction of Sociology for Social Work, Om Sai Publishers and Distributors.
  28. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill, New Delhi, 1999.
  29. Singh, Yogendra : Ideology and Theory in Indian Sociology, New Delhi : Rawat Publication.
  30. Vaidya, N. S., Samajshashtra, Vidya Prakashan, Ruikar Marg, Nagpur.
  31. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002.

**BSW - Semester II Paper –V BSW (2T5)**  
**Psychology for Social Work**  
**(Ability Enhancement Compulsory Course)**

**Learner Objectives:**

1. To understand the fundamental concepts of human behaviour.
2. To understand the basic psychological processes and their applications in everyday life.
3. To develop a better understanding of human behavior in students.
4. To understand social aspects of human behaviour.
5. To develop understanding of phenomenon related with social functioning.

**Unit I: Introduction to Psychology:**

Definition, Brief History. Branches of Psychology: Social, Abnormal, Child, Educational, Industrial, Clinical, Community, and Criminal. Methods of Psychology: Observation, Case-history, Survey, Questionnaire, and Interview.

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**Unit 2: Learning & Motivation:**

Definition, Classical conditioning, Trial and error learning, Insight learning, Observational learning . Motivation: Definition, Motivational cycle, Types of motives,

Motivational conflict and conflict resolution.

**Unit 3: Memory and Personality:**

Definition, Atkinson and Shiffrin model of memory, Types of Memory, Tests of retention: recall, retention and relearning .Improving memory, Forgetting: theories and causes of forgetting, Personality: Definition and Determinants of personality.

**Unit 4 : Social Phenomenon:**

**Attitudes:** Definition and nature, Formation of Attitudes, Attitude Change – Heider's balance theory, Feininger's cognitive dissonance theory, Prejudice- meaning,

consequences, combating prejudice **Propaganda:** Definition and nature, Types of propaganda, Techniques of propaganda Rumours-nature and consequences,

**Assignment:** Preparation of assignment on any two topics of the syllabus.

**References:**

1. Baron, R.A. (1995) Psychology: The essential Science, New York Allyn and Bacon.
2. Lefton, M.A. (1985) Psychology, Boston Allyn and Baron.
3. Morgan, C.T. & King, R.A. (1986) Introduction to Psychology, New York, McGrawhill
4. Mangal, S. K. (2010) An Introduction to Psychology, Sterling Publisher Pvt. Ltd ISBN 9788120718401
5. Mangal, S. K. (2013) General Psychology, Sterling Publisher Pvt. Ltd
6. Ronald J. Comer, Fundamentals of Psychology 7th Edition
7. Gerald Davidson, John Neale, Abnormal Psychology ISBN-13- 978111801849 ISBN-10-1118018494
8. Henry clay (1973) *Introduction to Social Psychology*, Lindgren, John Wiley & Sons Inc., 2nd revised ed. ISON :13:978:0471537809
9. Myers, D.G. (2006). *Social Psychology*. (8th ed) New Delhi: Tata McGraw-Hill.
10. Myers, D.G. (1996). *Social Psychology*. (5th ed) New Delhi: Tata McGraw-Hill.
11. Baron, R. A. & Bryne, D. (2005). *Social Psychology*. (10th Ed) New Delhi: Prentice Hall of India.
12. Baron, R. A., Bryne, D., & Branscombe, N. R. (2007). *Social Psychology*. (11th Ed) New Delhi: Pearson Education
13. Kool, V.K. & Agrawal, R. (2006). *Applied Social Psychology*. New Delhi: Atlantic Publishers.
14. Semin G. R. S., Fiedler K. (1996) *Applied Social Psychology*. London, Stage

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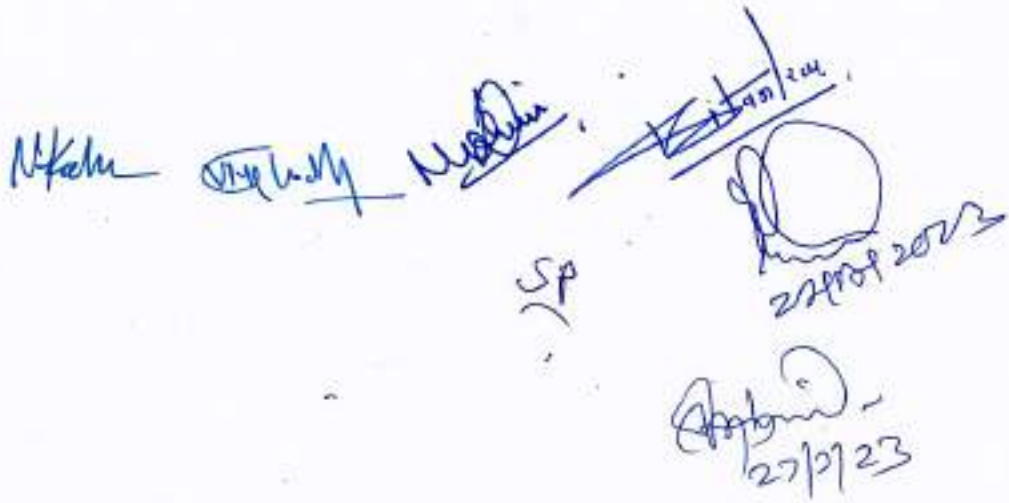
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15. इनामदार मुकुंद, गाडेकर केशव, पाटील अजया वी. एस. २००६, आधुनिक सामाजिक मानसशास्त्र, पुणे, डायमंड पब्लिकेशन ISBN--819028584
17. देशपांडे एस. २००६, सामाजिक मानसशास्त्र, पुणे, उज्ज्वल प्रकाशन
18. सिंह अरुण कुमार व सिंह आशीश कुमार २००६, आधुनिक सामाजिक मनोविज्ञान, नई दिल्ली, गीतीलाल बनारसीदास
19. कलशके माधवी आणि सावळे दीपक जुलै २०१० मानसशास्त्राची मूलतत्वे, पुणे, निराळी प्रकाशन
20. कतरणी स्फुटी मानसशास्त्र २०१० नागपुर, सार्वजन्य प्रकाशन
21. पांडेय र. वि. कुलकर्णी अ. वि. व गोरे वं. वि. २०१० सामाजिक मानसशास्त्र, नागपुर, पिंपलापुरे प्रकाशन
22. तडवे वी. डी. आणि हिरो आर. एस. २००१० मानसशास्त्राची मूलतत्वे, कोल्हापुर फायरो प्रकाशन
23. पाटील अजया, सज्जस मानसी व सुशील सुते २०१२ अपसामान्य मानसशास्त्र, पुणे, उज्ज्वल प्रकाशन
24. जिष्णु गिरिश्वर जैन उदय १९९६, समाज मनोविज्ञान के मूल आधार, भोपाल मध्य प्रदेश हिन्दी ग्रंथ अकादमी
25. इनामदार मुकुंद, गाडेकर केशव, पाटील अजया वी. एस. आणि चौधरी जी. वी. २०१० सामाजिक मानसशास्त्र, पुणे, डायमंड पब्लिकेशन
26. पकराने आणि तळवळकर २०११ सामाजिक मानसशास्त्र पुणे, कॉन्टीनेंटल प्रकाशन
27. पवार वी. एस चौधरी जी. वी. आणि जाधव एस. वी. २००८ आधुनिक सामाजिक मानसशास्त्र जळगांव, प्रशांतपब्लिकेशन
28. भीवास्तव डी एन. सिंह रंजीत, पाण्डेय जगदीश २००० आधुनिक समाज मनोविज्ञान, आगरा, एन पी शर्मा बुक हाउस ISBN :81:86851-30-5
29. सिंह अरुण कुमार समाज मनोविज्ञान वी. एच.एच. नई दिल्ली, गीतीलाल बनारसीदास
30. स्क्रीमान आधुनिक समाज मनोविज्ञान पटना, शुक्ल बुक डिपो
31. ओक एस ए आणि परबेकर २००० प्रगत सामाजिक मानसशास्त्र, घाटी प्रकाशन


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# Syllabus Structure for- BSW (CBCS) w.e. f. 2022 23.

## Syllabus Structure for - BSW (CBCS)

BSW Semester-III				Total Marks:600		Total credits- 21			
S. N.	Paper	Domain	Subject	Total Marks	University Theory Exam.	CIE Marks	Minimum Passing Marks	Credit	Weekly Hrs
1	BSW3T1	DCC	Community Organization	100	80	20	40	3.0	03
2	BSW3T2	DCC	Social Welfare Administration	100	80	20	40	3.0	03
3	BSW3T3	DCC	Social Movements in India	100	80	20	40	3.0	03
4	BSW3T4	AECC	Marathi/ Hindi/ Supplementary Eng.	100	80	20	40	3.0	03
5	BSW3T5	AECC	English	100	80	20	40	3.0	03
6	BSW3P1	DCC	Social Work Practicum	100	--	20*	40	06	12

\*Internal Viva-Voce

-- CIE: Continuous Internal Evaluation

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**Bachelor of Social Work (BSW) - Semester – III**

**Paper – I (3T1)**

**COMMUNITY ORGANIZATION**

**(Discipline Core Course)**

**Learner objectives:**

1. To understand the community and Community organization Practice.
2. To enhance understanding of the models, tools and strategies for community organization Practice.
3. To understand various skills for community organization

**Unit I: Understanding Community:** Concept of community, characteristics of the community, functions of community, types of community (Urban, Rural & Tribal).

**Unit II- Community organization as a method of Social Work:** Definition of community organization, community development & community organization, principles of community organization, process of community organization. Rothman's model of community organization. Concepts: Power structure, community participation. Role of community Organizer (As Guide, Enabler, Expert, Therapist)

**Unit III- Strategies /tools in community organization:** Advocacy, Participatory Rural Appraisal (PRA), Public Interest Litigation (PIL), community meeting, community survey, action Plan.

**Unit IV: Skills in community organization:** Information Gathering, community profile, Observation & Analytical Skill, Listening & Responding Skill, Conflict Resolution, Evaluation, Recording in community work.

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**Assignment:** Workshop on Action Plan, PRA, Community meeting, process Recording and any other assignments related to the course contents.

## REFERENCES:

1. Arora R.K. (Ed.) 1979 People participation in Development Process: Essays in honour of B. Mehta, Jaipur: the HCM State Institute of Public Administration
2. Banmala (1987) Community Organization, Nagpur: Indian Institute of Youth Welfare
3. Batten, T.R. 1962 The non- Directive Approach in Group and Community Work London: Oxford University Press.
4. Brager, G. and Specht, H. 1969 Community Organization. New York: Columbia University press.
5. Batten, T.R. 1965 The Human Factor in community work, London: Oxford University press.
6. Christopher A.J. & Community Organization & Social Action, New Delhi, Himalaya Publishing House.
7. Dandavate, M. 1977 Marx and Gandhi, Bombay: Popular Prakashan Pvt.Ltd.
8. Dayal, R. 1960 Community Development Programme in India, Allahabad: Kitabmahal Publishers.
9. Gandhi M.K. 1958 sarvodaya (The Welfare of all), Ahmedabad: Navjivan Publishing House.
10. Gangrade K.D. 1971 Community Organization in India, Bombay: Popular Prakashan.
11. Kulkarni V.V. (2014) Social Work & Community Organization, Agra, Current Publications.
12. Kulkarni V.V. (2014) Community Organization Process & Social Work, Agra, Current Publications.
13. Kulkarni V.V. (2014) Dimensions of Community Work, Agra, Current Publications.
- Kulkarni V.V. (2014) Dynamics of Community Organization and social work, Agra, Current Publications.
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15. Moya H, Jones D. 1974 Community Work, London: Routledge and Kegan Paul.
16. McMiller, W. 1945 Community Organization for social welfare, Chicago: University of Chicago Press.
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19. Patnaik, U. and Chains of servitude, Bondage and Slavery in India. Madras Dingwaney, M. 1985 Sangam Books Pvt. Ltd.
20. Polson and Sanderson, 1979 Rural Community Organization, New York: John Wiley and Sons.
21. Ramchandra Raj, G. 1974 Functions and Dysfunctions of social Conflict, Bombay: Popular Prakashan.
22. Ross Murray G. 1955 Community Organization: Theory, Principles and practice, New York: harper and Row.
23. Rubin Herbert & Irene Rubin 1992 Community Organization & Development, New York, Macmillan.
24. Siddiqui, H. Y. 1997 Working with Communities: an introduction to community work, New Delhi: Hira Publications.
25. Sussman, M.B. 1959 Community structure and Analysis, New York: Thomas Y. Crowell Co.
26. Twelvetrees, A. 1982 Community work, London: Macmillan Press Ltd.
27. Volken, H. et. Al. 1982 Learning from the Rural Poor: shared experiences of the mobile orientation and training team, New Delhi: Indian Social Institute.
28. Warren, R.L. 1965 Studying your Community, New York: Free Press. Weil, M (Ed) 1996 Community Practice: Conceptual Models, New York: The Haworth Press. Inc
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**Bachelor of Social Work (BSW) - Semester – III**

**Paper – II (3T2)**

**SOCIAL WELFARE ADMINISTRATION**

**(Discipline Core Course)**

**Learner's objectives:**

1. Understand and acquire the knowledge of one of the methods of social work.
2. Acquainted with the concept of social welfare administration
3. Development the perspective, skills and attitude of the welfare administration.
4. Learn the management of voluntary organization.

**Learning Outcome:**

1. Students will be able to identify social welfare policy and how it impacts clients' needs and Services.
2. Students will demonstrate the ability to apply research critical thinking skills throughout the process of policy evaluation and development.
3. Students will demonstrate the ability to apply research to inform policy development and evaluation.

**UNIT I: Social Welfare Administration:** Concept & Process of social welfare and models of social welfare. Concept, Purpose, Principles and Significance of Social Welfare Administration, Structure, functions of department of social Justice & Special Assistance (Government of Maharashtra), Concept of Local Self Government.

**UNIT II: Social Justice and Welfare Organization:** Concept and Definition of Social Justice. Meaning, concept and Significance of Welfare Organizations. welfare programmes, Societies Registration Act, 1860, Bombay Public Trust Act, 1950.

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23/12/23



**UNIT IV: Project Proposal:** Guidelines, Structure and format of project proposal. Salient features of Research project and funding project. Indian funding agencies for research proposal

1. Workshop on formation of Voluntary Organization, Preparation & Presentation of Project Proposal (Research project and funding project)
2. Class room seminar presentation and written assignment related to the theory paper.
3. Field visit to understand the functions and roles of the Government and Non-Government Organization.

1. Choudhari, D. Paul (1983) Social Welfare Administration, Delhi: Atma Ram and Sons.
2. Goel, S.L. And Jain, R.K. (1988) Social Welfare Administration: Theory and Practice, I & II New Delhi: Deep and Deep Publications.
3. Government of India: Evaluation of Social Welfare Programmes, Encyclopedia of Social Work. Vol. 1, 297-310.
4. Kapoor, K.K. (1986) Directory of Funding Organizations, Delhi: Information and News Network.
5. Lauffer, A. (1977) Getting The Resources You Need, New Delhi: Sage Publications.
6. पांगळ-वारहाते ( 2020) समाजकल्याण प्रशासन: सिध्दांत आणि व्यवहार नागपुर: आर बी प्रकाशन

Bhare Nkan  
 Vajravan  
 23/04/23  
 23/04/23  
 23/04/23  
 23/04/23  
 23/04/23

**Bachelor of Social Work (BSW) Semester-III**

**Paper -III (3T3)**

**Social Movements in India**

**(Discipline Core Course)**

**Objectives:**

1. Understand the collective efforts of people of bring transformations in Human society.
2. Develop knowledge of History, Nature, Structure and processes of Social movements
3. Develop Understanding the current trends, area and perspectives of social movements in India

**Unit I: Introduction of Social Movements**

Social Movements: History, Meaning , Concept, Nature , characteristics, Types, Needs and Importance. Leadership and Social Movements , Media and Social Movements, Social work and Social Movements, Politics and Social Movements

**Unit II: Social Movements of Social Reformers**

Mahatma Fule movements, Rajarshi Shahu Maharaj movements, Mahatma Gandhi movements, Dr. Babasaheb Ambedkar movements, Rashtrasant Tukadoji Maharaj movements, Ravindranath Tagor movements

**Unit III :Tradition Social Movements**

Tribal Movement, Dalit Movement, Labouré Movement's, Peasant(Farmers) Movement

**Unit IV : Currents Social Movements in India**

Environmental movement, Women's movements, Save Water movements , Human Rights movements, Corruption against Movements, Superstition eradication movements

**Assignment:** Seminar, presentation, assignments and Field Visit on the related to the course contents.

**References:**

Banks,J.A. 1972. The Sociology of Social Movements. London Macmillan

Brass, T 1995. New farmer's Movements in India, London and Portland or Frank cass

Dhanagare, D. N. 1983. Peasant Movements in Indian 1920-1950 New Delhi: Oxford University Press

*[Handwritten signatures and initials at the bottom of the page, including names like 'M. K. ...', 'B. ...', 'S. P. ...', and 'T. ...']*

Mukherjee, P.N.1977. Social Movement and Social Change : Towards a Conceptual Clarification and Theoretical Framework, Sociological Bulletin Vol. 26 No.1.pp

Oommen, T.K. 2004 Nation, Civil Society and Social Movements New Delhi: Sage publications

Rao, M S A, 1979 Social Movements in India, New Delhi: Manohar

Singh K.S.1982 Tribal Movements in India, New Delhi:Manohar

Singha Roy , D. 2004 Peasant Movement in Post -Colonial India, New Delhi: Sage publications.

Shah,G 2001 Dalit Identity and politics, New Delhi: Sage Publications

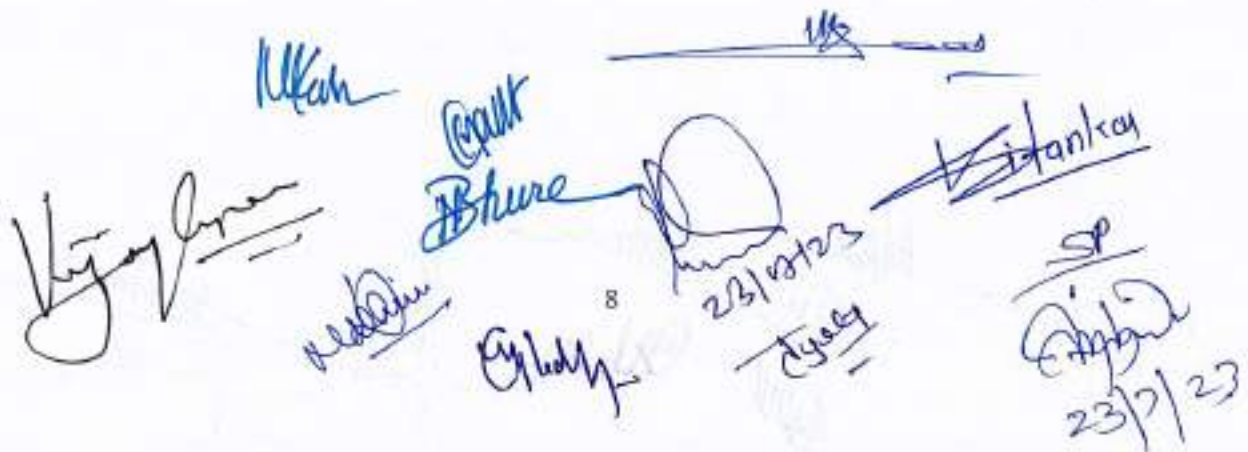
Shiva, V.1991 Ecology and the Politics of Survival , New Delhi: Sage Publication

चिकटे प्राची ( 2008) भारतातील सामाजिक चळवळी, नागपूर : डायमंड पब्लिकेशन्स

देवगांवकर एस जी, देवगांवकर शैलजा, डुमरे जयमाला ( 2014) सामाजिक चळवळी परंपरागत आणि आधुनिक, नागपूर साईनाथ प्रकाशन

जुंभार नागोराव, घोटाले विवेक ( 2018) समकालीन सामाजिक चळवळी, नागपूर: नागपूर डायमंड पब्लिकेशन्स

पांगुळ-वारहाते ( 2013) भारतातील सामाजिक चळवळी, नागपूर: आर वी प्रकाशन





Bachelor of Social Work (BSW) - Semester – III

Paper – III (3T3)

MARATHI

(Ability Enhancement Compulsary Course)

विषय : मराठी

बी. एस. डब्ल्यू. सत्र - ३

समाजकार्य पदवी (बी. एस. डब्ल्यू.) अभ्यासक्रम

विषय : आवश्यक मराठी

उद्दिष्टे :

१. मराठी भाषेतील प्रमुख अभिजात साहित्याचा व साहित्यिकांचा परिचय घडविणे.
२. मराठी भाषा व साहित्याचा समाजकार्य शिक्षणाशी अनुबंध जोडणे.
३. साहित्याभ्यासातून जीवनविषयक व समाजविषयक ज्ञान विकसित करून विद्यार्थ्यांना प्रगल्भ बनविणे.
४. विद्यार्थ्यांमध्ये भाषिक कौशल्याचा विकास करून त्याद्वारे त्यांना रोजगारक्षम बनविणे.
५. मराठी वेच्यांच्या माध्यमातून मानवी जीवनमूल्ये, नैतिकमूल्ये रुजविणे व राष्ट्रभावना जागृत करणे.
६. भाषा व साहित्याच्या अध्यापनातून जीवनमूल्यांचे संस्कार करणे व व्यक्तिमत्व घडविणे.
७. विद्यार्थ्यांची सामाजिक, वैचारिक, वैज्ञानिक परिवर्तनवादी दृष्टी विकसित करणे.

*(Signatures and stamps)*

9

25/11/23

SP

८. सामाजिक बांधीलकी व राष्ट्रभावना परिपोषित करण्यासाठी महान समाजसुधारकांचे विचारधन विद्यार्थ्यांपर्यंत पोहोचविणे.
९. साहित्याच्या माध्यमातून विद्यार्थ्यांना सामाजिक कार्याविषयी अभिमुख करणे.
१०. विद्यार्थ्यांत पर्यावरणविषयक जनजागृती करणे.
११. भाषेच्या व साहित्याच्या अभ्यासाद्वारे सामाजिक व राष्ट्रीय प्रश्नांची जाणीव करून देऊन त्यावरील उपायांचा शोध घेण्यास प्रवृत्त करणे.

Bachelor of Social Work (BSW) - Semester – III

Paper – III (3T3)

MARATHI

(Ability Enhancement Compulsary Course)

विषय : मराठी

बी. एस. डब्ल्यू. सत्र - ३

गुण : 80

उद्दिष्टे :

१. विद्यार्थ्यांमध्ये संशोधननिष्ठा व विज्ञाननिष्ठा रुजवून त्यांच्यात समाजपरिवर्तनाची दृष्टी विकसित करणे.
२. विद्यार्थ्यांमध्ये वैज्ञानिक दृष्टी विकसित करणे.
३. विद्यार्थ्यांत सामाजिक सामाजिक सद्भावनेचे संस्कार करणे.
४. विद्यार्थ्यांची भाषिक कौशल्ये विकसित करणे व त्यांना रोजगाराभिमुख बनविणे.
५. महापुरुषांच्या व थोर समाजसुधारकांच्या विचारांचा परिचय करून देऊन विद्यार्थ्यांना संस्कारक्षम जाण देणे.

