

Tirpude College of Social Work (Autonomous), Nagpur

Affiliated to

Rashtrasant Tukadoji Maharaj Nagpur University

Faculty of Humanities

Syllabus for Bachelor of Social Work

(Semester Pattern)

Session: 2024-2025

Bachelor of Social Work (BSW) Semester – I
Introduction to Social Work Profession
Paper I (1T1)
Discipline Specific Core (DSC) - Major

Credits: 04
Total Marks: 100

Theory: 80 Marks
Internal Assessment : 20 Marks

Learner's Objective:

1. Understand the concept of social work Profession.
2. Develop knowledge of history and development of social work profession.
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. Ethical Responsibilities in Social Work, Scope of Professional Social Work, Attributes of Professional Social Worker.

UNIT-II: Evolution of Social Work Profession in India and Abroad: Evolution of Social Work in abroad, Social work in India; Role of NAPSWI, MASWE
National and International Agency: Backward Class Commission, Women Commission, WHO, UNICEF, UNDP.

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, Environment protection.

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. Fields of professional Social Work.

Learning Outcomes:

1. Learners understood importance and historical development of social work profession.
2. Learners acquired knowledge about evolution of social work profession in India and Abroad.
3. Learners acquired knowledge about social work terms.
4. Learners acquired knowledge of social work education in India.

Internal Assessment :

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

Bachelor of Social Work (BSW) Semester – I
Working with Individual (Case Work)
Paper II (1T2)
Discipline Specific Core (DSC) - Major

Credits: 02
Total Marks: 50

Theory: 40 Marks
Internal Assessment : 10 Marks

Learner's objectives –

1. To impart knowledge about history of case work.
2. To understand the objectives, principles and importance of case work method.
3. To equip learners with necessary skills for working with individuals.
4. To develop understanding various approaches in case work.

Unit - I: Introduction to Case Work Method: Meaning and concept of Social Case Work, Definition, Historical Development of Case Work method in India. Case work in various settings—Schools, Welfare agencies, Hospitals.

Unit - II: Case Work as a Method: Philosophical Assumptions, Values, Objectives, Principles, Importance of case work, Components of case work and steps of case work.

Unit-III: Case work practice: Phases in case work, roles of case worker, Skills - communication, listening and evaluation. Tools of case work - Observation, interview, home visit. Recording in case work.

Unit – IV: Approaches of Social Case Work: Problem solving approach, family therapy approach, behavior modification approach, team approach - importance of referral services

Internal Assessment:

1. Case presentation,
2. Workshop on case work tools: interview/ home visit/ recording and
3. Assignment based on theory (SWP)

Learning Outcomes: -

1. Developed knowledge about history of case work.
2. Understood the concept of case work method.
3. Learners equipped with necessary skills for working with individuals.
4. Learners develop understanding about various approaches in case work .

References:

1. Bhattacharya Sanjay (2005) Social Work: An Integrated Approach , Deep & Deep publication Pvt. Ltd
2. Bannerjee G.R.(1967), Concept of Being and Becoming in the Practice of social work,

Mumbai: Tata Institute of Social Science.

3. Bannerjee G.R. (1971), Some Thought on Professional self in Social work, Indian Journal of Social work, Mumbai: Tata Institute of Social Science.

4. Friendlander W.A. (1987), Concept and Methods of social work,

5. Englewood Cliffs, Prentice Hall.

6. Fischer Joel, (1978), Effective Case Work Practice: An Eclectic Approach, New York: McGraw Hill book Co.

7. Mathew G. (1987), Case Work in Encyclopedia of Social Work in India, Delhi: Ministry of Social Welfare

8. Nursten J., (1974), Process of Case Work, GB: Pitman Publication

9. Alissi A.S., (1980), Perspectives on Group Work Practice: A Book of Readings,

10. New York: The Free Press.

11. Balgopal P.R. and Vassil, (1983), Group in Social Work - An Ecological Perspective, New York: Macmillan Publishing Co. Inc.

12. Brandler S. and Roman C.P., (1991) Group Work Skills and Strategies for Effective Interventions, New York: The Haworth Press.

13. Brandler S. and Roman C.P., (1999) Group Work Skills and Strategies for Effective Interventions, New York: The Haworth Press.

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

15. Garwin C. (1987), Contemporary Group Work, New York: Prentice-

16. Hallinc. Kemp C.G. (1970), Perspectives on Group Process: School of social welfare, Albany: State University of New York.

Bachelor of Social Work (BSW) Semester – I
School Social Work
Paper III (1T3)
Discipline Specific Elective (DSE) - Minor

Credits: 02
Total Marks: 50

Theory: 40 Marks
Internal Assessment : 10 Marks

Objectives –

1. To understand concept and importance of school social work.
2. To acquire the knowledge about mechanism to protect right of children.
3. To analysis the education system and intervention strategies for deal with the children.
4. To know the role of school social workers in school setting.

Unit I: School Social Work: Definition, History, importance of school social work, Principles, Techniques and ethics.

Issues & concerns of children in school: Children with special needs, relationship issues, emotional, Mental health, Addiction, Abuse, Maladjustment. Single parent child, peer pressure, Adolescence education: Concept and need, introduction to life skills, Career.

Unit II: Mechanisms for protecting Child rights: Introduction to child rights; concept and meaning of children in need of care & protection, children in conflict with law, role of CWC, JJB, child protection unit: protection officers, probation officers.

Unit III: Organizational context of schools: Types of various schools, school factors impacting student's behaviors; occupational and personal factors influencing mental health of teachers, exams and their impact; role of parents in education of their wards and parent teacher associations.