23/1/23

घटक क्रमांक- १ : गद्य विभाग

१. उद्योग करण्याची आवश्यकता - लोकहितवादी
२. जेट युगातील मराठी माणूस - शंतनू किल्लोस्कर
३. मर्यादशील जीवनाचा आलेख - श्रीमती प्रतिभाताई पाटील
४. माझी बाझूयीन जडणघडण - रा. रं. बोरांडे
५. डॉ. अभय बंग - डॉ. राणी बंग - श्रुती पानसे

घटक क्रमांक- २: पद्य विभाग

१. ऊंस डोंगा परि रस तोहे डोंगा - संत चोखामेळा
२. खरा धर्म - साने गुरुजी
३. दणकट दंडनायू - बा. सी. मर्ढेकर
४. विचार झाला पाहिजे - वसंत आवाजी डहाके
५. अजून वादळ उठले नाही - ज्योती लांजेवार

घटक क्रमांक- ३ कौशल्याधारित व्यावहारिक मराठी

१. इतिवृत्तलेखन
२. प्रसारमाध्यमांसाठी वृत्तलेखन
३. वक्तृत्व तंत्र आणि मंत्र

घटक क्रमांक- ४ समाजसुधारक

१. महर्षी धोंडो केशव कर्वे : निष्काम कर्मयोगी - डॉ. न.म. जोशी
२. अण्णा हजारे - मल्हार अरणकल्ये
३. कर्मवीर भाऊराव पाटील : शिक्षणक्षेत्रातील दीपस्तंभ - अॅड. रावसाहेब शिंदे

घटक क्रमांक- ५ अंतर्गत मूल्यमापन

१. स्वाध्याय
२. सादरीकरण
३. वातमी लेखन

11

23/07/23

23/7/23

40



## संदर्भसूची

### अ) पाठ्यपुस्तक

(राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठ, नागपूर

बी.एस.डब्ल्यू. अभ्यासक्रमासाठी आवश्यक मराठी विषयाची पाठ्यपुस्तके )

१. भाषावैभव भाग-२, विजय प्रकाशन, नागपूर, प्रथमावृत्ती २०२१.

### ब) संदर्भग्रंथ सूची

१. शतपत्रे – लोकहितवादी

२. जेट युगातील मराठी माणूस – शंतनू किलोस्कर

३. महाराष्ट्रातील समाजप्रबोधनाचे प्रणेते, चंद्रकांत घुमटकर, स्नेहवर्धन प्रकाशन, पुणे, प्रथमावृत्ती, २००७.

४. मर्ढेकरांची कविता – बा. सी. मर्ढेकर.

५. अजून वादळ उठले नाही (कवितासंग्रह), ज्योती लांजेवार, क्रांतिपर्व प्रकाशन, पुणे, प्रथमावृत्ती, २०००.

६. व्यावहारिक मराठी, लीला गोवीलकर, स्नेहवर्धन पब्लिशिंग हाऊस, पुणे, आवृत्ती, २००४.

७. व्यावहारिक मराठी – ल.रा. नसिरावादकर, फडके प्रकाशन, कोल्हापूर, आवृत्ती, २००८.

८. मराठी लेखन मार्गदर्शिका, यास्मिन शेख, शुभदा - सारस्वत प्रकाशन, पुणे, सुधारित दुसरी आवृत्ती १९९९.

९. मराठी शुद्धलेखन प्रदीप, लेखक - मो. रा. वाळंबे, नितीन प्रकाशन, पुणे, सुधारित आवृत्ती, ऑक्टोबर २०१८.

१०. सुगम मराठी व्याकरण व लेखन, मो. रा. वाळंबे, नितीन प्रकाशन, पुणे, सुधारित आवृत्ती, २००९.



११. अध्ययनासाठी संवादकौशल्ये, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक, प्रथम प्रकाशन १९९२.
१२. भाषिक विनिमय तत्त्व आणि व्यवहार, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक, २००१.
१३. प्रमाण लेखन नियमावली, भाषा संचालनालय, महाराष्ट्र शासन, मुंबई, पहिली आवृत्ती, पुनर्मुद्रण, २०१९.
१४. पदनाम कोश, भाषा संचालनालय, महाराष्ट्र शासन, मुंबई.
१५. शासनव्यवहारात मराठी, भाषा संचालनालय, महाराष्ट्र शासन, मुंबई.

\*\*\*

॥ अन्त ॥


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बि.एस.डब्ल्यू. – तृतीय सत्र

हिंदी (वैकल्पिक) – Paper - IV (3T4)

(Ability Enhancement Compulsary Course)

इकाई 1 – गद्य विभाग

1. सिलिया (कहानी) – सुशीला टाकभौरे
2. भारतीयता (निबंध) – अज्ञेय
3. एकलव्य ने अंगूठा दिखाया (हास्य व्यंग) – हरिशंकर परसाई
4. बयालीस के ज्यार की उन लहरों में (रिपोर्ताज) – कन्हैयालाल मिश्र 'प्रभाकर'

इकाई 2 – पद्य विभाग

1. चल पड़े जिधर दो डग, मग में – सोहनलाल द्विवेदी
2. हम दीवानों की क्या हस्ती – भगवतीचरण वर्मा
3. बहुत दिनों के बाद – नागार्जुन
4. बस बहुत हो चुका – ओमप्रकाश वाल्मीकी

इकाई 3 – प्रयोजनमूलक हिंदी

1. पत्र लेखन : महत्व एवं प्रकार, पारिवारिक पत्र, व्यावसायिक पत्र
2. प्रशासकीय पत्र एवं कार्यालयीन पत्र लेखन: प्रशासकीय पत्रों के प्रकार, आवेदन पत्र, प्रत्यावेदन,

प्रतिवेदन, पुनरावेदन एवं लेखन

इकाई 4 – अन्य पाठ्य सामग्री

समाज सुधारक : व्यक्तित्व एवं कृतित्व

1. महात्मा ज्योतिबा फुले



2. डॉक्टर बाबा साहब आंबेडकर

द्वुत वाचन

1. किरसा जनतंत्र – धुमिल

2. यह देश एक है (निबंध) – रामधारी सिंह दिनकर

अंतर्गत मुल्यांकन :

संपूर्ण सत्र में उपस्थिती, सत्र के पाठ्यक्रम पर जांच परीक्षा, सामाजिक विषय पर निबंध लेखन

पाठ्यपुस्तक:

साहित्य सृजन, पाठ्यक्रम समिती, लोकभारती प्रकाशन, प्रयागराज

आधार ग्रंथ

पत्र व्यवहार निर्देशिका: डॉ. भोलानाथ तिवारी, डॉ. विजय कुलश्रेष्ठ, वाणी प्रकाशन, नई दिल्ली।

The bottom of the page features several handwritten signatures and stamps. On the left, there is a signature that appears to be 'Vijay Kumar' and another below it. In the center, there is a signature 'Bhure' and a date stamp '15'. To the right, there is a signature 'S. P. Singh' and a date stamp '23/11/23'. There are also some other smaller signatures and marks scattered around.

**Bachelor of Social Work (BSW) - Semester – III**

**Paper – IV (3T4)**

**SUPPLEMENTARY ENGLISH**

**(Ability Enhancement Compulsory Course)**

**Theory: 80**

**Internal Assessment: 20**

**Total: 100**

**Unit I : Prose (30)**

Prescribed Book: The Many Worlds of Literature – Ed. Jasbir Jain (Macmillan)

- a) Education: Indian and American by Anurag Mathur
- b) Personal Friend by Neelam saran Gour
- c) Woman in the Food Chain by Vandana Shiva
- d) Between the Mosque and the Temple by Boman Desai

**Unit II : Poetry (30)**

Prescribed Book: Wings of Poesy Ed. N.K. Mishra and N. Mukhrji (S.Chand & Company Ltd)

- a) The Song of Wondering Aengus by W.B.Yeats
- b) Songs of Joy by W.H.Davies
- c) The Soul's Prayer by Sarojini Naidu
- d) Thou Hast given us to live by Rabindranath Tagore

**Unit III : Applied Language Skills (20)**

- 1) Business Letter Writing

45, 16, 23/05/23, 23/5/23, 23/5/23

The bottom of the page features several handwritten signatures in blue ink. From left to right, there is a signature that appears to be 'Vijay', followed by a signature that looks like 'Gyhan', and then a signature that seems to be 'Neha'. To the right of these, there are dates: '23/05/23' and '23/5/23'. There are also some other less legible signatures and marks.

2) Story writing on Given points.

**Unit IV : Internal Assessment (20)**

1. Group Discussion on the Topics from prescribed texts/poems - 5 marks
2. Poetry recitation (poem of Student's choice' seen or unseen) - 5 marks
3. Submission of a critical appreciation of any unseen poem – 10 marks.

**Recommended Books:**

Writing Skills – Anne Laws (Orient Blackswan)

**Pattern of Question**

**Paper Full marks: 80**

**Time: 03 hours**

Q.1. (A) Long Answer question based on first two lessons from unit I to be attempted in

About 150 words. (One out of two) – 10 Marks

(B) Long Answer question based on last two lessons from unit I to be attempted in about

150 words. (One out of two) – 10 Marks

Q.2. (A) Short Answer question based on first two lessons from unit I to be attempted in

about 75 words. (One out of two) – 05 Marks

(B) Short Answer question based on last two lessons from unit I to be attempted in

About 75 words. (One out of two) – 05 Marks

Q.3. (A) Long Answer question based on first two poems from unit II in about 150 words.

(One out of two) – 10 Marks

(B) Long Answer question based on last two poems from unit II to be attempted in about

150 words. (One out of two) – 10 Marks

Q.4. (A) Short Answer question based on first two poems from unit II in about 75 words.

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(B) Short Answer question based on last two poems from unit II to be attempted in about 75 words. (One out of two) – 05 Marks

B) Construct a Story based on the given points – 10 Marks

**(Ability Enhancement Compulsory Course)**

**Full Marks: 100**

1. To introduce the various forms of letter writing
2. To introduce the various forms of essay writing
3. To encourage the students to be more expressive regarding their thoughts

1. Students can develop their professional writing skills.
2. Students comprehend to relevance of English language within the area of social work.

47

**Textbook Prescribed:** 'Oasis', An anthology of Prose and Poetry, A Textbook for College Students (Macmillan) Ed. By Mr. Madhukar Nikam, Dr. Rajesh Waigaonkar, Dr. Nandita Mane, Dr. Ram Savanekar, Dr. Aachal Mundafale, Dr. Tushar Watkar

**UNIT -I: Prescribed Lessons: -**

**20 Marks**

1. Education for New India – C. Rajagopalchari
2. A Tiger for Malgudi – R.K. Narayan
3. Socrates – J.B. Neilson

**UNIT – II: Prescribed Poems: -**

**20 Marks**

1. Songs of Joy – W.H. Davies
2. Psalm of Life – H.W. Longfellow
3. Where the Mind is Without Fear – Rabindranath Tagore

**UNIT – III: Writing Skills: -**

**20 Marks**

1. Letter Writing
2. Essay Writing

**UNIT –IV: Grammar and Vocabulary**

**20 Marks**

1. Transformation of Sentences
2. Articles
3. One Word Substitution

**UNIT – V: Internal Assessment Conversational Skills**

**20 Marks**

'Step Up I- Improve Your English Ed. By Lovely J. Menachery and Malati panga (Foundation Books)

**Internal Assessment will be based on:**

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**A) Assignments – 10 Marks**

1. Giving Directions
2. Making Requests
3. Making Offers
4. Getting and Giving Permission
5. Talking about past Events

**B) Viva-Voce – 10 Marks**

**Recommended Books:**

1. Learners Grammar and Composition by N.D.V. Prasad Rao (S. Chand and Company Ltd.)
2. English Grammar, Composition and Usage by J.C. Nesfield (Macmillan India Ltd.)

**Pattern of Question paper**

**Time: 3 Hours**

**Full Marks: 80**

**Q-1 (A) Three SAQs with internal choice to be answered in about 75 words each from Unit I**

(prescribed lessons)

**3×5 = 15**

**(B) Five very short answer questions on Unit I (prescribed lessons) to be answered in one**

**or two sentences each**

**5×1 = 05**

**Q-2 (A) Three SAQs with internal choice to be answered in about 75 words each from Unit II**

**(Prescribed Poems)**

**3×5 = 15**

**(B) Five very short answer questions on Unit II (prescribed poems) to be answered in one**

**or two sentences each**

**5×1 = 05**

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Q-3 (A) Letter writing with internal choice 1×10 = 10

(B) Essay writing on any One topic out of Four 1×10 = 10

Q-4 (A) solve any Five Questions out of Ten on Transformation of Sentences 5×2 = 10

(B) Solve any Five Questions out of Seven on Articles 5×1 = 05

(C) Write any Five Questions out of seven on one Word Substitution 5×1 = 05

### Syllabus Structure for - BSW (CBCS)

BSW Semester-IV

Total Marks:600

Total credits- 21

S. N.	Paper	Domain	Subject	Total Marks	University Theory Exam.	CIE Marks	Minimum Passing Marks	Credit	Weekly Hrs
1	BSW4T1	DCC	Social Action and Advocacy	100	80	20	40	3.0	03
2	BSW4T2	DCC	Social Work Research and Statistics	100	80	20	40	3.0	03
3	BSW4T3	DCC	Human Rights	100	80	20	40	3.0	03
4	BSW4T4	AECC	Marathi/ Hindi/ Supplementary Eng.	100	80	20	40	3.0	03
5	BSW4T5	AECC	English	100	80	20	40	3.0	03
6	BSW4P1	DCC	Social Work Practicum	100	- -	20*	40	06	12

\*Internal Viva-Voce

- - CIE: Continuous Internal Evaluation

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## **Bachelor of Social Work (BSW) Semester IV**

### **Paper I (4 T 1)**

#### **Method Course: Social Action and Social Advocacy**

#### **(Discipline Core Course)**

##### **Learner's objectives:**

1. Develop Understanding regarding social action as a method of social work.
2. Develop understanding about social movement in India.
3. Understand the critical elements of Social Action in practice.
4. Appraise with various tools and models of Social Action in practice.

##### **Learning Outcome:**

At the end of the course students will be able to;

1. Students will become conceptual issues in defining the concept of social action and social movement.
2. Students will know about the evolution of social action as a method in social work and various social movements.
3. Students will become familiar with techniques and skills along with various theoretical perspectives on social action and movement.

**Unit I: Social Action as a Method of Social Work:** Definition & Concept of Social Action, Principles of Social Action, Importance of Social Action in Social Work Practice.

**Unit II: Social Action & Social Movement in India:** Definition, Concept, nature of Social Movement, Classification of Social Movement, Structure of Social Movement, Social for Social Change.

**Unit III: Social Action & Advocacy:** Concept and Definition of Social Work Advocacy, Social Advocacy Skills, Importance of Social Advocacy in Social Action.

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Vijay Kumar

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**Unit IV: Models & Tools of Social Action:** Different Models of Social Action, Tools of Social Action, Role of Social Worker.

**Assignment:** Presentation / Case Study Presentation / Interface with Social Activity, and any other assignments related to the course contents.

1. Devaji Tofa, Mendha (Lekha) (Amchya Gavati Amich Sarkar)
2. Mahatma Jyotiba Fule (Women's Education & Farmer's issue)
3. Dr. Babasaheb Ambedkar (Social Justice)
4. Anna Hazare (Right To Information)
5. Megha Patkar (Narmada Bachao Andolan)
6. Sundarlal Bahugung Chipko Andolan (Environmental Movement)

References:

1. Moorthy V. (1966) 'Social Action' Bombay, Ashia Publication.
2. Vasudeva (1966) 'Social Action' Bombay, Ashia Publication.
3. Siddiqui H.Y. (1984) Social Work And Social Action, Human Publication, New Delhi.
4. NCAS (2000) Fearless Minds: Rights Based Approach to Organizing and Advocacy, Pune National Centre for Advocacy.
5. Rao, MSA (1979) Social Movements in India, New Delhi: Vol.I & II, Manohar Publication.
6. Shrivastava S.K. (1988) Social Movement for Development, Allahbad, Chugh Publication.
7. Shyamlal (2010) Studies in Social Protest, Jaipur Rawat Publications.
8. Somesh Kumar (2002) Methods for Community Participation : A Complete Guide for Practitioners, New Delhi : Sage Publications (Vistaar)
9. Vohra Gautam (1990) Altering Structure: Innovative Experiments at the grassroot, Mumbai : Tata Institute of Social Sciences.
10. Lauders J (2010) Civil Rights Movement & the Logic of Social Change , Jaipur : Rawat Publication.

**Journal:**

Social Action: A Quarterly Review of Social trends and Social Action Trust, Delhi Seminar, New Delhi.

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24/07/23  
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## Bachelor of Social Work (BSW) Semester IV

### Paper II (4T2)

#### Method Course: Social Work Research and Statistics

#### (Discipline Core Course)

Learner's objectives:

- Understand the meaning, nature, scope and importance of social work research.
- Conceptualize and formulate a simple research Project.
- To learn the Research process and computer application in social work research.
- Develop an understanding of simple statistical tools, and learn to use these statistical tools.
- Develop Ability to use library and documentation for secondary data.

**Unit I: Social Work Research:** Meaning, Scope and Importance of Social Work Research; salient features of Qualitative and Quantitative Research.

**Unit II: Research Methodology :** Steps of Social Research, Problem formulation, variables, hypothesis, Research Design, Sampling Design, Data Collection – Formulation of tools, sources, data collections method and tools for research [online-online] data processing – Introductions to SPSS, use of excel.

**Unit III: Data Presentation And Report Writing:** Frequency tables, univariate, bivariate and multivariate tables: Graphical Presentation of data: Bar Graphs, pie diagrams, histograms, polygons and line graphs, Research Report writing, content of Dissertation writing in social work.

**Unit IV: Statistical Tools:** Percentage ratio, proportion of synopsis, preparation of Tendency; their computation, use, relative strengths and limitation.

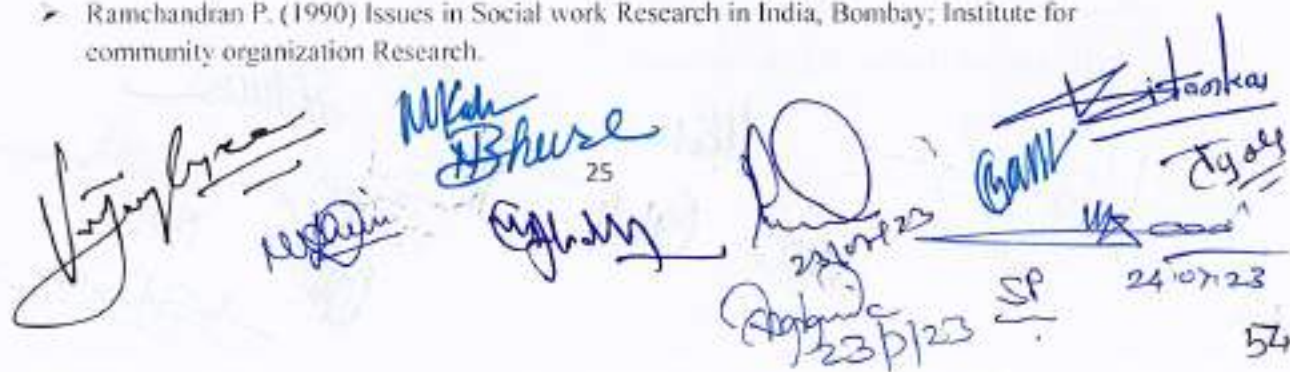
**Assignment:** Pilot Study, review of literature, preparation of synopsis, preparation of graphs, power point presentation on any the course contents.

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- Signature: Vignay Kumar
- Signature: N. K. K.
- Signature: G. K. K.
- Signature: 24
- Signature: 25/01/23
- Signature: 23/01/23
- Signature: 23/01/23
- Signature: 23/01/23

## References:

- Abu-bader S, Using Statistical: Methods in Social Work Practice: Rawat Publication Delhi.
- Ackoff R. L., (1962), Scientific Method: Optimizing Applied Research Designs, New York: John Wiley and Sons. Anderson J. et al, (1970), Thesis and Assignment Writing, New Delhi: Wiley Eastern Limited.
- Ahuja Ram, (2003) Research Methods, (2<sup>nd</sup> Eds.) New Delhi: Rawat Publication.
- Allen Rubin, Earl Babbie, (2011), Methodology for Social Work Research, Cengage Learning India Private Limited by Brooks Cole Alston Margaret and Bowles, (2003), Research For Social Workers: An Introduction to Methods, (2<sup>nd</sup> Eds.) Jaipur and New Delhi: Rawat Publication.
- Babbies E. (2014), Practice of Social Research: Jaipur and New Delhi: Rawat Publication. Bagechi Kanak kani (Ed), (2007), Research Methodology in Social science: A Practical Guide, Delhi: Abhijeet Publication.
- Bailey Kenneth D. (1987), Method of Social Research, New York: The Free Press.
- Blaikie Norman (1972), Approaches in social Enquiry, Cambridge: Polit Press.
- Coolidge Frederick L. (200), Statistoes; A Gentle Introduction, New Delhi : Sage Publication.
- Crabtree B.F. and Miller W.L. (Eds), (200), Doing Qualitative Research, New Delhi : Sage Publication.
- Denzin Norman K. and Lincoln Y.S. (Eds), (2000), Handbook of Qualitative Research, (2<sup>nd</sup> Eds.) New Delhi: Sage Publication.
- Goode W.J. and Hatt P.K. (1981), Methods in Social Research, Singapore: Megraw Hill Book Company, International Edition.
- Jain Gopal Lal, (2011), Research Methodology: Methods, Tools and Techniques, (2<sup>nd</sup> Eds) Jaipur (India): Mangal Deep Publication. Jefferies J. and Diamonds I. (2000), Beginning Statistics: An Introduction for Social Scientist, New Delhi: Sage Publication.
- Lal Das and Bhaskarn (2008) Research Methods for Social Work: Rawat Publication Delhi.
- Lal Das D.K. (2011) Designs of Social Research : Rawat Publication Delhi,
- Lal Das D.K. (2011) Practice of Social Research: Social Work Perspective.
- Mukharji Partha N. Eds. (2000), Methodology in Social Research: Dilemma and Perspectives New Delhi : Sage Publication.
- Murray R. Spiegel, Schiller J.J. and Shriniwasan R. Alu, (2011), Probability and Statistics, (2<sup>nd</sup> Eds) New Delhi: Tata McGraw Hill Education Private Limited.
- Ramchandran P. (1990) Issues in Social work Research in India, Bombay: Institute for community organization Research.


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- Robin A and Babbio K. (1993) Research Methods for Social Work, California Books Cole Publishing Co. Whittaker A (2009) Research Skills for Social Work : Rawat Publication, Delhi.
- Zina O' Leary (2004), The Essential Guide to Doing Research, New Delhi; Vistaar Publication
- थोटे पी.वाय., 2018 'समाज विज्ञान संशोधन, नागपूर, अनुराधा प्रकाशन.

## Bachelor of Social Work (BSW) Semester IV

### Paper III (4T3)

### Human Rights

### (Discipline Core Course)

#### Learner Objective :-

1. To gain knowledge of the skills and developing values reinforcing attitudes which uphold human rights.
2. To be Familiar with the history and evolution of human rights in India.
3. Learning about human rights standards and mechanisms.
4. Promotes respect for human rights of all individuals.

#### Out Comes :-

1. Understand the historical growth of idea of human rights.
2. People working together to bring about human right, justice and dignity for all.
3. Demonstrate an awareness of the national and International Context of human right.

#### 1. Concept of Human Rights

- Concept, Definition
- Nature and origin of Human Right.
- Concept of natural Right
- Development of Human Right in India
- Relationship between Rights and Duties

#### 2. International Human Rights standard


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- Universal Declaration of Human Rights -1948
- International Covenant on Civil & political Rights- 1966
- International Covenant on Economic, social and cultural Rights- 1966
- Convention on the Elimination of all Forms of Discrimination against women -1979
- United Nation convention on The Right of child -1989

### 3. Human Rights and Duties in India

- Fundamentals Rights under Indian constitutions
- Directive principles of state police
- Fundamental Duties

### 4. Human Rights and Violation offering specific Groups

- Rights of woman
- Rights of Children
- Rights of Persons with Disabilities
- Rights of aged people living with HIV/AIDS
- Rights of LBT(Lesbian, Bi sexual & Transgender)

**Assignment:** Seminar, presentation, assignments and Field Visit on the related to the course contents.

### Bibliography :-

- D.D. Basu, shorter Constitution of India.
- H.M. Seervai, Constitution of India.
- M.P. Jain- Constitution law of India.
- G. Austin- Indian constitution.
- Dr. J.N. Pandey – Constitution of India.
- M. Galanter, Competing Equality – Law and backward classes in india (1984)oxford.
- B. sivaramayya, Inequality and the law (1984) Eastern.
- Lyer, K (1984), Human Rights and the law. Vedpal law house, Indore.
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- Rehaman, M ((2000) Human Right and Human Development, Manak Publication, Delhi.
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- Thorat, S. (2004) Caste, Race and Discrimination: Discourses in International Context, Rawat Publication, jaipur.

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- Bhatnagar,G.(1999) Human Rights of Dalits : Societal Violation, Gyan Publication, New Delhi.
- Mendelson, Ovliver and upendraBaxi. (1995) The Rights of Subordinated people, Oxford University press, Madras.
- Vijapur, Abdulrahim (Ed)(1991)Essays on International Human Rights. South Asian Publishers Pvt.Ltd. New Delhi.
- National Human Rights Commission, Annual Reports, New Delhi.

## Bachelor of Social Work (BSW) Semester IV

### Paper-IV

विषय – मराठी

### AECC: Ability Enhancement Compulsory Course

### BSW 4T4

विषय : मराठी

बी. एस. डब्ल्यू. सत्र -४

उद्दिष्टे :

१. विद्यार्थ्यांमध्ये पर्यावरण जनजागृती निर्माण करणे.
२. विविध सामाजिक चळवळींचा परिचय करून देणे.
३. थोर समाजसुद्धाकांचे विचारधन विद्यार्थ्यांपर्यंत पोहोचविणे.
४. विद्यार्थ्यांची भाषिक कौशल्ये विकसित करणे व त्यांना रोजगाराभिमुख बनविणे.
५. विद्यार्थ्यांमध्ये सामाजिक व नैतिक मूल्य रुजविणे.
६. महापुरुषांच्या व थोर समाजसुद्धारकांच्या विचारांचा परिचय करून देऊन विद्यार्थ्यांना संस्कारक्षम ज्ञान देणे.

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घटक क्रमांक - १ गद्य विभाग

१. सामाजिक लोकशाहीचे प्रणेते डॉ. बाबासाहेब आंबेडकर - म. भि. चिटणीस
२. स्मशानातील सोनं - अण्णाभाऊ साठे
३. मानवतेवरील विषप्रयोग - अरविंद सगणे
४. ज्ञानज्योती सावित्रीबाई फुले : स्त्री हक्काच्या प्रणेत्या - प्रा. हरी नरके
५. दलित स्वकथने : सामाजिक जाणिवांचा प्रत्यय - डॉ. आरती कुलकर्णी

घटक क्रमांक- २ पद्य विभाग

१. जे का रंजले गांजले - संत तुकाराम
२. नवा शिपाई - केशवसुत
३. विझता विझता स्वतःला - नारायण सुर्वे
४. नाकारावे लागतील - यशवंत मनोहर
५. तर मी काय करू - व्यंकट सपकाळे

घटक क्रमांक- ३ कौशल्याधारित व्यावहारिक मराठी

१. भाषांतर
२. मुलाखत लेखन
३. संशोधन प्रकल्पासाठी भाषा कौशल्य

घटक क्रमांक- ४ समाजसुधारक

१. डॉ. मंदा- डॉ. प्रकाश आमटे - आनंद अवधानी
२. डॉ. तात्याराव लहाने - शब्दगंधा कुलकर्णी
३. अनाथांची माय सिंधुताई सपकाळ

घटक क्रमांक- ५ अंतर्गत मूल्यमापन

१. स्वाध्याय
२. मुलाखत घेणे
३. मुलाखत देणे

*M. K. K.*  
*Vijay Kumar*

*B. Bhuse*  
*M. K. K.*

संदर्भसूची

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*M. K. K.*  
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अ) पाठ्यपुस्तक

(राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठ, नागपूर

बी.एस.डब्ल्यू. अभ्यासक्रमासाठी आवश्यक मराठी विषयाची पाठ्यपुस्तके )

१. भाषावैभव भाग-३, विजय प्रकाशन, नागपूर, प्रथमावृत्ती २०२२

ब) संदर्भग्रंथ सूची

१. भाषावार प्रांतरचना आणि मराठी : काही परिप्रेक्ष, संपा. रमेश वरखेडे,  
साहित्य अकादेमी, नवी दिल्ली, प्रथमावृत्ती, २०१४.

२. महाराष्ट्रातील समाजप्रबोधनाचे प्रणेते, चंद्रकांत घुमटकर, स्नेहवर्धन  
प्रकाशन, पुणे, प्रथमावृत्ती, २००७.

३. समग्र केशवसुत (कवितासंग्रह), भ. श्री. पंडित, व्हीनस प्रकाशन, पुणे,  
आठवी आवृत्ती.

४. कविता श्रमाची (कवितासंग्रह), संपा. नारायण सुर्वे, कल्याण आयुक्त,  
कामगार कल्याण मंडळ, मुंबई,  
प्रथमावृत्ती, १९९३.

५. नारायण सुर्वे यांच्या समग्र कविता (कवितासंग्रह), नारायण सुर्वे, पॉप्युलर  
प्रकाशन प्रा. लि. मुंबई, पहिली  
आवृत्ती, २०११.

६. उत्थानगुंफा (कवितासंग्रह), यशवंत मनोहर, कॉन्टिनेन्टल प्रकाशन, पुणे,  
तृतीय आवृत्ती, २००१.

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७. अजून वादळ उठले नाही (कवितासंग्रह), ज्योती लांजेवार, क्रांतिपर्व प्रकाशन, पुणे, प्रथमावृत्ती, २०००.
८. व्यावहारिक मराठी, लीला गोवीलकर, स्नेहवर्धन पब्लिशिंग हाऊस, पुणे, आवृत्ती, २००४.
९. व्यावहारिक मराठी - ल.रा. नसिरावादकर, फडके प्रकाशन, कोल्हापूर, आठवी आवृत्ती, २००८.
१०. मराठी लेखन मार्गदर्शिका, यास्मिन शेख, शुभदा - सारस्वत प्रकाशन, पुणे, सुधारित दुसरी आवृत्ती १९९९.
११. सुगम मराठी व्याकरण व लेखन, मो. रा. वाळंवे, नितीन प्रकाशन, पुणे, सुधारित आवृत्ती, २००९.
१२. प्रमाण लेखन नियमावली, भाषा संचालनालय, महाराष्ट्र शासन, मुंबई, पहिली आवृत्ती, पुनर्मुद्रण, २०१९.
१३. पदनाम कोश, भाषा संचालनालय, महाराष्ट्र शासन, मुंबई.
१४. शासनव्यवहारात मराठी, भाषा संचालनालय, महाराष्ट्र शासन, मुंबई.

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बी.एस.डब्ल्यू. चतुर्थ सत्र  
हिंदी (वैकल्पिक) – 4 (4T4)

कुल अंक – 80

इकाई 1 – पद्य विभाग

1. मानस की धर्म भुमि (निबंध)
2. गुंडा (कहानी) – जयशंकर प्रसाद
3. शांतिनिकेतन में (यात्रा साहित्य) – राहुल सांकृत्यायन
4. कलिंग विजय (एकांकी) – जगदीश चंद्र माथुर

इकाई 2 – पद्य विभाग

1. कबीर (साखी) – कबीरदास
2. सूरदास (पद) – सुरदास
3. हिमाद्री तुंग श्रृंग से – जयशंकर दास
4. पुष्प की अभिलाशा – माखनलाल चतुर्वेदी

इकाई 3 – प्रयोजनमूलक हिंदी

1. समाचार लेखन : अर्थ, परिभाषा, स्वरूप, महत्व, प्रकार और भाषा



2. विज्ञापन लेखन : अर्थ, परिभाषा, स्वरूप, महत्व, प्रकार और भाषा

इकाई 4 – अन्य पाठ्यसामग्री

संतों का समाज सुधारक दृष्टिकोण

1. संत कबीर

2. संत रैदास

द्रुत वाचन

1. राम प्रसाद बिस्मिल की आत्मकथा (आत्मकथा) – राम प्रसाद बिस्मिल

2. वापसी (कहानी) – उषा प्रियंवदा

अंतर्गत मुल्यांकन

संपूर्ण सत्र में उपस्थिती, सत्र के पाठ्यक्रम पर जांच परीक्षा, सामाजिक विषय पर कहानी लेखन

पाठ्यपुस्तक :

साहित्य कुसुम, संपादक – डॉ. संतोश गिर्ह, डॉ. श्याम प्रकाश पांडे, डॉ. राजेंद्र मालोकर, डॉ. गजानन पोलेनकर,

प्रकाशक – राधाकृष्ण प्रकाशन, दिल्ली.

आधार ग्रंथ :

व्यावहारिक हिंदी, रामकिशोर शर्मा, लोकभारती प्रकाशन, इलाहाबाद।

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## Bachelor of Social Work (BSW) Semester - IV

### Paper - IV (4T4)

#### Supplementary English

#### (Ability Enhancement Compulsory Course)

Theory: 80 Marks

Internal Assessment: 20 Marks

Full Marks: 100

#### Unit – I: Prose (20)

Prescribed Books: Reflections on Vital Issues Ed.P.J.George (Orient Blackswan)

- 1) The dark Side of Growth – Fritj of Capra
- 2) Globalisation – Joseph Stiglitz
- 3) Human Rights and Legal Responsibilities – Nani A. Palkhivala
- 4) I Have a Dream – Martin Luther King

#### Unit – 2: Poetry (20)

Prescribed Books: Reflections on Vital Issues Ed.P.J.George (Orient Blackswan)

- 1) Money Madness – D.N. Lawrence
- 2) For the Dispossessed – S. Joseph

#### Unit – III: Short Stories (20)

Modern short Stories – A Reader (S. Chand and Company Limited)

(i) The Lament by Anton Chekhov

(ii) A Rose of Emily by William Faulkner

(iii) The Capital of the World by Ernest Hemingway

(iv) The Grave by Katherine Porter

**Unit – IV: Applied Language Skills (20)**

Letter in Email format

CV/Resume

Precis Writing

**Unit – V: Internal Assessment (20 Marks):**

Submission of Translation of any two Hindi/ Marathi short stories into English.

Each Story – 10 Marks

**Recommended Books:**

Leaners Grammer Composition by N.D.V. Prasad Rao (S. Chand and Company Limited)

English Grammer, Composition and Usage by J.C. Nesfield (Macmillian India Ltd.)

Writing Skills – Anne laws (Orient Blackwan)

**Pattern of Question Paper**

Full Marks: 80

Time: 3 Hours

Q. - 1 (A) Long Answer Question based on first Two Lessons from Unit I to be attempted in about 150 words. (One out of two) – 10 marks

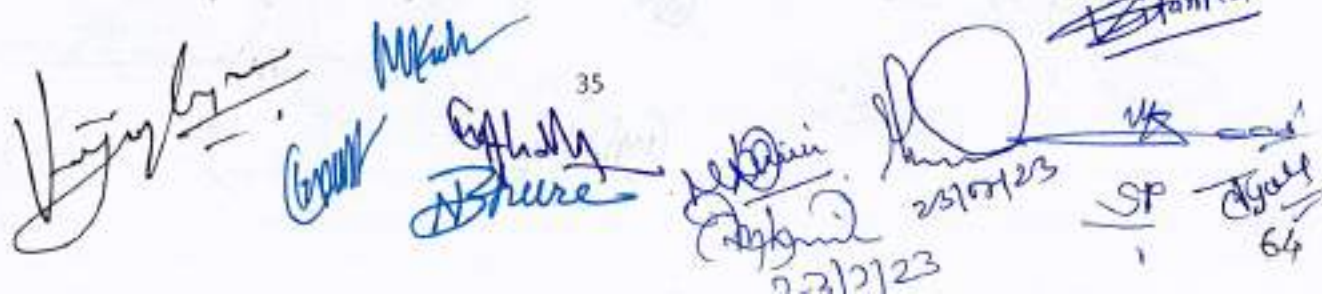
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(B) Long Answer Question based on last Two Lessons from Unit I to be attempted in about 150 Words. (One out of two) – 10 Marks

Q.-2 (A) Long Answer Question based on the poems from Unit II to be attempted in about 150 words. (One out of two) – 10 marks

(B) Two short Answer Question out of four with internal choice based on the poems to be attempted in about 150 Words. (Two out of four) – 10 Marks

Q.-3 (A) Long Answer Question from first two short stories from Unit III to be attempted in about 150 words. (One out of two) – 10 Marks

(B) Long Answer Question from last Two Short stories from Unit III to be attempted in about 150 Words. (One out of two) – 10 Marks

Q.-4 (A) Letter in email format (01 out of 02) – 05 Marks

(B) Prepare a Curriculum Vitae – 05 Marks

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**Paper V (4T5)**  
**Compulsory English**  
**(Ability Enhancement Compulsory Course)**

Full Marks: 80

1. To expose students to literary pieces to develop their creativity
2. To develop communicative competence
3. To imbibe the notion of universal solidarity
4. To make students understand the basic rules of grammar
5. To develop effective communication skills among students
6. To inculcate the habit of self-study among students

1. Students can develop creative streak.
2. They can inculcate the habit of self-study.
3. They can foster the universal values and ethics.
4. The students can inculcate broad humanitarian approach.

**Unit – I: Prescribed Lessons:**

20 Marks

Unit - 1: Prescribed Lessons: 20 MARKS

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1. The Equal Way to Distribution – M.K. Gandhi
2. The Reawakening of India – Jawaharlal Nehru
3. One's Habit – Robert Lynd

**Unit – II: Prescribed Poem:**

**20 Marks**

1. Upliftment of Women – Tukadoji Maharaj
2. Yussuf – James Lowell
3. Still I Rise – Maya Angelou

**Unit – III: Basic Communication Skills:**

**20 Marks**

Prescribed Book: English Communication by Madhumita Chakraborty, Sumita Puri and Jyoti Jakhar Dahiya, Pub. Macmillan Education

1. Theory of Communication
2. Process and Features of Communication
3. Types and Modes of Communication

**Unit – IV: Grammar**

**20 Marks**

1. Change the degree
2. Narration
3. Active and Passive Voice
4. Corrections of Errors

**Unit – V: Internal Assessment Conversational Skills**

**20 Marks**

'Step Up II – Improve Your English Ed. By Ajiet Jachak, Swapnil Dahat and Renuka Roy

(Foundation Books)

Internal Assessment will be based on :

A) Assignments – 10 Marks

1. Summarizing and Note- making/ taking
2. Listening to a story and Summarizing
3. Meeting People and Exchanging Greetings

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4. Giving Personal Information
5. Inviting, Accepting and Refusing an Invitation

**B) Viva-Voce – 10 Marks**

**Recommended Books:**

1. Learners Grammar and Composition by N. D. V. Prasad Rao (S. Chand and Company Ltd.)
2. Strengthen Your Writing by V. R. Narayanswamy (Orient Longman)

**Pattern of Question Paper**

Time 3 Hours

Full Marks: 80

- Q. - 1 (A) Three SAQs with internal choice to be answered in about 75 words each from Unit I (Prescribed Lessons) 3×5 = 15
- (B) Five Very short answer questions on unit I (Prescribed Lesson) to be answered in one or two sentences each. 5×1 = 05
- Q.-2 (A) Three SAQ with internal choice to be answered in about 75 words each from Unit II (Prescribed Poems) 3×5 = 15
- (B) Five Very short answer questions on unit II (Prescribed Poems) to be answered in one or two sentences each. 5×1 = 05
- Q.-3 Four SAQs with internal choice on Unit III (Basic Communication Skills) 4×5 = 20
- Q.-4 (A) Solve any Three Questions out of five on change the Degree 3×2 = 06
- (B) Solve any Three Questions out of five on change the Narration 2×2 = 04
- (C) Write any Three Questions out of Five on Change the Voice 3×2 = 06
- (D) Solve any Two Questions out of Three on Correction of Error 2×2 = 04

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### Syllabus Structure for - BSW (CBCS)

BSW Semester-V

Total Marks: 600

Total credits- 21

S. N.	Paper	Domain	Subject	Total Marks	University Theory Exam.	CIE Marks	Minimum Passing Marks	Credit	Weekly Hrs
1	BSW5T1	DCC	Integrated Social Work Practice	100	80	20	40	3.0	03
2	BSW5T2	DCC	Social Policy and Social Legislation	100	80	20	40	3.0	03
3	BSW5T3	DCC	NGO and Project Management	100	80	20	40	3.0	03
4	BSW5T4	DSE	Indian Society & Social Problem	100	80	20	40	3.0	03
5	BSW5T5	DSE	Psychology: Human Development	100	80	20	40	3.0	03
6	BSW5P1	DCC	Social Work Practicum & Group Research Project	100	--	20*	40	06	12

\*Internal Viva-Voce

-- CIE: Continuous Internal Evaluation


  
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**Bachelor of Social Work (BSW) Semester – V**

### Paper – I (5T1)

## Integrated Social Work Practice

(Discipline Core Course)

**Learner's Objectives:**

- Develop a holistic understanding of social work practice.
- Develop critical understanding and application of approaches.
- understand characteristic, Systematic relationships and dynamic of integrated practice
- Develop the ability to formulate a framework and Enhance capacity to identify the goals of the profession.

**Unit 1- Conceptual Framework of integrated social work:**

Concept and characteristics of integrated social work. Need, Importance and essential elements of integrated social work practice. Values and ethics of integrated social work practice.

## Unit II – Integrated social work practice:

Client system, the clients' problem, process and phases in integrated social work  
Practice (induction, core and ending phase)

## Unit III – Approaches to integration:

Systems approach, Ecological approach and holistic approach, empowering approach.

## Unit IV – Integrated Social Work in Practice:

Biodiversity, Disaster Management, Environment, Jal-Jungle-Jameen and



Unconventional Energy Sources, Water and land pollution, Farmers Suicide.

**Assignments:** Exposure visits, Case Study presentation, Impact analysis survey of integrated social work in practice. Community mapping, Identification of problem and intervention, Need based research, Use of community resources (any one from Four)

**References:**

1. Barbork G.A. (1972), The Divine plan, Adyar, Chennai, India: The Theosophical Publication House (Third Ed.)
2. Bartlett, Harriett. (1970) The Common base of Social Work Practice, National Association of social Workers, 2 Park Avenue, New York, N.R.
3. Connaway Ronda S. and Gentry Martha E. (1988) Social Work Practice, New Jersey: Prentice Hall.
4. Goldstein, Howard, (1973), Social work Practice: A Unitary Approach, Columbia: University of South Carolina Press.
5. Hohanson Louise C. 1983 A Generlist Approach, (Third ed) Boston: Allyn and bacon.
6. Lippit, R.J. Watson, and B. Westley. (1958) the Dynamic of Planned Change, New York: Harcourt, Brace World.
7. Persons Ruth, J., Jorgensen J.D.HernandezSantos H. (1994), the Integration of Social Work Practice, California: Books Cole.
8. Pincus, Allen and Minaham. (1973). Social Work Practice: Model and Method, Illinois: F.E. Publishers Inc.
9. Specht, Harry and Peacock Anne. Integrating Social Work Methods, London: Georgw Allen and Unwin.
10. Swamy Chinmayananda (2000). AtmaBodha- A Commentary of Swami Chinmayan Mumbai Central Chinmaya Mission Trust – 400027: pg: 22-38.

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12. Younghusband, E. (1967), Social Work and Social Calues, Vol.III, London: George Allen.
13. पांगुळ-वारहाते ( 2015) समाजकार्य विचारधारा: सिध्दांत आणि व्यवहार, नागपूर: आर बी प्रकाशन

**Bachelor of Social Work (BSW) Semester – V**

**Paper – II (5T2)**

## Social Policy & Social Legislation

(Discipline Core Course)

**Learner objectives:-**

1. To understand the social policy knowledge.
2. To develop social legislation approach to the learner.
3. To learn the various law for the society.

**OUTCOMES:-**

1. Learner have knowledge about social legal
2. Learner to develop Awareness approach to the society.
3. Learner to learn of the various policy of the Government.

### Unit 1 – Social Policy:

Concept of social Policy, Relationship between social policy and social development.

Value underlying social policy, Social policy for marginal class, Social Policy in changing society.

## Unit 2 – Social Policy & Development:

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Social policy and social work intervention, importance of social policies for development woman and child and vulnerable groups.

### Unit 3 – Social Legislation:

Concept, need, importance and objectives of social legislation, role of public hearing for the formation of social legislation. Social Legislation and role of social worker in legal assistance.

### Unit 4 – Introduction to legal safeguards (introduction, salient features and only main provision):

The code of Criminal Procedure Code 1973, Indian penal code, UN declaration of Human Right 1948 (UDHR) public interest litigation, Free legal Aid services: Lok-Adalat, Meditaion, Right to information Act 2005, Right to Education Act 2009, The Local and Lokayukata Act 2013. Domestic violence Act 2005, Juvenile Justice (care and protection of children) Act 2015.

**Assignment:** Visit to family court, Juvenile Justice Board, Legal Authority. Presentations, Discussion, workshop, Interface with field knowledge people.

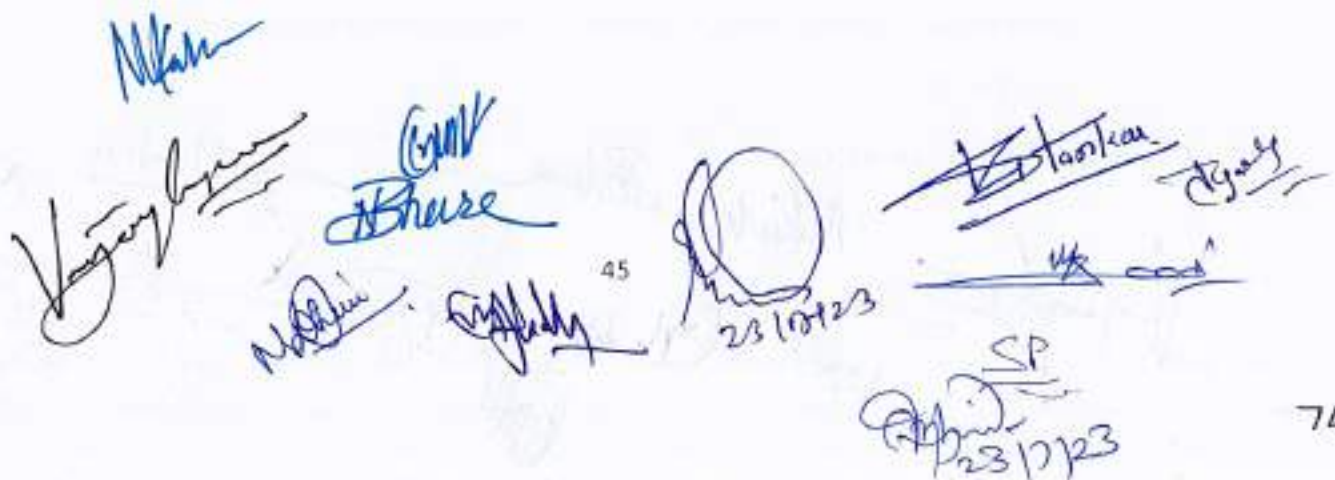
### References:

- Aranha T., Social Advocacy & perspective of social wor, Bombay: college of social work.
- Bhanti R. (1993) social policy and development in Rajasthan Udaipur: Himanshu Publication.
- Bulmer M.elt., (1989) The Goals of social policy, London Unwind Hyman.
- Government of India. (1973) Report of Legal Aid Committee.
- Hebsur R.K. (Ed) Social Intervention for Justice. Bombay: TISS
- Iyer V.R.K. (1980). Some Half Hidden aspect of Indian Social Justice. Lucknow: Eastern Book Company.