Unit IV: Role and responsibilities of school social workers: Services rendered by the school social workers, Role and tasks of school social workers, liaison with other professionals. Record keeping, Attributes of school social workers. Limitations.

Internal Assessment:

1. Case study presentation
2. Paper presentation on any theory paper.
3. Organize workshop and training.

Learning outcomes:

1. Students understand the concept and importance of school social work.
2. Students acquire the knowledge about mechanism to protect right of children.
3. Students analyze the education system and intervention strategies for deal with the children.
4. Students understand the role of school social workers in school setting.

Bachelor of Social Work (BSW) Semester – I
Introduction to Psychology
Paper IV (1T4)
Open Elective (OE)

Credits: 04
Total Marks: 100

Theory: 80 Marks
Internal Assessment : 20 Marks

Learners' 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 grasp the concept like memory and intelligence.
4. To understand the concept of personality.

Unit 1: Introduction to Psychology: Definition, Branches of Psychology - Social, Abnormal, Child, Educational, Industrial, Clinical, Community and Criminal. Psychology and social work. Methods of Psychology: Observation, Case- history, Survey, Questionnaire, Interview.

Unit II: Psychological processes-- Learning & Motivation: Definition, Trial and error learning, Classical and Operant conditioning, Insight learning, Observational learning.

Motivation: Definition, Motivational cycle, Types of motives, Motivational conflict.

Unit III: Memory and Intelligence: Definition, Types of Memory, Tests of retention: recall, retention and relearning. Improving memory. Causes of forgetting.

Intelligence –Definition, Various theories of Intelligence (Charles Spearman, Louis L. Thurstone, Howard Gardner); Concept of Mental age –IQ, Emotional Intelligence – concept.

Unit IV: Understanding personality: Definition of personality, Determinants of personality, introduction to measurement of personality – MMPI ,16PF, Projective tests –sentence completion and Rorschach –ink blot.

Internal Assessment:

1. Attendance.
2. Written assignment related to the theory paper.

Learning outcomes:

1. Students understand the fundamental concepts of human behaviour.
2. The basic psychological processes and their applications in everyday life learned by the students.
3. Students understood the concepts like memory and intelligence.
4. The concept of personality learned by the students.

References:

- 1) Baron,R.A.(1995)Psychology: The essential Science, NewYork 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, M c Grawhill

- 4) Mangal, S. K. (2010)An Introduction to Psychology, Sterling Publisher Pvt.Ltd
- 5) Mangal, S. K. (2013)General Psychology, Sterling Publisher Pvt.Ltd
- 6) Ronald J. Comer, Fundamentals of Psychology 7thEdition
- 7) Gerald Davidson, John Neale , Abnormal Psycholog

Bachelor of Social Work (BSW) Semester – I
Generic English for Writing Skills - I
Paper V (1T5)
Ability Enhancement Course (AEC)

Credits: 02

Total Marks: 50

Theory: 40 Marks

Internal Assessment : 10 Marks

Learners' Objectives:

1. To develop the basics of English language.
2. To allow the students to ponder on prose based on various themes.
3. To introduce writing skills to the students.
4. To enhance the reading and listening skills.
5. To improve communication skills.

UNIT – I : Writing Mechanics

1. Correction of errors in sentences
2. Articles
3. Synonyms

UNIT – II : Productive Writing Skill

1. Letter Writing
2. Précis Writing

UNIT – III : Writing of Critical Thinking:-

Prose

1. The Power of Prayer - Abdul Kalam
2. On Saying Please – A G Gardiner

UNIT – IV : Writing of Aesthetic Appreciation:-

Poems

1. Voice of the Unwanted Girl – Sujata Bhatt
2. Laugh and Be Merry – John Masefield

Internal Assessment for Conversational Skills

Internal Assessment will be based on:

A) Assignments – 05 marks

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

B) Viva-Voce – 05 marks

Course Outcome:

1. Students learned the art of writing.
2. Students can develop ability to read, write, listen and speak.
3. They developed vocabulary and communication skills.
4. Students learn the fundamentals of grammar.
5. Students develop skills in official correspondence.

Recommended Books:

1. **Textbook Prescribed: 'Oasis'**, An analogy of Prose and Poetry, A Textbook for College Students (Macmillan) Ed. By Dr. Madhukar Nikam, Dr. Rajesh Waigaonkar, Dr. Ram Savanekar, Dr. Aachal Mundafale, Dr. Tushar Watkar
2. **Learners Grammar and Composition** by N.D.V. Prasad Rao (S. Chand and Company Ltd.)
3. **English Grammar, Composition and Usage** by J.C. Nesfield (Macmillan India Ltd.)
4. **Step Up I – Improve Your English** Ed. by Lovely J Menachery and Malati Panga (Foundation Books)

**BSW (Semester I) Examination
Generic English for Writing Skill
Pattern of Question Paper**

Time: 2 Hours**Full Marks: 40**

- | | | |
|------|--|---------|
| Q- 1 | (A) Five Questions on Correction of errors in sentences | 1x5= 05 |
| | (B) Solve any Three Questions out of Five on Articles | 3x1= 03 |
| | (C) Write any Two Synonyms out of four | 2x1= 02 |
| Q- 2 | (A) Letter writing with internal choice | 1x5 =05 |
| | (B) Précis writing | 1x5= 05 |
| Q- 3 | Two SAQs with internal choice to be answered in about 75 words each from Unit III (Prescribed Prose) | 2x5 =10 |
| Q- 4 | Two SAQs with internal choice to be answered in about 75 words each from Unit IV (Prescribed Poems) | 2x5 =10 |