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- Iyer V.R.K. (1984), Justice in world and justice in deed for Depressed classes New Delhi: Indian Social Justice.
- Iyer V.R.K. (1981) Law Versus Justice: proble and solution, New Delhi: Deep and Deep.
- Iyer V.R.K. (1980) Hustice and Beyond, New Delhi: Deep and Deep
- Kulkarni P.D. (1979) social policy and social development in India, Madras Association of school of social work in India.
- Khanna H.R. (1980) The Judicial System, New Delhi: H.P.A.
- Madison B.Q. (1980), The Meaning of social policy, London: Croom Helm.
- Mathur K. Bjorkman, Top policy makers in India, New Delhi: Concept Publishing co.
- Mullard M. and Spiker (1998) Social Policy in changing society, London: Routledge.
- Peak K.J. (1998) Justice Administration police, courts and Correction, New Jersey: prentice Hall.
- Rastogi P.N. (1992) Policy Analysis and problem solving for social system, New Delhi: sage publication.



## **Bachelor of Social Work (BSW) Semester – V**

### **Paper – III (5T3)**

### **NGO and Project Management**

#### **(Discipline Core Course)**

#### **Learner objectives:-**

1. Develop an understanding about non-governmental organizations.
2. Acquire skills and competence in managing NGOs.
3. To develop basic understanding in entrepreneur skills.
4. To understanding about project proposal formulation.

#### **LEARNER OUTCOMES:-**

1. Able to understand the basics of entrepreneurial skills by learning the functioning of an NGO.
2. Learning to establish and register an NGO.
3. Understand the project formulation and management.

#### **Unit 1 – Conceptual Framework of NGOs:**

Voluntary initiatives in India: Pre/Post independence phase NGOs: Concept, characteristics, nature, forms relationship between government and NGOs and their interface.

#### **Unit 2- Establishing an NGO:**

Salient features of legal provisions. The societies registration act, 1860. The Indian Trust Act, 1882 and the Companies act, 1956. Registering an NGO: Formation of Society and Registration process under appropriate legislation.

### Unit 3- Management of NGOs:

Organizational Planning: Vision, mission, goals, formulation of objectives & strategies. management and functions of NGOs: Recruitment, selection, induction & placement, training & development, employee remuneration motivation.

### Unit 4- Project Implementation, Monitoring and evaluation project formulation:

Types, stages and factors affecting Project. **Implementation:** Mobilization of resources. fund raising and grant-in-aid Project monitoring and evaluation.

### References:

1. Edwards, M.R. (2002). The Earthscan Reader on NGO Management. London: Alan Fowler.
2. Horton, D. & Anastasia, A. (2003). Evaluating Capacity Development. Canada: International Development Research Centre.
3. Levis, D. (2001). The Management of NGO Development Organization; An Intreoduction. London: London; Routledge.
4. Norton M. & Murry C. (2000). Getting Started in Fund Reasing. New Delhi: sage Publiacation Pvt. Ltd. Compulsory Readings:
5. Abraham, A. (2011) Formation and Management of NGOs. Delhi, India. Universal law Publishing Co.
6. Ketter, P.M., Moroney, R.M., & Martin L.L. (2017): Designing and Managing Programs: An Effectivess based Approach (5<sup>th</sup> Ed). Thousand Oaks: Sage Publications.
7. Padaki, V. & Vaz, M. (2004). Management Development and Non-Profit Organization. New Delhi: Sage Publication.

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8. Pamecha, V.K. (2012). Project Proposal Formulation & Funding of NGOs & NPOs in India. New Delhi: Jain Book Agency. Additional Readings.
9. Coley, S.M. & Schein, C.A. (1990). Proposal Writing (Sage Services Guides). New Delhi: Sage Publications.
10. Chandra, S. (2001). NGO: Structure, Relevance and Functions. New Delhi: Kanishka Publishers.
11. Chowdhary, S. (1990). Project Management. Delhi: Tata McGraw-Hill.
12. Dareawala, N.H. (2004). The Art of Successful Fund Raising. New Delhi: CA
13. Mukharjee, K.K. (1999). A Guide Book for Strengthening Voluntary Organization. Ghaziabad, India: Gram Niyojana Kandra.
14. PRIA. (2001). Defining Voluntary Sector in India: Voluntary Civil or Non- profit. New Delhi: Participatory Research in Asia- PRIA.
15. PRIA, (2001). NGOs in India: A Critical Study, Delhi: PRIA.
16. Save the Children. (2006). Toolkit: A Practical Guide of Planning, Monitoring, Evaluating and Impact assessment. London, UK: Save the Children.

## **Bachelor of Social Work (BSW) Semester – V**

### **Paper – V (5T4)**

#### **Indian Society & Social Problem**

##### **(Discipline Specific Elective)**

#### **Objectives:**

1. An impression about the basic composition of Indian Society.
2. To get a scientific insight about the social stratification.
3. To understand the various social problems and its impact on the society, conceptualize for gender.
4. To develop the clarity about social issues and challenges in social work field.

#### **Unit 1 – Indian Society & Social Structure:**

Tribal, Rural, & Urban Community: meaning, nature, characteristics. Social Structure; Meaning, Characteristics, Elements, Norms and Values, Status and Role.

#### **Unit 2 – Social Stratification and Social Mobility:**

Social Stratification: Meaning, Functions and dysfunctions, caste system. Social mobility; Concept, Class system,

#### **Unit 3: Introduction of Social Problem.**

Social Problem; Concept, Characteristics, cause, gender inequality; Effect of Population Explosion, Poverty; Meaning, Poverty as a positive feedback system, cause, poverty – Marxian perspective,

#### **Unit IV: Emerging Social Problem.**

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Domestic Violence, Suicide, Problems of elderly, Cyber Crime, Delinquency; Meaning, LGBT  
Q+ :- Meaning Characteristics & Causes

**Assignment:** Seminar, presentation, assignments and Field Visit on the related to the course contents.

**Recommended Readings:**

- Ahuja, Ram, (1997), Social Problem in India, Rawat Publications.
- Ali, A.F. Iman (1992) Social Stratification Among Muslim-Hindu Community, New Delhi: Commonwealth Publishers.
- Agalave Pradip & Agalave Saroj (2018) Social Problems in India, Nagpur:Shri Sainath Publication, Nagpur
- Bhatnagar, Ved (1998) Challenges to India's Integrity: Terrorism, Casteism, Communication, New Delhi: Rawat Publication.
- Bhusan, Vidya & Sachdeva, D.R. (2000) An Introduction to sociology, Allahabad: Kitab Mahal.
- Bhange, Vijay, Indian social Problem, STYM Publisher & Distributors, Jaipur.
- C N Shankar Rao. 2001, Sociology Primary Principles, S, Chand & Company Ltd.
- Daydar, Bhau; Sociology: Themes and Perspectives. Shri Sahitya Kendra, Nagpur.
- Desai, A.R. (1978, reprinted 1994) Rural Sociology in India, Bombay: Popular Prakashan.
- Durkheim E., 1952, Suicide, London, Routledge, Book.
- Ghode R.N., and Bhau Daydar, Sociology: Basic Concepts, S. Spectrum Publication, Nagpur.
- Harlambos Michael, martin Holborned Robin Heald. 2000, Sociology: Themes and Perspectives.
- Jayaram, N., Introductory Sociology, Macmillan India. Madras, 1988.
- Kanholkar K.P., 2022, Indian Social Problem and Movement, Omsai Publishers and Distributors.
- Madan, G.R. 2002 (revised edition) Indian social Problem, Mumbai: Allied Publishers Pvt. Ltd.
- Singh, Yogendra: Ideology and Theory in Indian Sociology, New Delhi: Rawat Publication.



Vaidya, N.S., samajshashtra, Vidya Prakashan, Ruikar marg, Nagpur.

Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002.

पांगुळ-वारहाते ( 2023) भारतीय सामाजिक समस्या, नागपूर: आर बी प्रकाशन

## **Bachelor of Social Work (BSW) - Semester – IV**

### **Paper – V (5T5)**

### **Psychology: Human Development**

#### **(Discipline Specific Elective)**

#### **Learner objectives:**

1. To understand the fundamental components of human development.
2. To Gain insight into factors contributing to development of Human development.
3. To understand Growth and development of individual at various stages in the life span.
4. To Gain knowledge about various psychological disorders related with developmental stage.

**UNIT I: Life Span Development-** introduction, assumptions of life span perspective, Role of Heredity and Environment in Development, Principles of Development, distinction between growth and development, Stage of development.

**UNIT II: Theories of Human Development:** Freud's Psycho-Sexual Development theory; Erikson's psycho-social Development theory, Maslow's Self Actualization theory, Bronfenbrenner's ecological approach.

**UNIT III: Stages of Development:** Infancy- emotional and cognitive development, Childhood- Language development, search for Identity, Adulthood- Vocational and Marital adjustment, Old Age: problems.

**UNIT IV: Developmental Disorders-** ADHD and Learning Disability- symptoms, Etiology and management, Behavioral problems in children – Etiology and types, Alzheimer's disease and dementia – symptoms, Etiology and management.

**Assignment:** Any One Test from- Stress/ Anxiety/ Life satisfaction or Seminar on ANY ONE topic of the syllabus.

**Note:** Students are required to administer the tests on adolescents/youth/self and old age groups individually and submits a test report under the supervision of Head, Dept. of Psychology of the college.

**References:**

1. Baltes P.B. (1978), ed., Life Span Development and Behaviour, New York, Academic Press.
2. Bronfenbrenner U. (1979) The Ecology of Human Development, Cambridge, Harvard University Press.
3. Chowdhary D.P. (1992) Aging and aged, New Delhi, Inter India Publications.
4. Hurlock, Elizabeth (2001) Developmental Psychology-A life Span Approach, New Delhi: Tata McGraw Hill Publishing Co. Ltd.
5. Hurlock, Elizabeth (1976) Personality Development. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
6. Sieglerman C.K and Shaffer D.R (1995), Life Span Human Development, California, Brooks/Cole Publishing Company.
7. Santrock J.W. (2006) Life Span Development, 4th ed., University of Texas, McGraw Hill
- 8<sup>०</sup> जायसवाल व लाल विकासात्मक मनोविज्ञान
- 9<sup>०</sup> सपरा रेखा, मानव विकास नई दिल्ली
- 10<sup>०</sup> वैकासिक मानसशास्त्र कुमटेकर,बोरुडे,देसाई आणि गोळविलकर 2008 पुणे, विद्यार्थीगृह प्रकाशन.
- 11<sup>०</sup> कतरणी स्फूर्ती 2013 मानसशास्त्र मानवी वाढ व विकास श्री. साईनाथ प्रकाशन नागपुर

The bottom of the page features several handwritten signatures in blue ink. From left to right, there is a large signature, a smaller one, and another. In the center, there is a circular stamp with the number '52' inside. To the right of the stamp, there are more signatures, including one that appears to be 'SP' and another that looks like 'N. D. D.'. On the far right, there is a signature that looks like 'Sankar' and another that looks like 'Tyagi'. At the bottom right, there is a date stamp '23/10/2022' and a signature.

**Total credits- 21**

S. N.	Paper	Domain	Subject	Total Marks	University Theory Exam.	CIE Marks	Minimum Passing Marks	Credit	Weekly Hrs
1	BSW6T1	DCC	Counseling Skills for Social Work	100	80	20	40	3.0	03
2	BSW6T2	DCC	Indian Constitution	100	80	20	40	3.0	03
3	BSW6T3	DCC	Environmental Social Work and Disaster Management	100	80	20	40	3.0	03
4	BSW6T4	AECC	Marathi/ Hindi/ Supplementary Eng.	100	80	20	40	3.0	03
5	BSW6T5	AECC	English	100	80	20	40	3.0	03
6	BSW6P1	DCC	Social Work Practicum & Group Research Project	100	--	20*	40	6.0	12

### Internal and \*External Viva-Voce

- - CIE: Continuous Internal Evaluation

Bachelor of Social Work (BSW) Programme - Total Credit: 126



## Bachelor of Social Work (BSW) Semester – VI

### Paper – I (6T1)

### Counseling Skills for Social Work

#### (Discipline Core Course)

#### Learner Objectives:

1. To get a comprehensive knowledge of counseling as an essential intervention strategy for social work practice.
2. To acquire the knowledge about skills in the practice of counseling
3. To understand the processes of adjustment and non-adjustment and human behavior.
4. To understand the psychopathology and its impact on human behavior and
5. To gain an understanding about practice of counseling indifferent settings.

#### UNIT 1: Counseling-

**Counseling-** Meaning, Definition & Need, Process, goals and Outcome goals, Stages in counseling process, Psychotherapy and psychiatry, Concepts of Guidance, Qualities of an effective counselor, Skills and Techniques used in counseling.

#### UNIT 2: Therapeutic Approaches-

Psychoanalytical approach, Behavioral approach, CBT, Eagan's three stage model of Counseling, Transactional Analysis (TA)

#### UNIT 3: Areas of Counseling-

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Counseling in School, Vocational selection. Premarital counseling and Marital counseling, Counseling in family, Correctional setting, Medical and Psychiatric setting, Suicidal persons and Geriatrics.

#### **UNIT 4: Understanding Psychopathology-**

Adjustment and Maladjustment, Normality and Abnormality

Neurotic Disorders: Anxiety, OCD, Hysteria, Phobia – Symptoms and Etiology

Psychotic Disorder: Schizophrenia, Mood disorders - Symptoms and Etiology

#### **Assignment:**

Seminar/ Case presentation based on any one approach under the supervision of Head of the department of Psychology in the college.

#### **REFERENCES:**

1. Chandrashekhar, C.R.(1999), A Manual on Counseling for Lay – Counselors, (Ed.) banglore, Prasanna Counseling Centre.
2. Dave, Indu, (1983), The basic Essentials of Counseling, New Delhi: Sterling Publishers Pvt., Ltd.
3. Fuster, J.M. (2000) Personal Counseling, Eighth Updated Edition, Mumbai, Better Yourself Books.
4. Gladding, S.T. (2012), Counseling: A Comprehensive Profession. (7<sup>th</sup> ed). Prarson
5. Kottler, J.A. & Shepard, (2008) Counseling Theories and Practices, New Delhi, Brooks/Cole, Cengage learning.
6. Narayana Rao s. & Sahajpal P. (2013), Counseling and Guidance, 3<sup>rd</sup> ed. New delhi, McGraw Hill education (India) Private limited.
7. Patri, Vasanta (2001): Counseling psychology, New Delhi, Authors Press
8. Rao, S.N. & Sahajpal, P. (2013) Counseling and Guidance, New Delhi: Tata MHill.
9. Seligman, L & Reichenberg, L.W. (2010). Theories of Counseling and Psychotherapy: Systems, Strategies and skills. 3<sup>rd</sup> Ed. Indian reprint: Pearson.

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*Vijay Kumar*

*Bhure*  
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*Engle*

*23/07/23*  
*23/07/23*  
*SP*

10. Gerald Davidson, John neale, Abnormal Psychology ISBN-13- 978111801849,

ISBN-10-1118018494

11. पवार बी.एस, आणि चौधरी जी, बी 2012 समुपदेष्टन मानसशास्त्रए जळगांव, प्रशांत  
पब्लिकेशन

## **Bachelor of Social Work (BSW) Semester – VI**

### **Paper – II (6T2)**

### **INDIAN CONSTITUTION**

#### **(Discipline Core Course)**

#### **Learner Objectives:**

1. To understand the history and psychology of Indian Constitution.
2. To know the nature, power and status of Indian Constitution.
3. To know the Indian Constitution for social development and social work intervention.

#### **Learning Outcomes:**

The student will be able to understand the Indian Constitution.

The students can understand the power and status of the Indian Constitution.

The students will be able to practice the effective implementation of the Indian Constitution for social welfare.

**Unit I: History of Indian Constitution:** Brief history of the Indian Constitution, drafting committee, philosophy of the Indian constitution.

**Unit II: Introduction of Indian Constitution:** Foundation of the constitution, Concept of Indian Constitution, preamble, the fundamental rights, duties, directive principles of State Policy in Indian Constitution.

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**Unit III: Indian Constitution and Social Development:** major features of the Indian Constitution, importance of the constitution, implementation of fundamental rights and directive principles of State Policy, relationship between social policy and constitution and role social work intervention.

**Unit IV: Constitution Power and Status:** The role of president of India, constituent assembly, National emergency, financial emergency, power & citizenship, democracy, local self government, parliamentary form of government in India.

**Assignment** – Visit to Family Court, Juvenile Justice Board, legal Authority, Presentations, discussions, workshop, interface with field experts,

**References:**

1. Aranha T., Social Advocacy – Perspective of Social Work, Bombay: College of Social Work.
2. Bhanti R. (1993), Social Policy and Development in Rajasthan Udaipur: Himanshu Publication.
3. Bulmer M.elt., (1989), The Goals of Social Policy, London: Unwin Hyman.
4. Hebsur R.K. (ed), Social Intervention for Justice, Bombay: TISS
5. Desai A.E.(ed), (1986), Violation of Democratic in India, Vol. No. 1
6. Dr. J.N. Pandey, Constitutional Law of India, Central law Agency.
7. Government of India, (1973) Report of The legal Aid Committee.
8. Iyer V.R.K., (1980), Some Half Hidden aspect of Indian Social Justice, Lucknow: Eastern Book Company.
9. Iyer V.R.K., (1984), Justice in World and Justice in Deed for Depressed classes, New Delhi: Indian Social Institute.
10. Iyer V.R.K., (1981), Law versus Justice: Problem and Solution, New Delhi: Deep and Deep
11. Iyer V.R.K., (1980), Justice and Beyond. New Delhi: Deep and Deep

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## Bachelor of Social Work (BSW) Semester – VI

### Paper – III (6T3)

#### ENVIRONMENTAL SOCIAL WORK AND DISASTER MANAGEMENT

#### (Discipline Core Course )

##### Learner Objectives:

- Develop an Understanding of problems arising out of environmental degradation and globalization.
- Study the role of social work practice in tackling environmental issues and disaster management.

##### Unit 1 Concepts: Environment & Ecology -

The Interrelatedness of living organisms and natural resources: Political Ecology – a frame work for understanding sources and political ramifications of environmental change.

Global Environmental Crisis and its linkages to the development process Global warming, Environmental Politics and Resource Development regimes: Sustainable development- Management & Conservation change.

##### Unit 2 State of India's Environment-

Waste Management, Pollution – Air, Water, soil, Noise; Laws related to environment,

Social Work and Environment – Environment Education, Environment ethics, Promotion Environment Movements, Environment Management – EIA.

##### Unit 3 Disaster:

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Definition, Natural and Human made disasters; multiple causes & effects. Stages of Disaster, Development and Disaster, Preventive Measures.

#### Unit 4 Disaster Management-

Disaster Management Stages- rescue, relief, reconstruction & rehabilitation. Role of Government, National Disaster Management Policy-2009, Role of Voluntary organizations.

#### References:

- 1) Aggarwal, Nomita, (2003) Social Auditing of Environmental laws in India.
- 2) Bharucha, Erach, (2005) Text book of Environmental Studies for Undergraduate Courses
- 3) Benimadhab Chatterjee, (2003) Environmental Laws: Implementation problem and perspectives
- 4) Gulia, K.S. (2004), Geneses of Disasters: Ramifications and Ameliorations
- 5) Dasgupta, Rajdeep (2007) Disaster Management and rehabilitation
- 6) Rajagopalan, R. (2009) environmental Studies: From Crisis to Cure
- 7) Shukla, S.K. and Srivastava, P R (1992), Human Environment: An Analysis.
- 8) Shukla, S.K. and Srivastava, P R (1992), Environmental Pollution and chronic diseases
- 9) Goel, P.K. (1996), Environmental Guidelines and Standards in India
- 10) Sharma, J.P., (2004), Comprehensive Environmental Studies
- 11) Rajesh Dhankar (2006), Environmental Studies
- 12) Panday, P.N. (2010), A Text book of environmental Pollution.

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SP  
23/07/23  
23/07/23

**Bachelor of Social Work (BSW) Semester VI**

**Paper-IV(BSW 6T4)**

**AECC: Ability Enhancement Compulsory Course**

**विषय : मराठी**

गुण: 80

बी. एस. डब्ल्यू. सत्र - ६

**उद्दिष्टे :**

१. साहित्याच्या माध्यमातून विद्यार्थ्यांत सेवाभावी दृष्टी निर्माण करणे.
२. समाजसेवेची व देशभक्तीची भावना निर्माण करणे.
३. समाजकार्यात अग्रेसर संस्थांच्या कार्याची ओळख करून देऊन त्यांच्यात व्यावसायिक समाजकार्यकर्त्यांची प्रेरणा निर्माण करणे करणे.
४. पर्यावरणाविषयी जागरूकता निर्माण करणे.
५. आधुनिक काळातील विविध भाषाकौशल्याचे ज्ञान देणे.
६. विद्यार्थ्यांची लेखन कौशल्ये विकसित करणे व त्यांना रोजगाराभिमुख बनविणे.

**घटक क्रमांक - १ गद्य विभाग**

१. भूतकाळाच्या पारंब्या - श्री.म. माटे
२. आम्ही भारताचे लोक - यशवंत मनोहर
३. कशासाठी जगतो आहोत आम्ही ! - वि. वा. शिरवाडकर

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23/04/23

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४. सेवा - शिल्पा दातार

५. तरुण भारत संघ - विजय चव्हाण

घटक क्रमांक- २ पद्य विभाग

१. साजिरी मराठी - फादर स्टीफन्स

२. तू गेल्यावर - वा. भ. बोरकर

३. माय - वामन निंबाळकर

४. माझ्या मित्रा - अरुणा ढेरे

५. शिवराय आणि बालवीर - वा. भा. पाठक

घटक क्रमांक- ३ कौशल्याधारित व्यावहारिक मराठी

१. स्मरणिका संपादन

२. ग्रंथपरीक्षण - सुजाता शेणई

३. इंटरनेट आणि मराठी भाषा व साहित्य - डॉ. नंदकुमार मोरे

घटक क्रमांक- ४ समाजसुधारक

१. महाराज सयाजीराव गायकवाड - वावा भांड

२. कर्मयोगी संत गाडगेबाबा - डॉ. मनोज तायडे

३. एकोणिसाव्या शतकातील दीपस्तंभ महात्मा जोतीराव फुले - चंद्रकांत घुमटकर

घटक क्रमांक- ५ अंतर्गत मूल्यमापन

१. स्वाध्याय

२. वाक्प्रचार, म्हणी व सुभाषिते यांवर मौखिक परीक्षा

३. शुद्धलेखन चाचणी

### संदर्भसूची

#### अ) पाठ्यपुस्तक

(राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठ, नागपूर

बी.एस.डब्ल्यू. अभ्यासक्रमासाठी आवश्यक मराठी विषयाची पाठ्यपुस्तके)

१.  २.  ३.  ४.  ५.  ६.  ७.  ८. 