Bachelor of Social Work (BSW) Semester – I
मराठी लेखन कौशल्य आणि व्यवहारिक मराठी
Paper VI (1T6) (Optional)
Ability Enhancement Course (AEC)

Credits: 02
Total Marks: 50

Theory: 40 Marks
Internal Assessment : 10 Marks

घटक एक – मराठी लेखन कौशल्य

१. मराठी भाषा व लिपी
२. मराठी व्याकरण लेखन

घटक दोन - मराठी लेखन कौशल्य

१. भाषिक वाङ्मय व्यक्तिमत्त्व विकास – भाग एक
२. मुद्रितशोधन कौशल्य आणि व्यवसाय – भाग एक

घटक तीन - व्यावहारिक मराठी

१. पत्रलेखन
२. इतिवृत्तलेखन

घटक चार - भाषिक कौशल्याधारित अभ्यास घटक

१. वाक्प्रचार - म्हणी संग्रह करणे
२. प्रशासन वाक्प्रयोग व सुविचार संग्रह करणे,
३. शब्दसंग्रह वाढविणे:- समानार्थी शब्द, विरुद्धार्थी शब्द, शब्दसमूहाबद्दल एक शब्द
४. प्रत्यक्ष संवाद

अंतर्गत मूल्यमापन

१. स्वाध्याय
२. सादरीकरण
३. मौखिकी

Course Outcome : -

1. मराठी भाषेच्या अभ्यासाद्वारे मराठी लेखन कौशल्याच्या समृद्धीची जाणीव करून देणे.
2. विद्यार्थ्यांमध्ये लेखन कौशल्याचा विकास करून त्याद्वारे त्यांना रोजगारक्षम बनविणे.
3. भाषा आणि समाज यांतील परस्पर संबंधाचे स्वरूप दर्शवणारे शब्द, वाक्प्रयोग, म्हणी संकलित करून त्यांचे भाषिक उपयोजन करणे.
4. भाषा व लेखन कौशल्याचा समाजकार्य शिक्षणाशी अनुबंध जोडून विद्यार्थ्यांचे व्यावसायिक ज्ञान विकसित करणे.
5. भाषा व्यवहारासाठी आवश्यक लेखनव्यवहार कौशल्य, संभाषण कौशल्य, मराठी भाषा व आधुनिक तंत्रज्ञान कौशल्य, इत्यादी कौशल्ये विकसित करणे.

अभ्यासग्रंथ :

१. व्यावहारिक मराठी, लीला गोवीलकर, स्नेहवर्धन पब्लिशिंग हाऊस, पुणे, आवृत्ती, २००४
२. व्यावहारिक मराठी – ल.रा. नसिराबादकर, फडके प्रकाशन, कोल्हापूर, आठवी आवृत्ती, २००८.
३. मराठी शुद्धलेखन प्रदीप, मो. रा. वाळंबे, नितीन प्रकाशन, पुणे, सुधारित दुसरी आवृत्ती, २०००.
४. सुगम मराठी व्याकरण व लेखन, मो. रा. वाळंबे, नितीन प्रकाशन, पुणे, सुधारित आवृत्ती, २०१८.
५. सुगम मराठी व्याकरण व लेखन - शब्दरत्न, संपा. वैशाली कार्लेकर, नितीन प्रकाशन, पुणे, २०१९.
६. शासनव्यवहारात मराठी, भाषा संचालनालय, महाराष्ट्र शासन, मुंबई.
७. शोधनिबंधाची लेखनपद्धती, स.गं.मालसे, सुविचार प्रकाशन मंडळ, पुणे, पुनर्मुद्रण, १९९०.
८. साहित्यविहार भाग -१, २ व ३, राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठ प्रकाशन, नागपूर.
९. साहित्यरंग भाग -१, २ व ३, राघव पब्लिशर्स अँड डिस्ट्रीब्युटर्स, महाल, नागपूर.
१०. साहित्यसंवाद भाग -१, २ व ३, राघव पब्लिशर्स अँड डिस्ट्रीब्युटर्स, महाल, नागपूर.
११. भाषावैखरी भाग - १, साई पब्लिकेशन, नागपूर, प्रथमावृत्ती, २०२३.
१२. भाषावैभव भाग-२ व ३, विजय प्रकाशन, नागपूर

Bachelor of Social Work (BSW) Semester – I

हिंदी साहित्य तथा लेखन कौशल्य

Paper VI (1T6) (Optional)

Ability Enhancement Course (AEC)

Credits: 02

Total Marks: 50

Theory: 40 Marks

Internal Assessment : 10 Marks

पाठ्यक्रम के उद्देश्य

१. हिंदी भाषा और साहित्य के प्रति व्यक्ति विद्यार्थियों में अभिरुचि निर्माण करना।
२. हिंदी भाषा के विविध विधाओं से विद्यार्थियों को परिचित कराना।
३. दैनंदिन जीवन में भाषा की प्रयोजनता को बढ़ाना।
४. हिंदी भाषा का सम्यक ज्ञान देना।

इकाई — १ साहित्य

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| १. मनुष्य ही साहित्य का लक्ष्य है (निबंध) | — डॉ. हजारी प्रसाद द्विवेदी |
| २. घीसा (रेखाचित्र) | — महादेवी वर्मा |
| ३. अपनी अपनी हैसियत (व्यंग्यात्मक निबंध) | — हरिशंकर परसाई |

इकाई — २ साहित्य

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| १. सवा सेर गेहूं (कहानी) | — प्रेमचंद |
| २. रात का रहस्य (एकांकी) | — डॉ. रामकुमार वर्मा |
| ३. नैन नैनीताल की छवि में पगे (यात्रा संस्मरण) | — पंडित विष्णु कांतशास्त्री |

इकाई — ३ प्रयोजनमूलक हिंदी

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| १. समाचार लेखन | : परिभाषा, सूत्र, प्रारूप |
| २. साक्षात्कार | : प्रकार, पत्रकार वार्ता, प्रारूप |
| ३. सारांश लेखन | : परिभाषा, स्वरूप, विशेषताएं, प्रारूप |

इकाई — ४ लेखन कौशल्य

१. पल्लवन (कल्पना विस्तार)
२. निबंध लेखन
३. पत्र लेखन

अंतर्गत मुल्यांकन :

१. वाक्य शुद्धिकरण
२. विराम चिन्ह
३. मुहावरे और लोकोक्तियां

पाठ्यक्रम के परिणाम :

१. हिंदी भाषा और साहित्य के प्रति विद्यार्थियों में अभिरुचि निर्मित हुई।
२. हिंदी भाषा की विविध विधाओं से विद्यार्थी परिचित हुए।
३. दैनंदिन जीवन में भाषा की प्रयोजनता विकसित हुई।

संदर्भ ग्रंथ

१. हिन्दी गद्य संकलन — मधुलिका राय
२. पाण्डेय पृथ्वीनाथ : सामायिक प्रयोजनमूलक हिंदी : सुनील साहित्य सदन, नई दिल्ली
३. झाल्टे दंगल : प्रयोजनमूलक हिन्दी : सिध्दान्त और प्रयोग वाणी प्रकाशन, नयी दिल्ली
४. शुक्ल उमेशचन्द्र शुक्ल : हिन्दी व्याकरण, वाणी प्रकाशन, नयी दिल्ली

प्रश्न पत्र का प्रारूप

प्रश्न १. पहली इकाई से तीन प्रश्न जिनमें से दो प्रश्नों के उत्तर अपेक्षित है। ५ x २=१०

प्रश्न २. दूसरी इकाई से तीन प्रश्न जिनमें से दो प्रश्नों के उत्तर अपेक्षित है। ५ x २=१०

प्रश्न ३. तीसरी इकाई से तीन प्रश्न जिनमें से दो प्रश्नों के उत्तर अपेक्षित है। ५ x २=१०

प्रश्न ४. चतुर्थी इकाई से तीन प्रश्न जिनमें से दो प्रश्नों के उत्तर अपेक्षित है। ५ x २=१०

Bachelor of Social Work Semester-I
Social Work Practicum
Paper –VII (1P1)
Vocational Skill Course (VSC)

Credits: 04
Total Marks: 100

Practicum: 80 Marks
Viva Voce : 20 Marks

The Social Work Practicum shall comprise of the following components:

Components	Marks Allotted	Hours	Days
I) Orientations – Two	05	20	04
II) Observational Visits (05)	10	15	05
III) Structured Laboratory Experience (5 sessions) (Observation, Listening, communication, school social work and child rights,)	10	10	05
IV) Concurrent Practice Learning (School setting) 1. Case Work (03) – 30 marks 2. Case presentation - 10 marks 3. Conference -8 Sessions – 05 marks 4. Agency's Feedback on Students -05 marks 5. Report submission -5 marks	55	120	16
V) Internal Viva-Voce	20	01	01
Total	100	166	31

***Bachelor of Social Work (BSW) Semester – I**
Working with Children (CGSCC)
Paper VIII (1P2)
Field Project (FP)

Credits: 02
Total Marks: 50

Practicum: 40 Marks
Assessment : 10 Marks

Components	Marks Allotted	Hours	Days
1. Orientations – Two a. General introduction of FAP b. About Action plan	05	02	02
2. Theme based Workshop / Seminar On School Social Work in school or college. (any one with documentation)	10	10	04
3. Programs (Minimum three programs) a. Issues related to school b. Mental Health c. Parenting d. Child rights e. Adolescent Education f. School Safety g. Career option h. Child Abuse i. Impact of Social media	15	12	06
4. Resource book / Reals/ Video a. Child b. Disability c. Adolescent d. Educational issues e. Behavior problem f. Emotional problems g. Social /adjustment problems	10	30	15
5. Assessment	10	01	01
Total Marks	50	55	28

Tirpude College of Social Work (Autonomous), Nagpur

**Affiliated to
Rashtrasant Tukadoji Maharaj Nagpur
University**

**Faculty of
Humanities Syllabus for
Bachelor of Social Work
(Semester Pattern)**

Session: 2024-2025

Bachelor of Social Work (BSW) Semester – II
Skills for Professional Social Work
Paper I (2T1)
Discipline Specific Core (DSC) - Major

Credits: 04

Total Marks: 100

Theory: 80 Marks

Internal Assessment : 20 Marks

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 skills - Concept, principles, barriers in communication, channels of 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, levels of training, training process: planning, implementation and evaluation, training methods: group discussion, simulation games, photo language, role play, preparation of training modules.

Unit III- Management Skills- Self Management, Resource management, Time Management, Conflict Management, Stress management, Total Quality Management.

Unit IV- Treatment and rehabilitation skills -Healing process and different therapies: meaning, purpose and process of healing, Performing art therapy, Yoga, Meditation, Crisis intervention.