१. भाषावैभव भाग- ३, विजय प्रकाशन, नागपूर, प्रथमावृत्ती २०२२

ब) संदर्भग्रंथ सूची

१. भाषावार प्रांतरचना आणि मराठी : काही परिप्रेक्ष, संपा. रमेश वरखेडे, साहित्य अकादेमी, नवी दिल्ली, प्रथमावृत्ती,

२०१४.

२. महाराष्ट्रातील समाजप्रबोधनाचे प्रणेते, चंद्रकांत घुमटकर, स्नेहवर्धन प्रकाशन, पुणे, प्रथमावृत्ती, २००७.

३. व्यावहारिक मराठी, लीला गोवीलकर, स्नेहवर्धन पब्लिशिंग हाऊस, पुणे, आवृत्ती, २००४

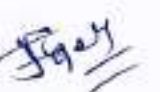
४. व्यावहारिक मराठी - ल.रा. नसिराबादकर, फडके प्रकाशन, कोल्हापूर, आठवी आवृत्ती, २००८.


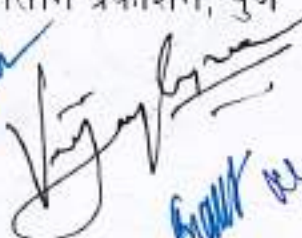

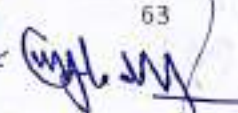



५. मराठी लेखन मार्गदर्शिका, यास्मिन शेख, शुभदा - सारस्वत प्रकाशन. पुणे, सुधारित दुसरी आवृत्ती १९९९.

६. मराठी शुद्धलेखन प्रदीप, लेखक - मो. रा. वाळंबे, नितीन प्रकाशन, पुणे, सुधारित आवृत्ती, ऑक्टोबर २०१८.

७. मराठी शुद्धलेखन प्रदीप, मूळ लेखक मो. रा. वाळंबे, संपा. अरुण फडके, नितीन प्रकाशन, पुणे, सुधारित दुसरी

आवृत्ती, २०००.

८. सुगम मराठी व्याकरण व लेखन शब्दरत्न, मुख्य संपादक वैशाली कालेंकर,  नितीन प्रकाशन, पुणे

       63 23/07/23 23/07/23 92

९. सुगम मराठी व्याकरण व लेखन, मो. रा. वाळंबे, नितीन प्रकाशन, पुणे, सुधारित आवृत्ती, २००९.

१०. शब्द दिठी शब्द मिठी, मा. गो. वैद्य, लाखे प्रकाशन, नागपूर, तृतीय आवृत्ती, २०११.

११. सुलभ भाषाविज्ञान, दत्तात्रेय पुंडे, स्नेहवर्धन पब्लिशिंग हाऊस, पुणे, दुसरी आवृत्ती, २००५.

१२. अध्ययनासाठी संवादकौशल्ये, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक, प्रथम प्रकाशन १९९२.

१३. भाषिक विनिमय तत्त्व आणि व्यवहार, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक, २००१.

१४. मराठी शब्दरत्नाकर, वा. गो. आपटे, प्रकाशक केशव भिकाजी ढवळे, मुंबई, सुधारित आवृत्ती, २००२.

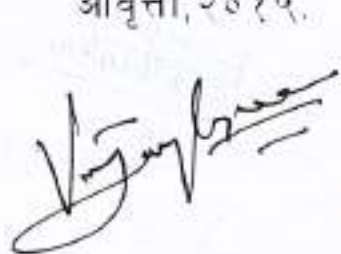
१५. प्रमाण लेखन नियमावली, भाषा संचालनालय, महाराष्ट्र शासन, मुंबई, पहिली आवृत्ती, पुनर्मुद्रण, २०१९.

१६. पदनाम कोश, भाषा संचालनालय, महाराष्ट्र शासन, मुंबई.

१७. शासनव्यवहारात मराठी, भाषा संचालनालय, महाराष्ट्र शासन, मुंबई.

१८. शोधनिबंधाची लेखनपद्धती, स.गं.मालसे, सुविचार प्रकाशन मंडळ, पुणे, पुनर्मुद्रण, १९९०.

१९. मराठी लेखन - कोश, संपा. अरुण फडके, अंकुर प्रकाशन, ठाणे, सहावी आवृत्ती, २०१५.









२०. व्यवहार शब्दावली (मराठी- इंग्रजी), भाषा संचालनालय, महाराष्ट्र शासन, मुंबई.

२१. सुलभ हिंदी- मराठी कोश, प्रकाशक - केशव भिकाजी ढवळे, मुंबई, अकरावी आवृत्ती, २०१८.

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समाजकार्य पदवी अभ्यासक्रम (बी.एस.डब्ल्यू.)

विषय : मराठी

अभ्यासक्रमाचे प्रारूप : सत्र , ३, ४, व ६ सत्रांकरिता अनिवार्य

घटक क्रमांक - १ गद्य विभाग

घटक क्रमांक - २ पद्य विभाग

घटक क्रमांक - ३ व्यावहारिक मराठी

घटक क्रमांक - ४ समाजसुधारक

घटक क्रमांक - ५ अंतर्गत मूल्यमापन

समाजकार्य पदवी अभ्यासक्रम (बी.एस.डब्ल्यू.)

विषय : मराठी

गुण विभागणी : सत्र , ३, ४ व ६

गद्य विभाग - २० गुण

पद्य विभाग - २० गुण

व्यावहारिक मराठी - २० गुण

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समाजसुधारक - २० गुण  
अंतर्गत मूल्यमापन - २० गुण  
एकूण गुण = १००

समाजकार्य पदवी अभ्यासक्रम (बी.एस.डब्ल्यू.)

विषय : मराठी

प्रश्नपत्रिकेचे स्वरूप : सत्र , ३, ४, व ६ करिता

वेळ - तीन तास

एकूण गुण - ८०

प्रश्न १ - अ - गद्य विभागावर आधारित दीर्घोत्तरी प्रश्न

१६

किंवा

गद्य विभागावर आधारित दीर्घोत्तरी प्रश्न

ब - गद्य विभागावर आधारित दीर्घोत्तरी प्रश्न

किंवा

गद्य विभागावर आधारित दीर्घोत्तरी प्रश्न

प्रश्न २- अ- पद्य विभागावर आधारित दीर्घोत्तरी प्रश्न

१६

किंवा

पद्य विभागावर आधारित दीर्घोत्तरी प्रश्न

ब - पद्य विभागावर आधारित दीर्घोत्तरी प्रश्न

किंवा

पद्य विभागावर आधारित दीर्घोत्तरी प्रश्न

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प्रश्न ३ - व्यावहारिक मराठीवर आधारित लघुत्तरी प्रश्न (सहापैकी चार प्रश्न सोडवा)

१६

प्रश्न ४ -समाजसुधारक घटकावर आधारित लघुत्तरी प्रश्न (सहापैकी चार प्रश्न सोडवा)

१६

प्रश्न ५- टिपणे लिहा.(प्रत्येकी २ गुण)

१६

१. गद्य विभागावर आधारित दोन प्रश्न
२. पद्य विभागावर आधारित दोन प्रश्न
३. व्यावहारिक मराठीवर आधारित दोन प्रश्न
४. समाजसुधारक घटकावर आधारित दोन प्रश्न

### Bachelor of Social Work (BSW) Semester – VI

बि.एस. डब्ल्यू – छह सत्र

हिंदी (वैकल्पिक) – 6 (6T4)

कुल अंक : 80

इकाई 1 – गद्य विभाग

1. आचरण की सभ्यता (निबंध) – सरदार पुर्णसिंह
2. चीफ की दावत (कहानी) – भीष्म साहनी
3. जीप पर सवार इल्लियां (व्यंग) – शरद जोशी
4. उसले कहा था (कहानी) – चक्रधर शर्मा गुलेरी

इकाई 2 – पद्य विभाग

1. तुलसी (पद)– तुलसीदास

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2. बिहारी (दोहे)– बिहारी
3. हिरोशिमा – अज्ञेय
4. वीर सावरकर – कुमार हरीष

#### इकाई 3 – प्रयोजनमुलक हिंदी

1. प्रारूपण : परिभाषा, आवश्यकता, महत्व एवं विशेषताएं, प्रारूप के मुख्य अंग, शैली एवं विधि
2. टिप्पणी लेखन : परिभाषा, प्रक्रिया, प्रकार, विशेषताएं

#### इकाई 4 – अन्य पाठ्यसामग्री

हिंदी साहित्यकारों का समाज सुधारक दृष्टिकोण

1. प्रेमचंद
2. सुर्यकांत त्रिपाठी 'निराला'

#### द्वुत वाचन

1. विकलांग श्रद्धा का दौर (व्यंग) – हरिशंकर परसाई
2. जागो फिर एक बार (कविता) – सुर्यकांत त्रिपाठी 'निराला'

#### अंतर्गत मुल्यांकन

संपूर्ण सत्र में उपस्थिती, सत्र के पाठ्यक्रम पर जांच परिक्षा, स्वयं के माता पिता की जीवनी लेखन

#### पाठ्यपुस्तक

साहित्य कुसुम, संपादक – डॉ. संतोश गिर्हे, डॉ. रामप्रकाश पांडे, डॉ. राजेंद्र मालोकर, डॉ. गजानन पोलेनवार, प्रकाशक – राधाकृष्ण प्रकाशन, दिल्ली.

#### आधार ग्रंथ

97

68

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व्यावहारिक हिंदी, रामकिशोर शर्मा, लोकभारती प्रकाशन, इलाहाबाद, प्रयोजनमुलक हिंदी: सिद्धान्त और प्रयोग दंगल झाल्टे, वाणी प्रकाशन, नई दिल्ली.

**Bachelor of Social Work (BSW) Semester – VI**

### Paper – IV (6T4)

### Supplementary English (Optional)

(Ability Enhancement Compulsory Course)

**Theory: 80**

Internal Assessment: 20

**Total Marks: 100**

## Unit I Prose (20)

**Course Objectives:**

### Reflections on Vital Issues:

To provide opportunities to ponder on pieces concerning some of the most crucial aspects of contemporary life.

To dwell of issues such as globalization, human rights and gender inequality.

To provide opportunity to think and assess their own views and responses on these social issues.

To sensitize the learners to various regional, national and global issues and motivate them to make constructive use of their knowledge.

**Modern Short Notes:**

To introduce prose and narrative technique of classic writers of global repute.

To acquaint social, cultural and other issues of other countries.

### Letter Writing in Email and CV/Resume:

Write clear and well structured professional emails.

To teach the skills of communicating digitally.

To teach to be clear and concise in Correspondence.

#### **Précis Writing:**

To teach the art of compressing without removing key ideas of the text.

To teach the art of fine editing

To teach the skill of being succinct.

#### **Essay Writing:**

To develop their creative thinking and enable their thought process which will help them to present themselves as a confident personality.

To develop their communicative skill through Essay writing and using their own vocabulary.

#### **Expansion of an Idea:**

To develop creative writing

#### **Course Outcome:**

By the end of the course the learners will be able to.

#### **Reflections on Vital Issues:**

Develop sensitivity on various national and global issues

Be able to assess various views and counter views on important issues.

Develop analytical skills by solving the exercises given at the end of each text.

Be able to take their reading skills at a higher level.

#### **Modern Short Notes:**

Be able to familiarize with different styles and techniques of narration.

Improve their vocabulary.

Be able to improve their own composition skills by reading the prose of classical writers.

### **Letter in email format and CV/ Resume**

Be skillful in official correspondence

Master the nuances of digital correspondence

### **Precis Writing**

Learn the art of fine editing

Learn the art of being precise and succinct

Learn to locate the key ideas in a text.

### **Essay writing**

Will develop the art of composition

### **Expansion of an Idea**

Will develop the art of creating writing

### **Prescribed Book: Reflections on Vital Issues Ed. P.J. George (Orient Blackswan)**

1) Stigma, shame and Silence – Kalpana Jain

2) Joothan – Omprakesh Valmiki

3) Girl – Jamaica Kincaid

4) Why I want a Wife – Judy Brady

### **Unit II Poetry (20)**

1) Kakahandi – Jagannath Prasad Das

2) Telephone Conversation – Wole Soyinka

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### Unit III: Short Story (20)

Modern short stories – A Reader (S.Chand and company Limited)

- (i) The Rocking Horse winner by D.H. Lawrence
- (ii) The doll's House by Kathrine Mansfield
- (iii) The Man from Kabul by Rabindranath Tagore
- (iv) The Barber's Trade Union by Mulk Raj Anand

### Unit IV Applied Language Skills (20)

Writing an Essay on a Social Issue

Expansion of an Idea (20 Marks)

### Unit V Applied Assessment (20 Marks)

Review of a book (preferably of any abridged classical novel) - (20 Marks)

#### Recommended Books:

Learners Grammer and composition by N.D.V. Prasad Rao (S. Chand and Company Ltd.)

English Grammer, Composition and Usage by J.C. Nesfield (Macmillian India Ltd.)

Writing skills – Anne laws (Orient blackwan)

### Pattern of Question Paper

Full Marks: 80

Time: 03 Hours

Q.1. (A) Long Answer Question based on first two lessons from Unit I to be attempted in about 150 words. (One out of two) – 10 Marks

(B) Long Answer question based on last two lessons from Unit I to be attempted in about 150 words. (One out of two) – 10 Marks

Q.2. (A) Long answer Question based on the poems from Unit II to be attempted in about 150 words. (One out of two) – 10 Marks

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(B) Two Short Answer question out of four with internal choice based on the poems to be attempted in about 150 words. (two out of four) – **10 Marks**

Q.3. (A) Long Answers Question from first two short stories from Unit III to be attempted in about 150 words. (One out of two) – **10 Marks**

(B) Long Answer question from last two short stories from Unit III to be attempted in about 150 words. (One out of two) – **10 Marks**

Q.4, write an Essay on the given topic in about 300 words, **10 Marks**

Q.5. Expand the following Idea/ Proverb in your words. 10 Marks

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Bhure  
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Ganesh  
Rajendra  
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## **Bachelor of Social Work (BSW) Semester – VI**

### **Paper – V (6T5)**

#### **Compulsory English**

#### **Effective English -II**

#### **(Ability Enhancement Compulsory Course)**

Theory: 80

Internal: 20 Marks

Full Marks: 100

#### **OBJECTIVES OF THE PROGRAMME:**

1. To enable the students to use listening, speaking, reading and writing skills effectively.
2. To make the students enjoy and appreciate different literary genres.
3. To enhance aesthetic values among students.
4. To acquaint the students with duties and responsibilities of an ideal citizen.
5. To listen with comprehension to lectures, news bulletins, conversations, etc.
6. To write neat and correct reports with appropriate vocabulary.
7. To Develop technical knowledge of report writing.

#### **PROGRAMME OUTCOME:**

1. Students will be able to develop their literary and aesthetic sensibilities.
2. Students will adopt correct report writing skills.
3. Students will gain the art of spoken English

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- Vijay Kumar
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- 23/04/23
- 23/5/23



**TextBook Prescribed: 'Oasis', An analects of Prose Poetry, A Textbook for College students**  
(Macmillan) Ed, By Dr. Madhukar Nikam, Dr. Rajesh Waigaonkar, Dr. Nandita Mane, Dr. Ram Savanekar, Dr. Aachal Mundafale, Dr. Tushar Watkar.

**Unit – I: Prescribed Lessons: -**

**20 Marks**

1. The Task of education – Vinoba Bhave
2. Wild Flower – Amrita Pritam
3. India's Contribution to Worlds Unity - Arnold Toynbee

**Unit – II: Prescribed Poems: -**

**20 Marks**

1. Poet, Lover, Birdwatcher – Nissim Ezekiel
2. All the World is a Stage – William Shakespeare
3. The Road Not Taken – Robert Frost

**Unit – III: Basic Communication skills: -**

**20 Marks**

Prescribed Book: English Communication by Madhumita Chakraborty, Sumita Puri and Jakhar Dahiya, Pub. Macmillan Education

1. Language of Communication
2. Oral Communication
3. Group discussion
4. Interview

**Unit – IV: Writing Skills: -**

**20 Marks**

1. Application for Job Letter
2. Resume Writing
3. Journalistic Report Writing
4. Official Report Writing

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**Unit – V: Internal Assessment Conversational Skills: -**

**20 Marks**

'Step Up II – Improve Your English Ed. By Ajiet Jachak, Swapril Dahat and Renuka Roy  
(Foundation Books)

Internal Assessment will be based on:

**A) Assignment –**

**10 Marks**

1. Apologizing and Responding to Apology
2. Congratulating and Responding to Congratulations
3. Developing Vocabulary
4. Reading Newspaper
5. Summarizing News Articles

**B) Viva-Voce**

**10 Marks**

**Recommended Books:**

1. Strengthen Your Writing by V.R. Narayanswamy (Orient Longman)
2. Written Communication in English by Sarah Freeman (Orient Longman)

**Pattern of Question Paper**

**Time: 3 Hours**

**Full Marks: 80**

Q.1. (A) Three SAQs with internal choice to be answered in about 75 words each from Unit I

(Prescribed lessons)

$3 \times 5 = 15$

(B) Five very short answer questions on Unit I (prescribed lessons) to be answered in one or two sentences each

$5 \times 1 = 05$

Q.2. (A) Three SAQs with internal choice to be answered in about 75 words each from Unit II

(Prescribed Poems)

$3 \times 5 = 15$

(B) Five very short answer questions on Unit II (prescribed lessons) to be answered in one or two sentences each

$5 \times 1 = 05$

Q.4. (A) writing an application for job

$$1 \times 10 = 10$$
$$1 \times 10 = 10$$

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RASHTRASANT TUKDOJI MAHARAJ NAGPUR UNIVERSITY

SCHEME OF EXAMINATION

FOR

SOCIAL WORK PRACTICUM

BACHELOR OF SOCIAL WORK (CBCS)  
SEMESTER PATTERN

W.E. FROM ACCADEMIC SESSION 2022-2023

Onwards

  
23/07/23

  
23/07/2023



  
23/07/23






  
23/07/2023





  
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**Examination leading to Degree of Bachelor of Social Work**  
**Detailed note regarding BSW Semester-I**  
**Social Work Practicum**

- | Sr. No. | Components  | Marks         | Days |
|---------|---|---------------|------|
| I       | Orientation   | 05            | 02   |
| II      | Structure laboratory Experience (05 Sessions)<br>(Working with self-defeating habits. Emotional release through self-expression. Observation, Listening and stress management.) | 10            | 05   |
| III     | Observational Visits (05)   | 15            | 05   |
| IV      | <b>Concurrent Practice Learning.</b>  | 50            | 16   |
|         | (School setting & Welfare organization setting)   |               |      |
|         | i) Working with Individuals (02)<br>Case work Summery Report.   | 20<br>05      |      |
|         | ii) Working with Group.<br>(Group Formulation, Group Study)<br>Group Work Summery Report.   | 20<br>-<br>05 |      |
| V       | Internal Viva-Voce  | 20            | 01   |
|         | Total   | 100           | 29   |
















**(D) Hours of Social Work Practicum:**

The Duration of Concurrent Practice Learning shall be a minimum of 12 (Twelve) Clock Hours spread over two days in a week covering total 16 days in an academic session.

(E) Attendants Sheet maintains in Agencies supervisor and Agencies supervisor give remarks, Signature and Seal on Attendance Sheets about the Students performance.

(F) Field Work Dairy maintain in field by the students.

(G) Attendants Sheet, Dairy, Summery Report & Journals are compulsory for CPL.

(H) Field Work Records should be submitted in Weekly.

(I) Field Work Conference is compulsory in weekly and maintain the separately Records.

i) Individual conference in Week.

ii) Group conference must conduct two times in the Month.

(J) Field Work Records Should be separately every semester.

(K) Every Semester can change Field Agency /Field work area.

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


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

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

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

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

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

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A committee of Principal or Principal's representative , Head of Field Work and Field Work Supervisor should be constituted for Internal Viva Voce examination.

(R) The concurrent practice learning shall have the work-load of 1.30 clock hours per student per week.

### Appendix: B

#### Examination leading to Degree of Bachelor of Social Work Detailed note regarding BSW Semester-II Social Work Practicum

(A) No grace marks shall be allowed for passing in Social Work Practicum (i.e. Paper 6)

(B) The Social Work Practicum of the student shall be supervised by the Social Work faculty.  
(I.e. a teacher who shall not be below the rank of an Assistant Professor recognized by the RTM Nagpur university, Nagpur.)

(C) The Social Work Practicum shall comprise of the following components:

Sr. No.	Components	Marks	Days
I	Orientation	05	02
II	Structure laboratory Experience (05 Sessions) (Capacity Building, Motivation, Exploration, Self-Rapport Establishment (Self & Introduction of guest and Writing skills (Application, Invitation, Press Notes, Slogan Writing,))	10	05
III	<b>Concurrent Practice Learning.</b> (School Settings Welfare Organization Setting.)		16
	a) Working with Individual (Min. 2 Case work, either previous or new formed) Case Work Summary Report	30 05	
	b) Working with Group In School Setting (Identification of Group problem solving process/ Activities)	25	
	Group work summary report	05	

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V	Internal Viva-Voce	20	01
	Total	100	26

(D) Hours of Social Work Practicum:

The Duration of Concurrent Practice Learning shall be a minimum of **12 (Twelve)** Clock Hours spread over two days in a week covering total 16 days in an academic session.

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

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

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

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

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

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

(K) The college shall nominate one internal coordinator and he shall act as a facilitator in compilation of marks given by the respective faculty, who has actually supervised that particular activity of Social Work Practicum. The marks will be sent by the internal coordinator under his seal and signature, in a proforma developed by RTM Nagpur University with the signature of concerned faculty supervisor thereupon along with their role numbers allotted by the university. A committee of Principal or Principal's representative , Head of Field Work and Field Work Supervisor should be constituted for Internal Viva Voce examination.

(L) The concurrent practice learning shall have the work-load of 1.30 clock hours per student per week.

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- J. B. Sh.
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- SP. N. Sh.
- 23/5/23



### Appendix: C

#### Examination leading to Degree of Bachelor of Social Work Detailed note regarding BSW Semester-III Social Work Practicum

- (A) No grace marks shall be allowed for passing in Social Work Practicum (i.e. Paper 6)
- (B) The Social Work Practicum of the student shall be supervised by the Social Work faculty.  
(i.e. a teacher who shall not be below the rank of a Assistant Professor recognized by the RTM Nagpur university, Nagpur.)
- (C) The Social Work Practicum shall comprise of the following components:

Sr. No.	Components	Marks	Days
I	Orientation	05	02
II	II) Structured Laboratory Experience (5 sessions) (Responding appropriately, Maintaining Objectively, Use of resources, Utilization of agency and Interpretation)	10	05
III	Concurrent Practice Learning, A) Working with Individuals (Min. 2 Case work, Case Work Process) – Case Work Summery Report	20 marks  05 Marks	16

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	B) Working with Group (In Community / Agency setting) (Group Forming, Study, Problem Solving) Process / Activities) - Group Work Summery Report -	20 marks   05 marks	
	c) Working with Community - (Make the Profile , Mapping of Community Need base programme)	15 marks	
IV	Internal Viva-Voce	20	01
	Total	100	24

**(D) Hours of Social Work Practicum:**

The Duration of Concurrent Practice Learning shall be a minimum of **12 (Twelve)** Clock Hours spread over two days in a week covering total 16 days in an academic session.