Internal Assessment:

Workshop on Healing and Therapies, demonstration of Role play, organizing short duration training programme on any of two skill areas, visit to healing and therapy centers.

Learning Outcomes:

1. Understood the scientific knowledge of social work skills.
2. Developed the systematic approach towards the social work skills.
3. Learnt the application of skills in practice.

Reference:

- ❖ Cournoyer, Barry (2000) Social Work Skills Workbook, Third Edition, California: Wordsworth Publishing Company.
- ❖ Pawar, M and Shereedan, R.(2004) International Social Work Practicum in India Australian Social Work 53(3)
- ❖ Patkar Pravin, (1999) Field Work, Granthali Publication, Mumbai
- ❖ PRIA, Training for Trainer, Institutional area, Tughalakabad, Delhi.
- ❖ Pincus, Allen (1973) Social Work Practice : Model and Method, Illinois: F.E. Peacock Anne Minaham 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.
- ❖ Walsh, Joseph,(2006) Theories of Direct Practice, Belmont, CA: Brooks/ Cole.
- ❖ Ruch G. (2000) Self and Social Work: Towards an integrated model of Learning, Journal of Social Work Practice, 14 (2) pp 99-112
- ❖ Singh R.R. (ed) (1985), Field Work in Social Work Education: A Perspective for Human Service Profession, New Delhi, Concept Publishing Company.
- ❖ Sudha Datar and at. al. (ed) (2009) Skill Training for social workers: A Manual, Sage Publication , New Delhi.

Bachelor of Social Work (BSW) Semester – II
Working with Groups
Paper II (2T2)
Discipline Specific Core (DSC) - Major

Credits: 02

Total Marks: 50

Theory: 40 Marks

Internal Assessment : 10 Marks

Learner's Objective

1. To Understand the current trends in group work.
2. To Develop understanding of group work as a method and develop appropriate perspective regarding group dynamics.
3. To develop the understanding about roles, approaches to group work.
4. To develop skills in group work and will be able to develop program as a tool for group development

Unit- I: - Working with Groups: Nature, types and characteristics of Group, Definition of Group Work, Purpose and formation of the group, Membership, Duration and phases in Group Work.

Unit –II: - Social Group Work as a Method: Objectives, Principles, values of Group work, Process in groups. Types of group work services: Development, recreational, non - formal education, skill development. Group dynamics: leadership, isolation, decision making, communication, relationship, conflict, personal experiences, bond, sub - group

Unit III – Approaches of Group work: Learning, Social Exchange, Field, System approach, Role of group worker in various types of groups.

Unit IV - Skills, Techniques and Evaluation in Group Work: Concept of programme planning. Programme goals and principles, programme planning and Implementation, Skills of group worker: facilitation, leadership development, recording. Types and methods of evaluation

Internal Assessment:

- Attendance -5
- Seminar/Workshop -5 marks
- Presentations on given topics- 5 marks
- Written assignments -5 marks

Course Outcomes:

1. Learners will understand the current trends in group work.
2. Learners will develop understanding of group work as a method and develop appropriate perspective regarding group dynamics.
3. Learners will develop the understanding about roles, approaches to group work.
4. Learners will develop skills in group work and will be able to develop program as a tool for group development

Recommended Reading:

- Konopka G. (1963), Social Group Work: A Helping Process: Englewood cliff. NJ, Prentice - Hallinc.
- Kurland R. & Salmon R. (1998), Teaching a Method in Working with Groups, Alexandria: Council on Social Work Education.
- Pepil C.P. and Rothman B., Social Work with groups, New York: The Haworth Press
- Sundel M. Glasser P. Sarri R.Vinter, (1985), Individual Change Through Small Groups, New York: The Pree Press.
- Siddique H.Y., (2008) Group Work: Theories and Practice, Rawat Publication.
- Toselance R.W. (1984), An Introduction to Group Work Practice, New York: Macmilan Publication Co.
- TreckerHarleigh B. (1990), Social Group Work: Principles and Practice, New York: Association Press

Bachelor of Social Work (BSW) Semester – II
Sociology
Paper III (2T3)
Open Elective (OE)

Credits: 04

Total Marks: 100

Theory: 80 Marks

Internal Assessment : 20 Marks

Learners' Objectives:

1. To Provide insight about the subject sociology as a science of society.
2. To enable the students to understand the basic concepts of sociology.
3. To provide the knowledge about social structure, socialization, and culture.

Unit I: Sociology and Indian Society.

Sociology: meaning, definition, importance, scope. Indian Society: Rural, Urban & Tribal community: meaning and characteristics.

Unit II: Society, Social Structure, Social Group.

Society: meaning, characteristics. Social Structure: meaning, elements. Social Group: meaning, characteristics of primary groups, secondary groups.

Unit III: Social institutions, Social control, Social change.

Characteristics and functions of social institutions (Family, Marriage, Religion). Social control; meaning. Social change; meaning, factors of social change (technological).

Unit IV: Socialization, culture, social stratification, social mobility, social movement.

Socialization; agents, stages. Elements of culture, values, norms. Social stratification; meaning, functions. Social mobility; meaning. Social movement; meaning.

Learning Outcome:

1. Learner's will provide insight about the subject sociology as a science of society.
2. Learner's will enable the students to understand the basic concepts of sociology.
3. Learner's will provide the knowledge about social structure, socialization, and culture.

Internal Assessment:

- Attendance -5
- Seminar/Workshop -5 marks
- Presentations on given topics- 5marks
- Written assignments -5 marks

Bachelor of Social Work (BSW) Semester – II
Generic English for Writing Skill
Paper IV (2T4)
Ability Enhancement Course (AEC)

Credits: 02
Total Marks: 50

Theory: 40 Marks
Internal Assessment : 10 Marks

Learners' Objectives:

1. To prepare students in writing mechanics
2. To improve productive writing skill of the students
3. To encourage the students to be more expressive regarding their thoughts
4. To study the various narrative style and techniques of the eminent writers
5. To write aesthetic appreciation of the poem
6. To recite the poem with proper accent, rhythm and intonation.
7. To introduce the various forms of advertisement writing
8. To introduce the various forms of report writing

UNIT – I : Writing Mechanics **10 Marks**

1. Punctuation of Passage
2. Prepositions
3. Antonyms

UNIT – II : Productive Writing Skill **10 Marks**

1. Writing an Advertisement copy
2. Report Writing

UNIT – III : Writing of Critical Thinking:- **10 Marks**

Prose

1. A Tiger for Malgudi – R. K. Narayan
2. Socrates – J. B. Neilson

UNIT – IV : Writing of Aesthetic Appreciation:- **10 Marks**

Poems

1. Psalm of Life – H. W. Longfellow
2. Where the Mind is without Fear – Rabindranath Tagore

Internal Assessment Conversational Skills **10 Marks**

Internal Assessment will be based on:

A) Assignments – 05 marks

1. Giving Directions
2. Making Requests
3. Making Offers
4. Getting and Giving Permission

B) Viva-Voce – 05 marks

Learning Outcomes:

1. Students will develop their writing mechanics
2. Learners will be familiar with various narrative style and techniques.
3. Students can develop their professional writing skills.
4. Students comprehend the relevance of English language within the area of social work.
5. Students will develop art of report writing and advertisement writing
6. Learners will be equipped with foundational skills to analyze the text.

Recommended Books:

1. **Textbook Prescribed: 'Oasis'**, An analect of Prose and Poetry, A Textbook for College Students (Macmillan) Ed. By Dr. Madhukar Nikam, Dr. Rajesh Waigaonkar, Dr. Ram Savanekar, Dr. Aachal Mundafale, Dr. Tushar Watkar
2. **Learners Grammar and Composition** by N.D.V. Prasad Rao (S. Chand and Company Ltd.)
3. **English Grammar, Composition and Usage** by J.C. Nesfield (Macmillan India Ltd.)
4. **Step Up I – Improve Your English** Ed. by Lovely J Menachery and Malati Panga (Foundation Books)

**BSW (Semester II) Examination
Generic English for Writing Skill
Pattern of Question Paper**

Time: 2 Hours

Full Marks: 40

- | | | |
|------|---|---------|
| Q- 1 | (A) Punctuation of Passage with internal choice | 1x5= 05 |
| | (B) Solve any Three Questions out of Five on Prepositions | 3x1= 03 |
| | (C) Write any Two Antonyms out of four | 2x1= 02 |
| Q- 2 | (A) News writing with internal choice | 1x5 =05 |
| | (B) Report writing with internal choice | 1x5= 05 |
| Q- 3 | Two SAQs with internal choice to be answered in about 75 words each from Unit III
(Prescribed Prose) | 2x5 =10 |
| Q- 4 | Two SAQs with internal choice to be answered in about 75 words each from Unit IV
(Prescribed Poems) | 2x5 =10 |

Bachelor of Social Work (BSW) Semester – II

मराठी लेखन कौशल्य आणि व्यवहारिक मराठी

Paper V (2T5)

Ability Enhancement Course (AEC)

Credits: 02

Total Marks: 50

Theory: 40 Marks

Internal Assessment : 10 Marks

Learners' Objectives:

1. मराठी भाषेतील प्रमुख लेखनकौशल्याचा परिचय घडविणे व मराठी भाषेचे महत्व समजावून घेणे.
2. मराठी भाषेच्या अभ्यासातून जीवनविषयक व व्यावहारिक ज्ञान विकसित करून विद्यार्थ्यांना प्रगल्भ बनविणे.
3. जीवनातील बदलांबरोबर विविध जीवनक्षेत्रातील भाषिक लेखन कौशल्याचे ज्ञान देणे.
4. व्यावहारिक मराठीच्या माध्यमातून विद्यार्थ्यांना रोजगाराभिमुख व व्यवसायपूरक भाषाव्यवहाराचे ज्ञान देणे.
5. जीवनव्यवहारात व व्यावसायिक क्षेत्रांत मराठी भाषेचे प्रभावी उपयोजन करता यावे, भाषिक कौशल्ये आत्मसात करता यावी, मराठी भाषा व आधुनिक तंत्रज्ञान कौशल्य, इत्यादी कौशल्ये विकसित करणे.

घटक एक – मराठी लेखन कौशल्य

१. मुद्रित प्रसारमाध्यमांसाठीची लेखन कौशल्ये
२. दृक्श्राव्य माध्यमांसाठी भाषण- वाचन कौशल्य विकास

घटक दोन - मराठी लेखन कौशल्य

१. भाषिक वाङ्मय व्यक्तिमत्त्व विकास – भाग दोन
२. मुद्रितशोधन कौशल्य आणि व्यवसाय — भाग दोन

घटक तीन - व्यावहारिक मराठी

१. मुलाखत लेखन
२. इंटरनेट व मराठी भाषा

घटक चार - भाषिक कौशल्याधारित अभ्यासघटक

१. स्वपरिचय लिहिणे
२. नोकरीसाठी अर्ज लिहिणे
३. तक्रारपत्र तयार करणे
४. शब्दसंग्रह वाढविणे:- समूहदर्शक शब्द, अलंकारिक शब्द, पारिभाषिक शब्दसूची