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

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

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

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

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

(J) The concerned affiliated college/ department of social work which impart social work training to the students shall follow the Social Work Practicum Manual prescribed by RTM

  
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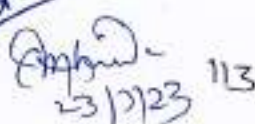










  
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(K) The college shall nominate one internal coordinator and he shall act as a facilitator in compilation of marks given by the respective faculty, who has actually supervised that particular activity of Social Work Practicum. The marks will be sent by the internal coordinator under his seal and signature, in a proforma developed by RTM Nagpur University with the signature of concerned faculty supervisor thereupon along with their role numbers allotted by the university. A committee of Principal or Principal's representative , Head of Field Work and Field Work Supervisor should be constituted for Internal Viva Voce examination.

(L) The concurrent practice learning shall have the work-load of 1.30 clock hours per student per week.

**Examination leading to Degree of Bachelor of Social Work**  
**Detailed note regarding BSW Semester-IV**  
**Social Work Practicum**

(B) The Social Work Practicum of the student shall be supervised by the Social Work faculty, (i.e. a teacher who shall not be below the rank of a Assistant Professor recognized by the RTM Nagpur university, Nagpur.)

(C) The Social Work Practicum shall comprise of the following components:

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Sr. No.	Components	Marks	Days
I	Orientation	05 Marks	02
II	II) Structured Laboratory Experience (5 Sessions)(Monitoring & evaluation, Diagnosis, Intervention, Termination, Recording and Documentation)	10 Marks	05
III	<b>Concurrent Practice Learning.</b>		16
	a) Working with Individuals (Min. 2 Case work, either previous or new formed) Case Work Summery Report	20 marks 05 marks	
	b) Working with Group (Group work in Community) (Identification of Group, Problem Solving Process / Activities) Group Work Summery Report	10 marks 05 marks	
	c) Community base survey Report	05 marks	
IV	Rural Camp	20 marks	05
V	Internal Viva-Voce	20 marks	01
	Total	100	29

(D) Hours of Social Work Practicum:

The Duration of Concurrent Practice Learning shall be a minimum of **12(Twelve)** Clock Hours spread over two days in a week covering total 16 days in an academic session.

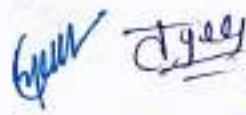
(E) All the Social Work Practicum Records shall be preserved/ retained by the college for a period minimum of Three years from the date of University Examination.

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

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

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

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

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

(K) The college shall nominate one internal coordinator and he shall act as a facilitator in compilation of marks given by the respective faculty, who has actually supervised that particular activity of Social Work Practicum. The marks will be sent by the internal coordinator under his seal and signature, in a proforma developed by RTM Nagpur University with the signature of concerned faculty supervisor thereupon along with their role numbers allotted by the university. A committee of Principal or Principal's representative , Head of Field Work and Field Work Supervisor should be constituted for Internal Viva Voce examination.

(L) The concurrent practice learning shall have the work-load of 1.30 clock hours per student per week.

(M) All university approved Teachers can involved and take the workload of Village camp activity. The duration of Rural Camp will be 5 days and shall have the workload of 1 clock hour.

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## Appendix: E

### Examination leading to Degree of Bachelor of Social Work Detailed note regarding BSW Semester-V Social Work Practicum and Group Research Project

- (A) No grace marks shall be allowed for passing in Social Work Practicum (i.e. Paper 6)
- (B) The Social Work Practicum of the student shall be supervised by the Faculty supervisor. (i.e. a teacher who shall not be below the rank of a Assistant Professor recognized by the RTM Nagpur university, Nagpur.)
- (C) The Social Work Practicum shall comprise of the following components:

Components	Marks Allotted	No. of Days	Hours
Orientation	05	01	7.0 Hrs.
Structured Experience Laboratory (5 sessions) (Basic communication and helping skills, Basic skills for agency practice, Social skills for self-development, Management skills)	10	02	14.0 Hrs.
Concurrent Practice Learning (Working with Community)	40	16	16×7.5 Hrs = 120 Hrs
Group Research Project			
i) Orientation	05	01	7.0 Hrs
ii) Preparation of Synopsis	10	04	28.0 Hrs
iii) Synopsis Presentation	05	01	7.0 Hrs
iv) Preparation of tools for data collection	05	06	42.0 Hrs
Internal Viva-Voce on Social Work Practicum and Group Research Project	20		
Total	100	31	225 Hrs.

(D) Hours of Social Work Practicum:

The Duration of Concurrent Practice Learning shall be a minimum of 12 (Twelve) Clock Hours spread over two days in a week covering total 16 days and 12 days i.e. 84.0 Hrs. for Group Research Project in an academic session.

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



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

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

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

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

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

(K) The college shall nominate internal coordinator for Social Work Practicum. The Internal Coordinator shall act as a facilitator in compilation of marks given by the respective faculty, who has actually supervised that particular activity of Social Work Practicum. The marks will be sent by the internal coordinator under his seal and signature, in a proforma developed by RTM Nagpur University with the signature of concerned faculty supervisor thereupon along with their role numbers allotted by the university.

**(L) Detailed guidelines for Group Research Project**

i) Each Group formed by the college for the purpose of Group Research Project shall comprise of Minimum Two and Maximum Four Students.

ii) Each Group Research Project shall be supervised by the approved faculty supervisor. The teacher should be from Humanities faculty, either from Core domain or from Supportive and interdisciplinary domain.(DCC & DSE subject Teachers) (A teacher who shall not be below the rank of a Assistant Professor recognized by the RTM Nagpur university, Nagpur).

iii) Each Group Research Project shall have the work-load of four clock hours per group per week.

iv) The subject of Group Research Project should be related to the broad areas indicated under the Core Domain, Supportive Domain, Interdisciplinary Domain and Elective Domain of Social

Work Education. A committee of Principal or Principal's representative, Head of Field Work and Field Work Supervisor should be constituted for Internal Viva Voce examination.

(M) The concurrent practices learning and Group Research Project shall have the teaching workload of 1.30 clock hour per student per week.

(O) The Internal viva-voce marks (Twenty Marks i.e. 10 marks for Social Work Practicum and 10 Marks for Group Research Project) will be awarded exclusively by the Internal Examiner nominated by the Principal of the College.

## Appendix: F

### Examination leading to Degree of Bachelor of Social Work Detailed note regarding BSW Semester-VI Social Work Practicum and Group Research Project

(A) No grace marks shall be allowed for passing in Social Work Practicum (i.e. Paper 6)

(B) The Social Work Practicum & Group Research Project of the student shall be supervised by the faculty supervisor. (i.e. a teacher who shall not be below the rank of a Assistant Professor recognized by the RTM Nagpur university, Nagpur.)

(C) The Social Work Practicum and Group Research Project shall comprise of the following components:

Components	Marks Allotted	No. of Days	Hours
Orientation	No Marks	01	7.0 Hrs.
Structured Experience Laboratory (5 sessions) (Basic communication and helping skills, Basic skills for agency practice, Social skills for self-development, Management skills)	05	01	7.0 Hrs.
Concurrent Practice Learning (Working with Community)	30	16	16x7.5 Hrs = 120 Hrs
Study Tour	10	04	04 x 7.0 Hrs = 28 Hrs

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Group Research Project i) Data Collection ii) Data Processing iii) Report Writing iv) Presentation	30	09	630. Hrs
Internal Viva-Voce on Social Work Practicum and Group Research Project and study Tour	05	----	----
External Viva-Voce on Social Work Practicum and Group Research Project and study Tour	20	----	----
Total	100	31	225 Hrs.

**(D) Hours of Social Work Practicum:**

The Duration of Concurrent Practice Learning shall be a minimum of **12( Twelve )** Clock Hours spread over two days in a week covering total 16 days and 12 days for Group Research Project in an academic session.

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

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

(G) Absence from activities covered under the head Social Work Practicum and Group Research Project shall lead to forfeiting of the entire marks allocated to the said activity. There shall be no substitute for these activities.

(H) Orientation and Internal Viva-Voce Examination components are compulsory.

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

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

(K) The college shall nominate internal coordinator for Social Work Practicum. The internal Coordinator shall act as a facilitator in compilation of marks given by the respective faculty.

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who has actually supervised that particular activity of Social Work Practicum. The marks will be sent by the internal coordinator under his seal and signature, in a proforma developed by RTM Nagpur University with the signature of concerned faculty supervisor thereupon along with their role numbers allotted by the university.

(L) The Concurrent practices learning shall have the teaching work-load of 1.30 clock hour per student per week. The study Tour shall have the 1.0 workload. The Study Tour shall have conducted within Vidarbha Region.

(M) All university approved Teachers can involved and take the workload of study tour activity. The duration of study tour will be 4 days.

**(N) Detailed Guidelines for Group Research Project**

i) Each Group Research Project shall have the work-load of (4)four clock hours per group per week.

ii) One copy of the bound Group Research Project should be submitted together with a certificate from the research guide, to the college / Institution before the ten days of the end of the six semester term.

(O) The External viva-voce marks will be awarded exclusively by External Examiner appointed by the RTM Nagpur University.

The Marks will be on the following basis.

**The External viva-voce Examination (Out of 20 Marks).**

(a) Study Tour-05 Marks.

(b) Concurrent Practice Learning and Group Research Project – 15 Marks.

Total – 20 Marks.

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RASHTRASANT TUKDOJI MAHARAJ NAGPUR UNIVERSITY

SOCIAL WORK PRACTICUM MANUAL

Based on UGC Model Curriculum in Social Work Education

FOR

UG COURSE

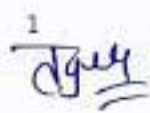
BACHELOR OF SOCIAL WORK (BSW)

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**Core Domain : SOCIAL WORK PRACTICUM**

**Learning Opportunity Title: INTRODUCTION TO SOCIAL WORK PRACTICUM**

**Level : UG**

**Introduction:**

This practicum with seven learning opportunities is designed to provide a variety of opportunities to develop and enhance professional practice skills. Learning is aided through observation, analysis of social realities and experience of participation in designing and providing social work intervention.

The tasks are organized to help the learner acquire beginning skills, practice those already acquired, and master them from simple to complex. The learner is gradually encouraged to becoming an independent worker.

**Objectives**

The objectives are providing variety of experiences to learners:

1.
  - i) To Develop the ability to observe and analyze social realities.
  - ii) To Understand the characteristics of social systems and their dynamics.
  - iii) To Appreciate society's response to people's needs, problems, and social issues.
  - iv) To Develop critical understanding of the application of legislation, legal process and Social Policy.
2.
  - i) To Develop the ability to examine the process of programme management and participate in the efforts at various level.
  - ii) To develop the ability to recognize the need for newer programs, initiate and participate in them.
  - iii) Use human rights tools, understanding of gender justice, and need for equity in all intervention.
  - iv) Develop an understanding of organizational structures, resource management, and day-to-day administration for human service programmes.
  - v) Develop the capacity to integrate knowledge and practice-theory by participating in intervention.
3.
  - i) Clarify and imbibe values which sustain positive attitudes and professional ethics.

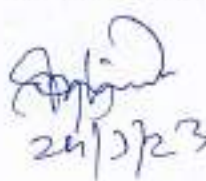
  
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- ii) Develop the capacity for self-direction, growth and change through Self-awareness.
4. Enhance writing skills to document practice appropriately. Recordings to be viewed as – an expression of interest, motivation and involvement in practice and as evidence of enrichment in the process of professional growth.

To meet these outcomes, several opportunities with specific objectives are designed. About seven different sets of opportunities with details of content and related tasks are listed below.

1. **Orientation provides information regarding**

- i) The importance and place of the practicum in the educational programme.  
ii) The purpose, functions and ethics in professional practice.

2. **Visits** – provide an exposure to and understanding of the services provided in response to people's needs.

3. **Structured experience laboratory** – is a classroom activity, to provide in the games/ activities, form the involvement of self in various practices skills. These laboratory experiences are designed in small groups to encourage participation, sharing of the experience and aid in examining learning and applications of skills. These sessions have a specific objective of experiencing self and applying using self in practice.

4. **Rural / Tribal camps** - provide opportunities to experience rural life, analyze rural dynamics and observe the functioning of local self-government and voluntary organizations. This experience aids peer participation in planning for activities for own group and those for local people. It also helps develop skills carry out, evaluate and report the experience.

5. **Study Tours** - Urban and rural, provide an experience to study and appreciate innovative efforts by individuals and groups towards meeting peoples core needs and initiate development.

6. **Workshops: Skills Development** - help learners acquire specific skills for situations encountered during practice and acquire skills for intervention. These may be for problems/ concerns, issues or situations like, work with alcoholics, HIV, AIDS effected persons, adolescents for life skills development, youth for leadership development and couples for marital relationship and enrichment, work with elderly.

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7. **Concurrent practice learning** - on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may; be placed in agencies or in communities to initiate and participate in direct service delivery. Each set of the learning opportunities has its own design elaborated upon in the next few page.

**Core Domain** : **SOCIAL WORK PRACTICUM**

**Learning Opportunity Title** : **SOCIAL WORK PRACTICUM ORIENTATION**

**Level** : **1**

**Introduction :**

Two types of orientation activities are organized. One is orientation to social work practice learning and its place in the curriculum. While, the other is orientation to the setting/agency. The learner is placed in for the social work practiced learning. This orientation is carried out at the setting/agency in the first two weeks.

**ORIENTATION**

**A. Orientation to social work practice**

- This orientation may be through a large group meeting to share and discuss place of practice learning as an integral part of the curriculum.
- Code, norms and expectations of this teaching-learning opportunity.
- Requirements of working like days, hours, agency timings and other such details of practice learning.
- Nature and tasks of initial phase and involvement of learner and instructor.
- Learner responsibility to setting agency and the institution of learning.
- Details regarding records and their submission.
- Practice learning instruction: individual conferences – one hour per week, group conferences once a fortnight.

**B. Orientation to social work setting/agency of placement to be carried out at the Practice placement setting.**

- Nature of setting/agency - its objectives services programs, structure and general environment.
- Contact person in the setting/agency, role of that individual.
- Annual and other brochures for information.

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- Introduction to setting/agency management, staff and on-going activities.
- General introduction setting/agency its programs and beneficiaries. Information of other similar services.
- Policies supporting the service agency both local, national.
- In the first four weeks the learners may make a local directory to include emergency numbers of hospital/primary health centers, police ward of Panchayat office and network agencies, among reference to other developmental and welfare services in the location with a brief.

**Core Domain : SOCIAL WORK PRACTICUM**

**Learning Opportunity Title: SOCIAL WORK PRACTICUM – VISITS**

**Learning Opportunity No. : 2**

**Level : UG (BSW Semester - 1)**

#### Objectives

- Acquire skills of systematic observation and develop a spirit of inquiry.
- Understand society's response to social problems through various services.
- Understand, appreciate and develop ability to critically evaluate the initiative of Voluntary and Government Programs.
- Develop an appreciation of social work intervention in these programs by recording: relevant factual information about the client system and the problem/concern.
- The selection of programs/strategies for solving the problems and their relevance to the client system and the problem concern or the issue.
- The role of the social worker and its relevance to the client's needs and the problem.
- The relationship between the micro problems observed and the macro situation, the appropriation of the organization's resources and nature of intervention.
- Gaps identified and suggestions.

#### Note-Suggestions for field visits

A minimum of five visits may be made to settings like those listed below to observe Services/ Programs developed to meet people's needs.

- Health setting-community health extension projects, primary health centers, clinics.
- Educational setting-Normal/school, non-formal/adult education centers, income generating skill development centers.

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- iii. Community services like: life skill development program centers, environment improvement and improvement centers, e.g. a family service center/community projects in urban and rural settings.
- iv. Services for special groups like the differentially abled, (b) destitute, migrants and elderly, both institutional and non-institutional.
- v. Criminal justice systems – jails, courts, police stations and juvenile justice centers.
- vi. Civic administration centers municipal offices, panchayat offices and ward offices, etc.
- vii. Destitute migrant and elderly person's services both institutional and non-institutional.

#### **Suggested tasks for the faculty in charge of institutional visits.**

- a. Select the agencies to provide an understanding of various settings for development, preventive and crisis situations program.
  - b. Communication to the selected agencies must:
    - i. Carry a request for making such a visit.
    - ii. A request for arrangements to meet with specified members of the staff and client system.
    - iii. A follow up letter to appreciate the agency's cooperation for the visit is essential.
  - c. Students should be given a brief orientation regarding the position of the agency in the overall service system. Guidelines for observation and report line of the visit need to be provided.
  - d. For effective learning, the faculty in-charge should create an atmosphere whereby the learners develop a spirit of inquiry, appreciation for the service. Understand the policy, its relevance and gaps in the program delivery process.
- Visits should be followed up with sharing of the group reports. Use of variety of methods of presentations to be encouraged.

**Note**-senior students of UG program should be involved in the experience of Communicating with agencies through letters, phones calls.

#### **Method of Assessment**

Credits/marks may be given as per the RTM Nagpur University Manual Group reports to be presented.

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**Core Domain : SOCIAL WORK PRACTICUM**

**Learning Opportunity Title: STRUCTURED EXPERIENCE LABORATORY**

**Learning Opportunity No. : 3**

**Level : UG 1,2,3 (Semester- I, II, III, IV, V and VI)**

### **Introduction:**

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

### **Objectives**

- a. Understanding of situations in the world of reality through experiencing situations in a laboratory setting, using imagination and fantasy.
- b. Reflect over one's own behavior and its effect on self and others.
- c. Observe others behavior and with the help of the facilitator, understand the same.
- d. Express feelings and appropriate reaction/response to others feelings.
- e. Confront situations wherein-conflicts, decision-making and reflections are necessary.
- f. Observe self, recognize own strengths and limitations and also observe behavior patterns that call for change.

Specific objectives for orientation to the initial phase in social work practice learning like at the beginning of first year of the U.G. program.

- a. Acquire beginning skills to establish relationship with clients and client groups by participating in games for systematic observation, listening, verbal communication and understanding non-verbal messages-body language, empathy and like skills.
- b. Develop better understanding of one another through group processes.
- c. Enhancing self-awareness in relationship to professional role.
- d. Reinforcing professional values.

### **(a) Outcome of Learning**

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

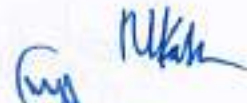
### **(b) Facilitators competencies**

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

**Facilitator's competence must reflect in the ability to:**

1. Be open to learning through involvement in this experience. Understand self and role of a facilitator.
2. Provide emotional and social support to learners.
3. Foresee consequences.
4. Aid learning through reflection and discussion and understand its application.
5. Continually look for opportunities to maximize learner involvement and aid exchange of experiences to help the learners grow.
6. Be prepared and organized for sessions.
7. Understand that process and goals are both equally important for such experiences.
8. Recognize signs of learner's growth and integrate this in the structured experiences.
9. Treat all participants with respect and expect mutual respect from them and among them. Interest and ability to interact by itself is not enough, complete involvement and awareness of the process as 'here and now' is necessary.

**(c) Facilitator Readiness**

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

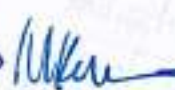
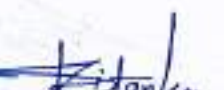
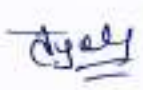

1. Willingness coupled with desire and motivation to be a facilitator.
2. Willingness to come to facilitator practice sessions.
3. Openness as a facilitator learner to discuss the experience and learn new skills.
4. Ability to recognize and appreciate one's own growth and recognize the surfacing the incomplete gestalt (unfinished business-others' needs arising in the mind) while aiding others learning and willingness to work on findings about self.
5. Understanding one's own needs, allow interaction among the learners and with no latent desire to interrupt learners during the flow of communication.
6. i) Observe and sense stress being generated by unresolved feelings of individual learners.  
ii) Ability to help such learners.


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

**Method of Assessment**

This opportunity is to be evaluated for credit / marks.

  
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**Core Domain : SOCIAL WORK PRACTICUM**

**Learning Opportunity Title : RURAL CAMP**

**Learning Opportunity No. : 4**

**Level : UG 2 (Semester- IV)**

**Objectives:**

- a. Understand the rural social system with special reference to a specific poverty group.
- b. Analysis the regional, rural social system, the approaches and the strategies of intervention used by the organization.
- c. Understand the nature of government intervention in relation to poverty groups in the region and the related structures of decision-making and intervention.
- d. Develop the capacity to critique the interventions of both the voluntary organizations and the government agencies in relation to the specific poverty group.
- e. Through experience in group-living, appreciate its value in terms of self-development, interpersonal relationships, sense of organization, management and talking on responsibility.
- f. Acquire skills in planning, organizing, implementing the camp for example conscious use of time, communication skills, team spirit , handling relationships, conflicts and differences of opinion, decision making, evaluation, appreciation, sharing of resources, tasks, coping skills in problem situations, cooperation and coordination.
- g. Learners are fully involved in planning, implementing the plans and presenting their experience in a workshop on return from the camp.
- h. The learners should be encouraged to take on concrete tasks towards meeting basic / civic needs of the people.

**Guidelines for Study and Observations**

**Social Analysis:**

1. Living conditions, housing, water supply and other amenities.
2. Social life – power structure, community life, social norms and social institutions, dominant caste and untouchability.

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3. Marriage and types of families, family life.
4. Economic life – Occupation, extent of employment, ownership of house, land, average size of holding, proportion of landless laborers, proportion of land held by non-tribal and average size of holding (in a tribal area), income and indebtedness, bonded labor.
5. Exploitation by landlord, moneylender and traders, extent and areas of exploitation, efforts made to obtain justice and with what effect, conflict and conflict, resolution methods.
6. Political life-dominant politicians in the region and taluka, the bases of their power, their links with other economic exploiters and politicians at different levels, their influence with respect to the police, judiciary, government officials, factional politics that affect development and social justice.
7. Education – level of education, education facilities and who controls them, suitability of education system, use of education facilities by different castes and class groups.
8. Conditions of health and nutrition, services available and their use.
9. Positive local initiatives in the area.
10. Other problems and issues.
11. Analysis of intervention programs / services approach/strategies, participation of the client system.
12. Gaps and suggestions.
13. Role of the social worker.

**Guidelines for observation of a voluntary agency in a rural setting :**

- a. Objectives.
- b. The approach and methods used for achieving objectives.
- c. Organizational structure.
- d. Priorities and programs evolved participation of people in decision – making and in program implementation, problems encountered in program implementation.
- e. Impact on the villagers in terms of their problems, social justice, development of leadership, development of an alert and democratic community.
- f. Relationship with Panchayat Raj, Block Development personnel, the magistracy and other government institutions and bodies, difficulties encountered, benefits received.

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### **Guidelines for Observation of community development organizations and Panchayat Raj**

- a. Administrative set up of both the above.
- b. Who are the zilla parishad samiti / panchayat members, their socio-economic and caste status.
- c. Problems of administrative personnel in working with elected persons at different levels.
- d. Decision making process; type of problems that come before the zillaparishad, panchayatsamiti/panchayat, who initiates projects, process of assessing them how decisions are made – manipulations, lobbying. Pressure tactics used.
- e. Current major programs, budget allocations for the programs, methods of implementation, participation of people, impact on development and social justice.

### **Method of Assessment**

A seminar may be organized by the learners to present group papers to cover the visit. The sharing may / may not be graded. The learners to be encouraged to present papers with suitable audio-visual aids. All learners to participate in reporting at the seminar and attending the entire seminar.

**Core Domain : SOCIAL WORK PRACTICUM**

**Learning Opportunity Title: STUDY TOUR-URBAN**

**RURAL/TRIBAL/INNOVATIVE PROJECTS**

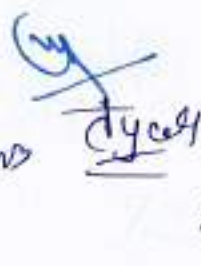
**Learning Opportunity No. : 5.1**

**Level : UG 3 (Semester- VI)**

### **Objectives:**

- a. Understand government and developmental services in the context of emerging social realities.
- b. Understand the programs / strategies, administration / management of the services / programs and participation of the client system in problem solving.

  
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- c. Understand the role of social work and other disciplines in relation to the service / development programs.
- d. Appreciate and appraise critically the services / programs and strategies of an agency in terms of their relevance to the overall development of the client system, problem solution at the micro level and its relationship to the macro level.
- e. Through the experience of group living appreciate its value in terms of self-development, interpersonal relationships and mutual responsibility.
- f. Acquire skills in planning, organizing and evaluation of the study tour, learn conscious use of time, communication skills, team spirit, handling relationships, conflicts and differences of opinions, decision making, evaluation, appreciation, sharing of resources, sharing of tasks, coping skills in problem situations, with cooperation and coordination.

Learners are helped to participate in planning, implementing and evaluating the experience with the help of the faculty.

**Core Domain : SOCIAL WORK PRACTICUM**

**Learning Opportunity Title: STUDY TOUR-URBAN INNOVATIVE PROJECTS**

(Institutions may choose between previous and this opportunity)

**Learning Opportunity No. : 5.2**

**Level : UG 3 (Semester- VI)**


**Objectives:**

- a. Understand the problem situation and its socio-economic-political context.
- b. Develop knowledge of organizations that have come up in relation to specific problem situations in the rural and urban areas.
- c. Understand the organization's philosophy, policy, structure, strategies, programs and processes of intervention in relation to its relevance to the client system and the problem situation.
- d. Critically analyze the functioning of the local government / Panchayat Raj Institutions.
- e. Identify the strategies used by local bodies to ensure social justice.

  
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- f. Through the experience in group living appreciate its value in terms of self-development, interpersonal relationships and sense of organization and taking on responsibilities.
- g. Acquire skills in planning, organizing, implementing the camp/tour, for example conscious use of time, communication skills, team spirit, handling relationships, conflicts and differences of opinion decision-making, evaluation, appreciation, sharing of resources, tasks, coping skills in problem situations, working through crisis situation cooperation and con-ordination.
- h. Learners are-fully involved in planning and implementing the plans for the same with the help of the faculty.

#### **General Guidelines for Observation, for visiting agencies-Urban / Rural-Tribal**

1. History, philosophy thrust, values, assumptions, principles of the voluntary and government organizations and their services.
2. Socio-economic background, needs, problems of the client system.
3. The organizational pattern and administration of the different programs services / strategies and their relevance to the needs of people. The inter-relationship between problems at the micro-level and at the macro level.
4. The problems faced by the people in relation to the policies, services of the agency, participation of the client system in the management.
5. Role of social work in the different settings.
6. Role of other professionals in the organization of services/programs, developing strategies.
7. The administration and funding pattern of the organization / services.

#### **Method of Assessment**

Learners to prepare group reports of the visit and evaluate own efforts for planning and implementing the plan for visits. They may be encouraged to reflect and record their own role in team work towards the visit. The reports may or may not be graded.


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**Core Domain** : SOCIAL WORK PRACTICUM  
**Learning Opportunity Title:** WORKSHOPS: SKILLS DEVELOPMENT  
**Learning Opportunity No. :** 6  
**Level** : UG 3 (Semester- IV)

### Introduction

Working with people brings up situations, wherein, some problems or conditions are encountered by most learners. One or two day workshops have been experimented with by the institutions of social work education and have received positive evaluation by learners and resources teachers organizing these. Usually, these have been arranged to replace some field visits in the beginning of the second and or third year UG program and specific to learners' needs and also on receiving requests by them.

#### Objectives :

- Though the workshop, enhance and integrate learning about specific situations and problems encountered or develop specific skills for intervention – counseling skills for developmental situations, preventive, or crisis facilitative situations.
- Develop capacity to design intervention and participate in the process as a part of the team.
- Develop appreciation of the need to link resources for intervention.
- Learners are involved in decision making for the experience enhance learning through this opportunity.


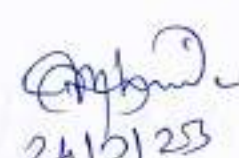

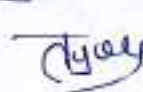

#### Illustrations of Skill Workshop that may be organized:

Population education workshop, work with alcoholics and their families, work with HIV / AIDS Saffected persons, adolescent life skills programs, youth leadership development and lifestyle programs, work with marital couples family enrichment programs and working with elderly. Self-help skills for personal enhancement and awareness development – Yoga, meditation, working with self-defeating habits, stress management. Work with communities in disastersituations, facing migration.

**Note-**These workshops are to enhance skills / develop new skills for practice in specific situation, specific problems and issues.

#### Method of Assessment

Learning is to be assessed for credits or marks. Use of skills during practice to be encouraged and improved.

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**Core Domain : SOCIAL WORK PRACTICUM**

**Learning Opportunity Title: CONCURRENT PRACTICE LEARNING**


**Level : UG PROGRAMME**

Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the beginning learner to move on to mastering strategies, skills and techniques to practice social work.

**Note to the Instructor**

- Field instruction is to provide guided learning opportunities planned together with the learner during individual and group conferences.)
- The instructor should be knowledgeable in the process of guiding the learner be fully informed of the setting organization policies in the area of practice.
- At the beginning of social work intervention and personal strengths in order to provide appropriate learning opportunities and rate growth; develop ability for self-assessment and accept instructor assessment of strengths and limitations. Assessment format may be shared with placement setting.
- Practice learning instruction. An hour each week for individual conference to be set aside preferably on a fixed day and time.
- Records to be submitted, read and comments recorded. The learner should preferably go through the comments prior to the conference.
- Records to be viewed as an expression of interest, engagement in practice and as a product of work done. These should indicate a continued process of conscious growth of the professional practitioner. Appropriate teaching learning remarks written on these record should describe the abilities, skills, behavior and attitudes of the learner and not to the person. Probing in personal matters to be generally avoided except when it blocks learning. Awareness of transference counter transference and ability to handle it on the onset necessary. Learner personality problems specially of severe nature be referred to specialist with the learners consent.
- The learning of practice and professional role modeling is shaped by the instructors being hence need for the instructor to be positive role model.
- Place of instruction preferably to be the setting agency of its outdoor facilities garden shady tree or the learning institution and not other public places.
- Dress and language code to be observed by both the instructor and the learner.
- Regardless to the setting awareness, understanding and skills to implement countries major programs like those for population growth, literacy and peoples' participation in their own day-to-day services for the basic amenities, along with those of empowerment to be members of civil society be viewed as necessary. Instructor to locate opportunities for the same and make sure that the learner gets involved with one major program with full awareness of its importance, stage at which involvement is offered and with understanding of its earlier, ongoing and following plans and evaluation.
- Apart from records to be submitted as per institutions rules, it is suggested that a Time-Task diary be maintained. A suggested format follows.

  
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**Core Domain : SOCIAL WORK PRACTICUM**

**Learning Opportunity Title: CONCURRENT PRACTICE LEARNING**

**Learning Opportunity No. : 7.1**

**Level : UG 1 (First Semester)**

### **Introduction**

The purpose of concurrent practice learning is to develop social consciousness, sensitivity to human needs and sufferings and practice social work intervention, by concretizing theory in practice.

### **Objectives**

- Develop skills to aid meeting needs of people by participating in the planning and organization of simple specific tasks and learn to involve individuals and groups in the same.
- Develop understanding of the causes of problems and their effects on individuals/families and group functioning.
- Develop skills to help individuals and families to solve simple problems.
- Begin to see the relationship between classroom teaching learning and field practice.

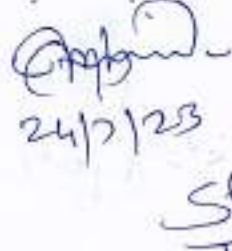
### **Note to practice teaching instructor**

Learning does not follow a progressively linear pattern. The tasks assigned should be structured, specific and clearly defined. The learner should be encouraged to participate in the planning and implementing of the program and to acquire certain program skills. A few tasks are to be designed for the learner around certain problems requiring exploration, use of community resources and simple problem solving techniques which are related to the program. The assessment should be based on the learner's progress and effort towards problem solving. In a reality situation where specific opportunity for learning is not available, a simulated situation may be created. In case opportunities are not provided for either the reality or simulated situation, the learner cannot be assessed for the same.

The learner to be provided with time for and 'Individual Conference' every week. The time to be provided is about an hour. The learner is expected to submit written record of work done and the instructor is expected to enter comments prior to the conference. Process records initially and a time task, skills learnt diary be kept. Later summary records can be

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maintained. A "Group Conference" every fortnight is yet another teaching-learning situation to be provided. Minutes of these conferences to be kept, and duties for the agenda and minuteskeeping, be rotated among learners.

Criteria for Practice Teaching, Learning and Evaluation Development in areas of Knowledge, Skills and Attitudes.

### KNOWLEDGE

1. With the help of the Field instructor, the learner begins to understand:
  - a. Factors in the neighborhood and community which affect the client system and the type of needs/problems which exist in the community.
  - b. Reasons for these needs / problems, such as poverty / unemployment / lack of employable skills.
  - c. History, philosophy, thrust, rules, regulation of services available, in response to these needs/problems.
  - d. Roles of field instructor, faculty advisor and field contact and whom to approach for different types of guidance.

### SKILLS

1. With the help of the field instructor, the learner begins to:
  - a. Obtain information about the individuals/groups from different sources and select assignments such as sports competitions, health campaigns, early child programs, hygiene and sanitation and environment awareness.
  - b. Select the activities and resources related to the tasks undertaken, such as organizing the client system and fund raising.
  - c. Plan, organize, implement and evaluate the activity with colleagues and others in the agency.
  - d. Involve individuals/groups in the tasks undertaken.
  - e. Understand the method of utilizing the available community resources through written personal appeals.
  - f. Analyze the activity in terms of the dynamics of behavior and interaction, as observed in work with individuals/ groups, such as co-operation, resistance and conflict.
  - g. Relate meaningfully to: (i) Individuals/groups (ii) Colleagues/staff.

  
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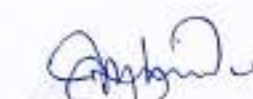
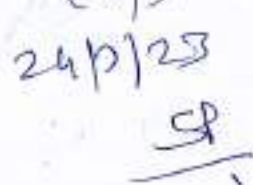


- h. Participate in simple administrative procedures related to the tasks-such as official filling, correspondence, minutes, reports and documentation.
- i. Record relevant facts (either individually or with colleagues) related to the activity undertaken and utilize the recordings as a tool for learning in conference and seminars.
- j. Utilize field instruction as a medium of learning and assume responsibility for own learning, for example participating in groups and conferences.
- k. See the relationship between classroom teaching and field practice.

#### ATTITUDE

- 1. With the help of the field instructor
  - a. Learner begins to show responsibility in relation to own role in the agency, is regular in attending fieldwork, punctual in appointments with clients and others and shows commitment to the work undertaken.
  - b. Learner begins to adopt professional attitudes pertaining to social work values and principles. These are manifested in the way in which:
    - i. The learner accepts individual in spite of their socio-economic background and their behavior.
    - ii. Tries to motivate client system to participate in the task of problem solving.
  - c. Develop and manifest respect and concern for the client system.
  - d. Appreciates and acknowledges expertise of others and works cooperatively with colleagues and staff.
  - e. Shows beginning awareness of personal strengths and limitations.

  
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**Core Domain** : SOCIAL WORK PRACTICUM  
**Learning Opportunity Title** : CONCURRENT PRACTICE LEARNING  
**Learning Opportunity No.** : 7.2  
**Level** : UG 1 (Second Semester)

### Introduction

The purpose of concurrent practice learning is to develop social consciousness, sensitivity to human needs and sufferings and practice social work intervention, by concretizing theory in practice.

### Objectives:

- Develop knowledge and ability to utilize various community resources and services available.
- Begin to develop professional attitudes conducive to work with individuals, group and communities.
- Develop skills in simple administrative procedures like official correspondence, recording, preparing minutes and draft reports.
- Begin to use field-instruction for professional growth.

### Criteria for Practice Teaching, Learning and Evaluation Development in areas of Knowledge, Skills and Attitudes.

#### KNOWLEDGE

##### 1. The learner is able to understand:

- The socio-economic background of the individuals/families and specific groups in the client system and the needs/types of problems.
- The reasons for these problems.
  - Micro level, for example the problem of dropouts due to factors in the family and school.
  - Macro level, for example the problem of dropouts in the context of the and wider social educational system.
- The agency's rules, regulations and services which try to respond to these needs/problems.
- The organizational and administrative set-up of the agency, objectives, auspices, funding and staffing.
- The agency as a sub-system in the wider system of health, education and welfare, for example the role of the local government, local self-government and staffing.
- The importance of using community resources for problem solving within and outside the agency, for example the dispensary for basic health problems of the client system.

  
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- g. The importance of planning, organizing, implementing, evaluating problem-solving activity and change.
  - h. The importance of participation of target groups in problem-solving, for example participation of mothers in the Balwadi program, teachers in school programs.
  - i. The importance of teamwork in the agency's functioning and problem solving activities e.g. Co-ordination and contribution of self as well as that of others in the team.
  - j. The importance of the contribution of other disciplines within and outside the agency, for example teacher, lawyer, public health workers.
2. With the help of field instructor, the learner is able to understand different social work approaches like, curative, preventive, primitive and developmental. The learner is able to see the tasks in terms of the above approaches and their relationship to overall objectives.

## SKILLS

1. The learner
  - a. Sees the inter-relationship between the selected methods of social work to the needs / problem of individuals and groups.
  - b. Selects relevant information from different sources about the needs / problem as also about individuals and groups, for example socio-cultural information regarding members of a group is gathered through the members, their families and agency personnel.
  - c. Begins to work independently with groups, that is planning, organizing, implementing and evaluating activities involved in practice of planning TB campaigns, population education programs, awareness campaigns like consumer goods sales pressure, impact of advertisements, AIDS/HIV.
  - d. Tries to involve the client-system in the activities undertaken, sees the major blocks in participation, like traditional beliefs and help in dealing with them.
  - e. Begins to work at the individual level (one to one basis) whenever necessary.
  - f. Helps individuals/groups to express both positive and negative feelings in relation to their needs/ problems, their capacities to cope and the agency's help. Learners may need help in handling such feelings.
  - g. Identifies resources and enables the client system to utilize the same.
2. Selects relevant facts for recording and attempts to write own assessment of the situation / activities.
3. Tries to apply knowledge to practice, for example use of non-formal Education techniques while working with adult semi-illiterate groups.
4. Understands the importance of team work, role and position among colleagues and agency's personnel.
5. Understands the role of volunteers in the team, begins to use skills in orienting them to the tasks assigned, involves them in planning, organizing, and supporting the program.

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6. Attempts to write official letters, appeals for fund-raising, minutes and reports with the help of colleagues.
7. Begins to build relationships with individuals and groups, may need guidance, especially in their termination.
8. Offers suggestions/comments based on practice experiences and takes responsibility for self-evaluation.

## ATTITUDES

With the help of the field instructor

1. Learner shows increasing responsibility in relation to own role in the agency, that is in being regular, submitting recordings in time, punctual in keeping appointments with the client system and others, commitment to the assignments undertaken. Is able to give reasons for having failed to perform the tasks taken up.
2. Increasingly adopt professional attitudes based on social work practice principles, like belief in self worth and dignity of persons, in value of participation, in the capacity for growth and change, in the right to equal opportunities.
3. Learner is able to convey respect and concern to the client system.
4. Learner shows maturity in dealing with situations, control of impulsive behavior and emotions in relation to client systems, and shows awareness of different cultural backgrounds and their impact.
5. Begins to show understanding of basic values and ethics of the profession.

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**Core Domain : SOCIAL WORK PRACTICUM**

**Learning Opportunity Title: SOCIAL WORK PRACTICUM**

**Learning Opportunity No. : 7.3**

**Level : UG 1 (THIRD SEMESTER)**

### **Introduction**

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

### **Objectives**

- Develop understanding and ability to analyze critically various problems and needs of the individuals, group and communities.
- Develop knowledge about community resources and services and utilize them independently and effectively.
- Develop process-oriented skills in work with the individuals, families, group and communities in relation to tasks.

### **Note to field instructor.**

- Learner shows increasing responsibility in relation to the role in the agency, i.e. in being regular, submitting, recordings in time, punctual in keeping appointments with the client system and others, commitment to the assignments undertaken. The learner is able to give reasons for having failed to perform the tasks taken up.
- Learner adopts increasingly professional attitudes based on social work practice principles, like belief in self-worth and dignity of persons, in value of participation, in the capacity for growth and change, in the right to equal opportunities.
- Learner is able to convey respect and concern to the client system.
- Learner shows maturity in dealing with situations, control of impulsive behavior and emotions in relation to client systems and shows awareness of different cultural backgrounds and their impact.
- Begins to show understanding of basic values and ethics of the profession.

The learner should get an opportunity to develop process-oriented skills in work with individual/families, groups and communities, in relation to social work tasks related to the needs of the client system and clearly outline skills learnt and roles taken up.

Learner is expected to progress from program planning skills to progress oriented skills.

Methods of Assessment for all concurrent practice learning self evaluation by learner

**Join Evaluation by the learner and practice teaching-learning instructor.**

**Criteria for Practice teaching-learning and Evaluation.**

#### **A. Social work tasks in the Agency**

With the help of the field instructor the learner.

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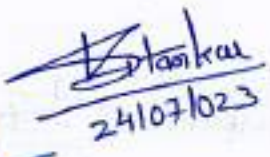

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1. Gains understanding of the agency philosophy, policy, objectives, administrative structure and services.
2. Gains understanding of the problems/ needs of the agency, as related to individuals/groups/communities she/he serve.
3. Shows understanding of the need for appropriate selection of social work methods (working with individuals / groups / communities) and aids the program initiated, based on the assigned tasks.
4. Sees the connection between own tasks and agency goals.
5. Sees own tasks in relation to different approaches utilized by the agency.
6. Identifies and assesses problems of the client system.
7. Understands linkage between goals and services of the agency.

**B. Identification and Assessment of the need/problem**

1.
  - a. Begins to study the impact of socio-economic factors, such as poverty, unemployment, illiteracy, on the needs/problems, for example neglect of children, status of women, housing and sanitation.
  - b. Tries to understand the needs / problems in relation to organizations / systems, for example school and place of work.
  - c. Begins to see the lack of opportunities in the neighborhood resources to needs / problems.
  - d. Becomes alert to the beliefs, traditions and preconceived notions of the client system
2.
  - a. Observes the structure of the family and its impact on the functioning of the members.
  - b. Begins to assess the role performance of members in the context of the needs / problems, for example alcoholic father in relation to the school dropouts.
  - c. Understands the needs / problems of the family and tries to use services in relation to them.
  - d. Begins to study the family as a group, that is leadership, decision-making, scape-goating phenomenon.
3.
  - a. Makes efforts to observe the impact of individual's feelings and attitudes towards the needs / problems.
  - b. The learner is able to observe the group dynamics in various groups, like : as the family, committee and recreation groups.
  - c. Begins to understand the importance of the initial contacts and makes efforts to clarify social worker's role as well as that of the client system in dealing with the problems / needs.
4. Begins to understand the motivation of the client system as an indispensable factor in enhancing social functioning.
  - a. Explores the socio-economic, cultural factors which block / enhance motivation.
  - b. Understands the impact of physical / mental handicaps on the individual's and family's functioning.

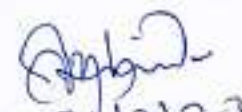
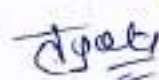
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c. Understands the implications of existing legislation, bureaucratic set-up and types of services available,]

**C. Techniques of working with Individuals / Groups / Communities**

1. Problem solving skills
  - a. Fact finding / data collection.
  - b. Understand the individual's / group's / community's needs and problems and their eligibility for agency services.
  - c. Establishes relationships, with different client, target and action group.
  - d. Partializes the problem for work.
2. Shows capacity to:
  - a. Observe client system, dynamics in interactions.
  - b. Listen attentively to overt and covert communications.
  - c. Contain frustration related practice learning.
  - d. Explore facts.
3.
  - a. Explain, the rationale of activities such as interviews, meetings and home visits etc.
  - b. Obtains the relevant information for assigned task and records them.
4.
  - a. Shows capacity to establish a relationship which is characterized by agreeing to requests rather than the denial of an inappropriate one.
  - b.
    - i) Shows warmth and understanding.
    - ii) shows concern and acceptance.
    - iii) Reaches out to the individuals / groups / communities.
  - c. Begins to recognize own feelings of anxiety, prejudice, irritation and anger towards individuals / groups, communities.
  - d. Copes with the above mentioned feelings.
5. Engaging individuals / groups / communities in the problem solving process and sustain their motivation.
  - a.
    - i) Critical assessment of situation.
    - ii) Involve client system in problem solving.
    - iii) Create awareness.
  - b. Shows ability to use environmental modification techniques.
  - c. Shows the ability to mobilize internal and external resources with respect to the tasks undertaken.
  - d. Shows skills of programs planning nad selection of strategy in organizing tasks.
  - e. Shows beginning capacity to provide leadership and direction while working with individuals/groups/communities.
6. Shows the capacity to understand :
  - a. The organizational philosophy, policy, goals, objective, structure, rules and regulations of the agency.
  - b. The agency as a sub-system in the wider system.

  
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- c. Agency's operational procedures and the need for maintaining proper records, registers, ledgers, correspondence and filing system.
  - d. The value of special projects in relation to the needs of the client systems, like day camp, health and environment project.
  - e. Shows increased ability to observe and participate in the agency process like program implementation, staff meetings, training programs and understand the computer system used in the agency.
7.
    - a. The learner is able to work as a member of the team.
    - b. Understands and appreciates the role and expertise of other team members.
    - c. Develops ability to take different roles in a team.
  8.
    - a. The learner is able to recognize the importance of gradually preparing the individual groups for discontinuation of assigned tasks due to vacation/transfer/termination at the appropriate time.
    - b. The learner shows beginning ability to recognize and deal with the feelings and subsequent behavior caused by discontinuation / transfer / termination at the appropriate time.
  9. The learner is able to record:
    - a. Practice learning with clarity and consistency.
    - b. Records to reflect use of relevant theory.
    - c. Learner is able to maintain a regular diary.
    - d. Learner is able to record response in relation to:
      - i. The tasks assigned
      - ii. The agency
      - iii. Role
      - iv. The individual / group / community in the worker's impressions and future plans.
    - e. For the agency record selective information, file important papers, documents and correspondence.