अंतर्गत मूल्यमापन

१. स्वाध्याय
२. बातमी लेखन
३. मुलाखत देणे- मुलाखत घेणे

अभ्यासग्रंथ :

१. **व्यावहारिक मराठी**, लीला गोवीलकर, स्नेहवर्धन पब्लिशिंग हाऊस, पुणे, आवृत्ती, २००४
२. **व्यावहारिक मराठी** – ल.रा. नसिराबादकर, फडके प्रकाशन, कोल्हापूर, आठवी आवृत्ती, २००८.
३. **मराठी शुद्धलेखन प्रदीप**, मो. रा. वाळंबे, नितीन प्रकाशन, पुणे, सुधारित दुसरी आवृत्ती, २०००.
४. **सुगम मराठी व्याकरण व लेखन**, मो. रा. वाळंबे, नितीन प्रकाशन, पुणे, सुधारित आवृत्ती, २०१८.
१. **सुगम मराठी व्याकरण व लेखन - शब्दरत्न**, संपा. वैशाली कार्लेकर, नितीन प्रकाशन, पुणे, २०१९.
२. **शासनव्यवहारात मराठी**, भाषा संचालनालय, महाराष्ट्र शासन, मुंबई.
३. **शोधनिबंधाची लेखनपद्धती**, स.गं.मालसे, सुविचार प्रकाशन मंडळ, पुणे, पुनर्मुद्रण, १९९०.
४. **साहित्यविहार भाग -१, २ व ३**, राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठ प्रकाशन, नागपूर.
५. **साहित्यरंग भाग -१, २ व ३**, राघव पब्लिशर्स अँड डिस्ट्रीब्युटर्स, महाल, नागपूर.
६. **साहित्यसंवाद भाग -१, २ व ३**, राघव पब्लिशर्स अँड डिस्ट्रीब्युटर्स, महाल, नागपूर.
७. **भाषावैखरी भाग - १**, साई पब्लिकेशन, नागपूर, प्रथमावृत्ती, २०२३.
८. **भाषावैभव भाग-२ व ३**, विजय प्रकाशन, नागपूर.

समाजकार्य पदवी अभ्यासक्रम (बी एस डब्ल्यू)
विषय – मराठी लेखन कौशल्य आणि व्यवहारिक मराठी
गुण विभागणी

घटक एक :- मराठी लेखन कौशल्य - १० गुण
घटक दोन :- मराठी लेखन कौशल्य - १० गुण
घटक तीन :- व्यावहारिक मराठी - १० गुण
घटक चार :- भाषिक कौशल्याधारित अभ्यासघटक - १० गुण
अंतर्गत मूल्यमापन: - १० गुण
एकूण गुण = ५०

मराठी विषयाच्या प्रश्नपत्रिकेचे स्वरूप

वेळ: दोन तास एकूण गुण: ४०
प्रश्न १ : घटक एक- मराठी लेखन कौशल्यावर आधारित दीर्घोत्तरी प्रश्न (दोनपैकी एक सोडवा) $१ \times ८ = ८$ गुण
प्रश्न २: घटक दोन- मराठी लेखन कौशल्यावर आधारित थोडक्यात उत्तरे लिहा प्रश्न (तीनपैकी दोन सोडवा)
 $२ \times ४ = ८$ गुण
प्रश्न ३ : घटक तीन -व्यावहारिक मराठीवर आधारित लघुत्तरी प्रश्न (सहापैकी चार सोडवा) $४ \times २ = ८$ गुण
प्रश्न ४ : घटक चार भाषिक कौशल्याधारित अभ्यासघटकावर आधारित लघुत्तरी प्रश्न (सहापैकी चार सोडवा)
 $४ \times २ = ८$ गुण
प्रश्न ५ : बहुपर्यायी वस्तुनिष्ठ प्रश्न (प्रत्येक घटकावर दोन प्रश्न = एकूण ८ प्रश्न) $८ \times १ = ८$ गुण

Bachelor of Social Work (BSW) Semester – II

साहित्य तथा लेखन कौशल्य

Paper VI (2T6)

Ability Enhancement Course (AEC)

Credits: 02

Theory: 40 Marks

Total Marks: 50

Internal Assessment : 10 Marks

पाठ्यक्रम के उद्देश्य

- 1) हिंदी भाषा और साहित्य के प्रति विद्यार्थियों में अभिरुचि निर्माण करना।
- 2) हिंदी भाषा के विविध विधाओं से विद्यार्थियों को परिचित कराना।
- 3) दैनंदिन जीवन में भाषा की प्रयोजनता को बढ़ाना।
- 4) हिंदी भाषा का सम्यक ज्ञान देना।

इकाई- I साहित्य

1. उत्साह (विवेचनात्मक निबंध)- आचार्य रामचंद्र शुक्ल
2. धिक्कार(कहानी)- मुंशी प्रेमचंद
3. एक फूल की चाह (कविता) -सियारामशरण गुप्त

इकाई -II साहित्य

1. मैं और मेरा देश (ललित निबंध)- कन्हैयालाल मिश्र प्रभाकर
2. सर्कस(व्यंग्य)- रवीन्द्रनाथ त्यागी
3. प्रतिशोध (एकांकी)- डा. रामकुमार वर्मा

इकाई -III प्रयोजनमूलक हिंदी

1. अनुवाद लेखन : अर्थ, परिभाषा, प्रकार, विशेषताएँ, प्रारूप
2. टीप्पन तथा प्रारूपण : अर्थ, परिभाषा, विशेषताएँ, प्रारूप
3. क्षेत्र कार्य : अर्थ, परिभाषा, विशेषताएं, प्रारूप

इकाई - IV लेखन कौशल्य

1. कथा लेखन
2. वृत्तांत लेखन
3. फीचर लेखन

अंतर्गत मूल्यांकन : कुल अंक 10

1. काल परिवर्तन
2. वाक्य परिवर्तन
3. लिंग परिवर्तन

पाठ्यक्रम के परिणाम:

- 1) हिंदी भाषा और साहित्य के प्रति विद्यार्थियों में अभिरुचि निर्मित हुई ।
- 2) हिंदी भाषा की विविध विधाओं से विद्यार्थी परिचित हुए।
- 3) दैनंदिन जीवन में भाषा की प्रयोजनता विकसित हुई।

प्रश्न पत्र का प्रारूप

प्रश्न 1.पहली इकाई से तीन प्रश्न जिनमें से दो प्रश्नों के उत्तर अपेक्षित है। $5 \times 2 = 10$

प्रश्न 2. दूसरी इकाई से तीन प्रश्न जिनमें से दो प्रश्नों के उत्तर अपेक्षित है। $5 \times 2 = 10$

प्रश्न 3.तीसरी इकाई से तीन प्रश्न जिनमें से दो प्रश्नों के उत्तर अपेक्षित है। $5 \times 2 = 10$

प्रश्न 4.चतुर्थी इकाई से तीन प्रश्न जिनमें से दो प्रश्नों के उत्तर अपेक्षित है। $5 \times 2 = 10$

Bachelor of Social Work (BSW) Semester – II
Citizens Duties and Rights
Paper VII (2T7)
Value Enhancement Course (VEC)

Credits: 02

Theory: 40 Marks

Total Marks: 50

Internal Assessment : 10 Marks

Learners' Objectives:

- 1) Enrich students with knowledge and relevance of the Indian Constitution.
- 2) Develop awareness in student about duties and rights.
- 3) Inculcate a sense of Constitutionalism in thought and action.
- 4) Create importance of rights in student.

Unit I:- Introduction to Indian Constitution, values , importance for citizens, constitutional objectives

Unit II: Concept of rights, meaning, nature and definition, Citizens rights, concept, nature and significance, democracy and rights

Unit III: Nature of rights (civil, political, social and economical), citizen's rights in Indian constitution (12 to 35), role of judiciary system for protection of rights.

Unit IV: Citizens' Duties – Concept of duties, Fundamental duties in Indian Constitution (Article 51 'A', contained in Part IV A of the Constitution deals with Fundamental Duties), relationship between rights and duties, social work intervention.

Internal Assessment:

- Attendance -5
- Seminar/Workshop -5 marks
- Presentations on given topics- 5marks
- Written assignments -5 marks

Learners' Outcomes:

- 1) Students enriched with knowledge and relevance of the Indian Constitution.
- 2) Developed awareness in students about duties and rights.
- 3) Inculcated a sense of Constitutionalism in thought and action.
- 4) Created importance of rights among students.

Recommended readings

- Preamble to the Constitution of India, 1950.
- The Constitution of India,
- The Constitution of India, Fundamental Duties [Ar. 51 A (a)- (k)].

- Durga Das Basu, et al., Introduction to the Constitution of India (LexisNexis, 26th edn, 2022).
- Leila Seth, We, the Children of India: The Preamble to Our Constitution (New Delhi, Puffin Books, Penguin Books India, 2010).
- Mahendra Pal Singh, V.N. Shukla's Constitution of India, (Eastern Book Company, Lucknow, 13th revised edn. 2017)
- B.R. Ambedkar Selected Speeches, (Prasar Bharati, New Delhi, 2019) available at: https://prasarbharati.gov.in/whatsnew/whatsnew_653363.pdf.

Bachelor of Social Work (BSW) Semester – II
Social Work Practicum
Paper VIII (2P1)
Vocational Enhancement Course (VEC)

Credits: 04

Total Marks: 100

Theory: 80 Marks

Internal Assessment : 20 Marks

The Social Work Practicum shall comprise of the following components:

Components	Marks Allotted	Days
I) Orientation	10	04
II) Structured Laboratory Experience (5 sessions) Capacity building, Motivation, exploration, self rapport establishment (Self & Introduction of guests) and Writing skills (Application, Invitation, Press note, Slogan Writing)	10	05
III) Concurrent Practice Learning (School setting a) Working with individual (02 cases each) b) Working with group	30 30	21
IV) Internal Viva-Voce	20	
Total	100	30

Bachelor of Social Work (BSW) Semester – II
Working with Groups (CGSCC)
Paper IX (2P2)
Field Project (FP)

Credits: 02

Total Marks: 50

Theory: 40 Marks

Internal Assessment : 10 Marks

Components	Marks Allotted	Hours	Days
1. Orientations – Two a. General introduction of FAP b. About Action plan	05	02	02
2. Theme based Workshop / Seminar on School Social Work in school or college. (any one with documentation)	10	10	04
3. Programs (Minimum three programs) a. Games b. Creative Activities c. Group Songs d. Story Telling e. Competition	15	12	06
4. Resource book / Reals/ Video a. Child rights b. Disability c. Adolescent d. Educational issues e. Behavior problem f. Emotional problems g. Social /adjustment problems	10	30	15
5. Assessment	10	01	01
Total Marks	50	55	28