**D. Development as a Professional-Person**

1. Shows movement from lay to professional behavior, for example tries to move away from rendering concrete help for the client-system to helping individuals to think of possible solutions to their needs / problems.
2. Begins to see own use of principles of social work in work with the client system.
3.
  - a.
    - i. Becomes aware of own bias / preference in relation to certain types of persons groups etc. through help given in dealing with them.
    - ii. Understands own reaction to the different needs / problems of the various groups in the setting.
    - iii. Becomes aware of own attitude towards certain of behaviors, of the client system.
  - b. Accepts the field instructor's assessment of functioning.
4.
  - a. Projects a professional image of the social worker through physical appearance and manner.

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- b. Shows responsibility in carrying out assigned tasks.
- c. Consciously tries to behave in consonance with the values of the profession, for example controlling impulsive behavior, shows sincerity and a sense of commitment to the assigned tasks.
- d. Use of Instruction
  - 1. Uses field instructions for planning and carrying out the plans evolved.
  - 2. Faces unfamiliar tasks with confidence.
  - 3. Applies theory to practice.
  - 4. Understands the field instructor's assessment, of strength and limitations, as a tool for professional growth.
- 5. Shows a sense of responsibility in preparation for weekly conferences in terms of.
  - a. Submitting recordings on time for the instructor to read before the conferences.
  - b. Reading comments of the field instructor and using the same to initiate discussion, during conferences.
  - c. Begins to confine dependency arising from rather than learning to conferences in between them.
- 6. Utilizes group conference to learn from experience of others,
  - a. Participates in discussions.
  - b. Understands, accepts the contributions of others, the dynamics therein and use the process creatively for growth.
- 7. Shows responsibility for professional development through participation in professional activities like workshops, seminars and by updating knowledge, through different sources.
- 8. Practice Learning records to show,
  - a. Overall assessment and remarks of the instructor to describe learning pattern, areas of strength and limitations, emphasis in further learning tasks and behavior.
  - b. Learners impressions of the agency's functioning, tasks assigned and the instructor's guidance, suggestions for the improvement of services, policies, management practices of the agency, as well as, for field instruction.

  
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Core Domain : SOCIAL WORK PRACTICUM

Learning Opportunity Title: SOCIAL WORK PRACTICUM

CONCURRENT PRACTICE LEARNING  
OPPORTUNITY

Learning Opportunity No. : 7.4

Level : UG 2 (FOURTH SEMESTER)

**Introduction**

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

**Objectives**

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

**Criteria for Practice teaching learning and Evaluation**

**A. Social work tasks in the Agency.**

The Learner

- Shows critical understanding of the agency's philosophy, policy, objectives, administrative structures and services
- Gains greater understanding of the needs / problems as related to individuals / groups / communities she / he serves.
- Shows concern about the gaps between needs and services and undertakes responsibilities in relation to them.
- Identifies tasks and selects appropriate intervention for working with individuals / groups / communities.
- Sees connection between own task and agency goals and networking among agencies.
- Understands the handling of her/his own tasks in relation to different approaches utilized by the agency preventive, remedial and developmental.

**B. Identification and Assessment of the Needs/Problems. The learner**

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

  
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Help in handling these, especially the negative ones.

2. Observe the family inter-personal relationships and problems of different members.
  - a. Beings to use multiple client interviews with family members, observes the family dynamics and needs help in dealing with differential response to the needs/problems.
  - b. Uses different interviewing techniques skills, like support, suggestions and reflective procedures in involving family members in the problem solving process.
3. Understands the rational and objectives of short term and long term groups, open and closed groups.
4. Observes the group process and handles differential response of members.

#### C. Skills of Work with Individuals/Groups/Communities

1. Plans interview by formulating objectives and can evaluate the outcome.
2. Interprets individual's behavior like their use of coping, defenses and effect of tradition, superstitions on people's behavior.
3. Plans home visits keeping in mid the objectives.
4.
  - a. Understand the importance of relationships by making attempts to establish and sustain relationships with individual/group/communities. Uses different roles like collaborative, bargaining, advocacy, change agent with awareness.
  - b. Relates to individuals/groups/larger groups, according to their varying needs for relationships, interpreted through different types of behavior such as attention seeking behavior, isolation, assertive behavior.
  - c. Is aware of, but needs help, to assess and to cope with feelings towards individuals/groups / communities such as anger/indifference, undue attachment.
5.
  - a. Identifies and is able to partials work based on assessment of the client sub-system in relation to the identified problem.
  - b. With help shows more initiative in identifying the area of greatest discomfort to the client system that partializes the problem from the information collected from the client system.
  - c. Independently recognizes blocks in functioning of individuals/groups.
  - d. Involves the client system in planning action for problem solving.
  - e. Provides leadership and direction while working with individuals/groups/communities.
  - f. Sustains and assesses motivation and needs help in creating motivation in the individuals/groups/communities in dealing with the developmental/problem situation.
  - g. Confidently explains mutual roles responsibilities and clarifies the contract for work.
6.
  - a. Shows grater ability and independence in the use of techniques in working with individuals/groups/communities such as:
    - i. Fact finding and collating that data.
    - ii. Advice, guidance, reassurance.
    - iii. Providing knowledge and information.



- iv. Creates awareness so as to provide simple workable solutions through different techniques like environment modification, reflection, behavior change.
- b. Mobilizes human and material resources in relation to tasks assigned.
- c. The learner:
  - i. Shows greater selectivity in exploring facts.
  - ii. Utilizes appropriate techniques, of fact finding.
- d. i. Critically understands the organizational philosophy, policy objectives and rules, administrative structure and services structure.
- ii. Extends the objectives in relation to a wider system of health, education, welfare and development programs.
- iii. Supports agency's operational procedure like filing, maintaining registers, ledger's correspondence, project report, summary recording, minutes, reports, appeals.
- e. Formulates objectives for planning, organizing, budgeting, evaluating special projects and working in a team.
- f. Effectively contributions to staff meetings and provides relevant information.
- g. Suggests changes in the agency programs and recognizes own contribution in the agency process.
7. Elicits cooperation from others to work through different situations.
8. Takes responsibility for organizing own work-load for time and tasks.
9. Shows confidence and understanding of the rational and procedures, for transfer and termination with individuals/groups/communities and attempts to deal with feelings and behavior like hostility, anxiety, frustration.
10. a. Records relevant facts and maintains topical sequence with clarity.
- b. Begins to show skills in recording own responses with greater sensitivity, in relation to:
  - i. The tasks assigned.
  - ii. The agency.
  - iii. Profession.
  - iv. The individual/group/community.
- c. Organizes administrative tasks of the agency systematically, in relation to clients.
- d. Maintains a regular diary and uses it to organize workload.
- e. Shows ability to write transfer summaries, summary recordings and agency reports.

#### **D. Development as a Professional Person**

- a. Uses supportive techniques to motivate and sustain the client system in clarifying goals and in the problem solving process.
- b. Makes appropriate choice of strategies and techniques.
- c. Discusses prejudices and preconceived ideas in relation to role in the settings and needs help in dealing with them, as well as those in relation to certain community or religion, faith or traditions.

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

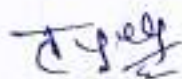
**E. Use of Practice Learning Instruction**

1. Reinforces ability to utilize the educational relationship by establishing a purposeful relationship with the field instructor and using it as a medium of learning.
2. With the help of field instructor, reaches out to new tasks.
3. Learns from previous experience and carries over this learning from one situation to another.
4. Utilizes field instructor's assessment of strengths and limitations to enhance own learning.
5. Makes attempts and is able to identify, application of theory to practice during conferences.
6. Shows responsibility in preparation for weekly conferences in terms of:
  - a. Submitting records in time for field instructor to read before conferences.
  - b. Reading the comments noted therein and using them to initiate discussion.
  - c. Actively participates in discussion at the individual weekly conferences.
7. Is able to confine dependency needs during conferences
  - a. Confidently presents plans for assignments.
  - b. Functions with progressive independence.
  - c. Discusses own strengths and limitations with respect to the tasks assigned.
  - d. Discusses own potentialities and limitations for professional growth.
  - e. With help, evaluates field-instruction constructively.
8. Participates and begins to take leadership in group conferences.
  - a. Learns from others experiences.
  - b. Participates in discussions.
  - c. Identifies content for group learning.
  - d. Organizes material for discussion, presents it with confidence.Takes initiative and responsibility for professional growth.

  
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**Core Domain : SOCIAL WORK PRACTICUM**

**Learning Opportunity Title: CONCURRENT PRACTICE LEARNING**

**Learning Opportunity No. : 7.5**

**Level : UG 3 (FIFTH SEMESTER)**

### **Introduction**

This opportunity is build on earlier learning, move from simple to complex and work done independently.

### **Objectives**

- a. Develop knowledge of factors impeding the social functioning of individuals and groups.
- b. Develop understanding and appreciation of agency's efforts.
- c. Develop ability to analyze agency's structure and function, management processes and make efforts to effect changes in the components of service delivery where gaps are located.
- d. Learn utilize selectively all the methods of social work, that is an integrated approach to problem solving.
- e. Internalize professional values and ethics.

### **Note to Practice teacher**

Practice learning should involve the selective utilization of all social work methods, through an integrated approach to problem solving activity. The learner should also be assigned small practice based research, surveys, administrative and supervisory tasks related to program implementation, progress proposals and training of para-professional and volunteers.

### **Criteria for Practice teaching learning and Evaluation**

#### **A. Social work tasks in the Agency**

Learner with the assistance of the field instructor should focus on emerging needs of the individual, group and the larger system.

The learner:

1. Through participation, shows ability of understanding objectives of the agency to assess the needs/problems, as related to individuals/groups and communities they serve.
2. Continues to assess the gaps between needs and services, for example lack of resources programs and plans appropriate action.
3. Assumes tasks around problems of client system and utilizes appropriate roles and strategies intervention.
4. Understands the connection between tasks and the overall goals and relates them to different approaches initiated by the agency.

#### **B. Identification and Assessment of the needs/problems.**

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1. The learner:
  - a. Studies the inter-relationship between the different socio-economic factors which affect individual's ability to meet and initiate services for the same.
  - b. Analyses various government and voluntary organizations and their functions, in relation to the needs/problems.
  - c. Link client system to resources and initiate collaboration.
  - d. Understands people's feelings in the helping process and deals with them confidently.
2. The learner:
  - a. Studies the family dynamics and begins to utilize – here and now situations for a healthy family life.
  - b. Confidently conducts joint and family interviews and deals effectively with the different individuals involved.
  - c. Mobilizes family members to work as a unit in relation to their needs/problems and promotes relational bonds.
  - d. Begins to be aware of the different objectives of home visits, for example to establish the relationships, to assess the quality of inter-personal relationship and to gain knowledge of the family's functioning.
3. The learner: Identify short term and long term groups formulate objectives and programs keeping in mind the rationale for forming such groups.
4. Uses the groups process in various situations, for example teamwork, committee meetings, to bring about planned changes.

**C. Techniques of Work with Individuals, Groups and Communities**

1. The learner:
  - a. Plans interviews.
  - b. Tries to involve individuals in the interviews.
  - c. Focuses and directs the interviews when necessary.
2. Through interviews, tries to find out the effect of the needs/problems on functioning of individuals, in the various sub systems, for example family, school, work place.
3. Conducts multiple client interviews, but needs help in interpreting and utilizing them to bring about a change.
4. Attempts to use social work skills in various situations.
  - i. Confidently establishes and sustains relationships with different individuals and groups.
  - ii. Uses relationships as a means of eliciting participation of hard to reach individuals and groups
  - iii. Begins to recognize the element of transference and counter- transference in relationships but needs help in dealing with it.

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5. a. Is able to analyze feelings of the client system in relation to their capacity, their needs problems and gains confidence in handling them.
- b. Is able to handle feelings towards individuals/groups and communities fairly well and begins to use them therapeutically.
6. Engagement in the problem solving/helping process.
  - a. Learner shows the capacity to select key issues to identify areas of greatest discomfort of the client and forms a contract for work accordingly.
  - b. Based on recognition of needs and problems, works on blocks which impede the functioning of the individuals / groups / communities and begins to plan with them, strategies to overcome them.
  - c. Shows increased ability to use leadership and give direction to motivate and sustain the efforts of the client system.

7. Problem solving techniques:

The learner

Is able to independently use and integrate the use of techniques in working with individuals/groups/communities such as:

- a. Fact-finding.
- b. Providing knowledge and information guidance, reassurance
- c. Creating awareness so as to provide workable solutions in the problem solving process
- d. Uses reflective discussion differentially.
- e. Analyses critically the available resources in terms of their utility and adequacy
- f. Independently explores for problem solving.
- g. Uses the appropriate techniques for fact gathering / data collection,
- h. Explores and utilizes secondary sources to obtain necessary data.
8. Administrative skills
  - i. The learner shows the capacity to get a grasp of:
 

The organizational structure, formal and informal set-up, rules and regulations, services and policies,
  - ii. Increased understanding of the agency's role and various programs in relation to the wider systems.
  - iii. Greater capacity and independence to carry out correspondence, writing referral notes, maintaining registers, ledgers and documentation.
  - iv. A fair degree of efficiency and accuracy in handling simple accounts.

The learner

- i. Prepares a draft proposal stating objectives, in planning or organizing, budgeting, evaluating and areas of working in a team.
- ii. Prepares reports for presentation
- iii. Organizes a staff meeting, contributes to the meetings and also interprets one's own role.


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- iv. Suggests changes in the agency programs and sees own contribution to the agency's progress.
  - v. Takes greater initiative in organizing workload and can manages the various assignments within the available time.
9. Recording
- i. With minimum guidance, the learner is able to record the process of work and the dynamics of interaction with in system / sub-system.

Recording includes:

- i. Analysis of individuals, groups, community, needs/ problems as observed and worker's
- ii. Problem-solving techniques including interviews.
- iii. Worker's interaction and role.
- iv. Documentation.
- v. Future plans.

Learner realizes the importance of being systematic in terms of:

- i. Organizing the work load.
- ii. Filing important papers and documents.
- iii. Maintaining a diary.

Learner shows greater capacity to write transfer summary which includes:

- i. Summary of tasks.
  - ii. The different modes of intervention utilized in working with individuals / groups / communities.
  - iii. The various approaches utilized and the impact of one approach as against another
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#### D. Development as a Professional Person

With help, the learner.

- 1. Becomes aware of the different roles performed.
- 2. Begins to use principles and techniques of social work selectively, for example using supportive techniques according to the dependency needs of the client system.
- 3. Begins to analyze own positive and negative traits, preconceived notions and use of defense mechanisms in terms of their effect. Begins to view functioning in the field objectively.
- 4. Is aware of the importance of upholding the image of the profession through one's own behavior and begins to review own role professionally.

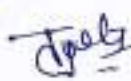
Understands the roles played by the client system and other disciplines in the helping process and gives them due respect and recognition. Works with the understanding that learning in social work is a continuous process.

  
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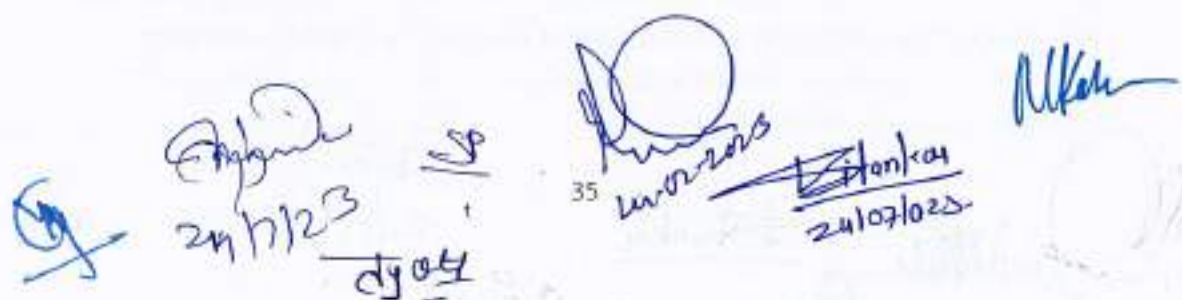
### Method of Assessment

Concurrent Practice Learning Opportunity ongoing assessment should include the following to show that the learner:

#### Note- Concurrent Practice Learning Evaluation.

The following guidelines are to support continued assessment by the instructor. A detailed evaluation to be developed by its institutions based on areas assigned for practices.

1. Confidently establishes a purposeful relationship with the field instructor and uses it as a medium of learning and feels free to express own views.
  - i. Identifies and works with increasingly complex tasks around a problem or need.
  - ii. Faces unfamiliar tasks with increasing confidence.
  - iii. With the support of the field instructor undertakes new tasks.
  - iv. Is able to transfer learning from previous experience to new situations/tasks.
  - v. Assesses own strengths and weaknesses, sees their effect on learning and plans learning process accordingly.
  - vi. Identifies application of theory to practice during conferences, with greater independence.
2. Shows responsibility in preparing for weekly conferences in terms of:
  - i. Submitting recordings in time for the field instructor to read and comment on before the conference.
  - ii. Reading the comments therein and using them to initiate discussion.
  - iii. Understands the records to show interest, engagement in practice and growth as practitioner.
  - iv. Takes greater initiative for innovative planning.
  - v. Learns from conferences and works on new and complex assignments with progressive independence.
3. Participation in group conference:
  - i. Learn from others experiences
  - ii. Initiates discussion and takes leadership, encourages others to do the same.
  - iii. Identifies content for group learning and problem solving.
  - iv. Organize material for discussion and present it with confidence
4. Takes responsibility are evaluating work in relation to the task assign.
5. Understand the significance of evaluation as a means of growth for professional person.

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**Core Domain : SOCIAL WORK PRACTICUM**

**Learning Opportunity Title : CONCURRENT PRACTICE LEARNING**

**Learning Opportunity No. : 7.6**

**Level : UG 3 (SIXTH SEMESTER)**

### **Introduction**

This opportunity is build on earlier learning, move from simple to complex and work done independently.

### **Objectives**

- a. Develop knowledge of factors impeding the social functioning of individuals and groups.
- b. Assume leadership in planning, organizing and evaluating different projects of the agency.
- c. Undertake small practice based research and administrative tasks.
- d. Participate in training of and undertake supervision of Para-professionals and volunteers.
- e. Critically evaluate existing community resources and suggest/initiate new services with support, develop project proposals and implement these.
- f. Use field-instruction to integrate self as a professional person.

### **Criteria for Practice teaching learning and Evaluation**

**Field Instruction should focus on the content of problem analysis in the curriculum.**

Learners should be courage to initiate and analyze the process of working with individuals / groups / communities.

#### **A. Social Work tasks in the Agency**

1. The learner analyze the

**Agency's objectives and policies.**

- a. Needs/ problems and issues as related to individuals / groups / large groups.
  - b. Services.
  - c. Agency's efforts at networking / collaboration with other agencies like governments and local bodies and other NGOs.
2. Learner is able to assess:
    - a. Utilization of social work methods including research, in relation to the tasks and programs of the agency.
    - b. Contribution to agency functioning.
    - c. Learner is able to suggest guidelines for future plans / programs for the agency.

#### **B. Study / identification and assessment of needs / problems, and issues**

1. Shows capacity for analytical approach to the role of the various organizations in relation to the client system.



2. Identifies the needs for short-term / long-term groups, open/ closed and therapeutic relation to problems / needs of the client system. Understands and utilizes developmental and therapeutic approaches as per client needs.
3. Learner is able to apply techniques of work with individuals / Groups / Communities.
4. Learner is able to select a problem area for study and conduct a small field based research study, under the guidance of the field work instructor.
5. Learner shows initiative and capacity to relate in conference, the connection between the problem/need of the client system and the socio-economic / political factors existing in society.

**The learner:**

1. Confidently utilizes an integrated approach to social work practice.
2. Forms different types of groups and works with them.  
Independently initiates group process and uses these consciously as a means of initiating change in the system / sub-system
3.
  - a. Identifies various types of relationships and uses them selectively for treatment and development of the client system
  - b. Analyses feelings objectively and shows ability to deal with them so as to ensure professional development and benefit to the client system.
4. Engagement in the Problem Solving / Helping Process:  
Learner shows ability to independently.
  - a. Assess motivation and capacity of the client system and to engage individuals, groups and communities in the helping process/plan of action
  - b. Partialize the problem and arrive at the focus of work with the client system.
  - c. Explore facts through primary and secondary sources and use them for action / treatment together individual / groups and communities.
  - d. Select and use different problem solving techniques.
  - e. Educate and motivate the client system to utilize existing services and put up project proposals for new services and initiate these based on needs/problems.
  - f. Use appropriate media / tools according to the situations / tasks.
5. Administrative Skills
  - a. Identify administrative processes such as leadership, authority, communication pattern formal/informal and make use of them with increased independence to promote agency's work.
  - b. Participates in board/staff meetings, prepare the agenda and write minutes.
  - c.
    - i. Examine office procedures.
    - ii. Handle finances in the agency/keep a budget for specific projects.
  - d. Plan/organize, implement and evaluate special projects / programs.
  - e. Work on compiling manuals and write reports and support changes in existing policies.

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- f. Interpret the findings of the research study to various groups, like management and client groups.
- g. Plan assignments, training programs and supervise volunteers and para professionals.
- h. Maintain different types of records and use them appropriately.
- i. Understand agency's specification, plan and carry out programs accordingly.
6. Learner shows ability to carry out a small practice based research under the guidance of the field instructor and consultation of research faculty if necessary and thereby shows abilities to:
  - a. State the major questions for study and list the major variables.
  - b. Identify appropriate primary and secondary sources of data in order to arrive at answers to the questions for study.
  - c. Identify the total population affected by the problem being studied, and scientifically select a sample from this population for the research project.
  - d. Formulate an appropriate, structured tool-either a questionnaire, interview-schedule or schedule or recording data.
  - e. Present a written statement of the plan for study, containing a description of the problem identified, the reason for selection of the problem, the objectives, questions and variables for study, the choices of sample and tools for study.
  - f. Utilizes the appropriate technique for collecting data.
  - g. Process the data, formulate simple frequency tables and use simple statistics.
  - h. Prepare a report of the practice-based research.
8. Recording:  
Learner is able to:
  - a. Learner is able to write a summary record showing interaction within a system / subsystem, with special emphasis on
    - i. Analysis of needs / problems and its effects on individuals, groups and community.
    - ii. Evaluation of worker's intervention.
    - iii. Future plans.
  - b. With help, learner begins to selectively utilize different types of records like transfer summaries, block summaries and reports.

#### C. Administrative Skills

Learner can independently utilize administrative skills like, correspondence, filing important papers, maintaining a diary, appeals for funds, project proposals and press releases.

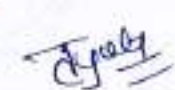
#### D. Development as a Professional Person

9. The Learner
  - i. Shows a sense of commitment to the client system and to the profession.
  - ii. Engages in an on-going self-evaluation and discusses this objectively with the instructor.

  
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- Gaps in learning opportunities that appear as missed, not available or not simulated for understanding and practice learning need to be identified and recorded by both the instructor and the learner to be shared with the instructor the following semester/year.
- Both the instructor and the learner to understand the goal of evaluation, as one to provide insights and joy of the learner's steadily process to become a professional and for the instructor further growth in role of practice teaching-learning process.

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