

**Tirpude College of Social Work (Autonomous)**

**Civil Lines, Nagpur**

**Affiliated to**

**Rashtrasant Tukadoji Maharaj Nagpur University**

**Faculty of Interdisciplinary**

**SYLLABUS FOR THE BACHELOR OF SOCIAL WORK (BSW)**

**For**

**Third and Fourth Semester (w. e. f. 2026-27 Academic Session)**

**(NEP 2020)**

**NEW CURRICULAR FRAMEWORK IN SOCIAL WORK**

**Credit Distribution for Three/Four- Year Honours/Honours with Research Degree**

**Programme in Social Work with Multiple Entry and Exit Options**

**SUBMITTED BY**

**BOARD OF STUDIES SOCIAL WORK**

# Course Details

## THEORY PAPERS

### BACHELOR OF SOCIAL WORK (BSW) SEMESTER -III

**BSW Semester : III**

**Total Marks : 550**

**Total Credits : 22**

| R No. | Domain | Paper Code | Subject                                         | Total Marks | University theory exam | CIE Marks | Min. Passing Marks | Credit | Weekly Hours |
|-------|--------|------------|-------------------------------------------------|-------------|------------------------|-----------|--------------------|--------|--------------|
| 1     | DSC    | 3T1        | <b>Method Course:</b><br>Community organization | 100         | 80                     | 20        | 40                 | 4      | 4            |
| 2     | DSC    | 3T2        | Areas of Social Work Practice                   | 100         | 80                     | 20        | 40                 | 4      | 4            |
| 3     | MINOR  | 3T3        | Disability and Social Work                      | 50          | 40                     | 10        | 20                 | 2      | 2            |
| 4     | OE     | 3T4        | Psychology for Human Growth and Development     | 50          | 40                     | 10        | 20                 | 2      | 2            |
| 5     | AEC L1 | 3T5        | English                                         | 50          | 40                     | 10        | 20                 | 2      | 2            |
| 6     | AEC L2 | 3T6        | Marathi/Hindi/<br>Supplementary English         | 50          | 40                     | 10        | 20                 | 2      | 2            |
| 7     | FP     | 3P1        | Social Work Practicum                           | 100         | 80                     | 20*       | 40                 | 4      | 12 Hrs       |
| 8     | CC     | 3P2        | NSS/Cultural<br>/Sports/Extension<br>Activity   | 50          | 40                     | 10        | 20                 | 2      | 2            |

**\*Internal Viva-Voce**

**- - CIE: Continuous Internal Evaluation**

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

Paper-I (3TI)

Method Course: **Community Organization**

Domain: Discipline Specific Course (DSC)

Total Credit : 04

Total :100 Marks

Theory : 80 Marks

Internal Assessment : 20 Marks

### **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 for community development.
4. To developed personality as a community organizer as a professional self.

**Unit I: Understanding Community:** Concept of community, characteristics of the community, functions of community, types of community (Urban, Rural & Tribal). **Concepts:** community Power structure, community participation, concretization, community mobilization.

**Unit II: Community Organization:** Definition, Concept, Principles ,Steps and Process of community organization, community development & community organization, Rothman's model of community organization, 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 based organizations (CBOs), Community meeting, community survey, action Plan, community assessment & community profile.

**Unit IV: Skills in Community Organization:** Information Gathering, interaction skill, observation & analytical Skill, listening & responding skill, conflict resolution, evaluation, recording in community work. Resources mobilization (Internal & External resources).

**Internal Assignment:** Workshop on action plan, PRA, community meeting, FGD, process recording and any other assignment related to the course contents.

**Learning Outcomes:**

1. Students will understand the importance of community organization & community development.
2. Students will enhanced sense of community responsibility.
3. Knowledge gained about the strategies, skills and tools used on community organization.
4. Developed personality as a community organizer or professional social worker.

**References:**

1. Banmala (1987) community organization, Nagpur: Indian Institute of Youth Welfare.
2. Christopher A.J. & Community Organization & Social Action. New Delhi. Himalaya Publishing House.
3. Dandavate, M. 1977 Marx and Gandhi, Bombay: Popular Prakashan Pvt.Ltd.
4. Dayal. R. 1960 Community Development Programme in India. Allahabad: Kitabmahal Publishers.
5. Gandhi M.K. 1958 sarvodaya (The Welfare of all). Ahmedabad: Navjivan Publishing House.
6. Gangrade K.D. 1971 Community Organization in India. Bombay: Popular Prakashan.
7. Kulkarni V.V. (2014) Social Work & Community Organization. Agra. Current Publications.
8. Kulkarni V.V. (2014) Community Organization Process & Social Work, Agra. Current Publications.
9. Kulkarni V.V. (2014) Dimensions of Community Work, Agra. Current Publications.
10. Kulkarni V.V. (2014) Dynamics of Community Organization and social work, Agra. Current Publications.
11. Dhanaskar M.P. and Thulkar S.B. (2025), Community Organisation and Social Action, Tejas Publication, Nagpur
12. Mullaly, R. (2002): Challenging Oppression: A Critical Social Work Approuch, Don Mills, Ontario: Oxford University Press
13. Ross, M.G. (1 967): "Community Organization", Harper and Row, New York
14. Rothman, J. (1970): Three Models of Community Organization Practice. Strategies of Community Organization, New York: Columbia University Press.
15. Siddiqui HY (1974): Social Wok and Social Action, New Delhi, Harman publications
16. Siddiqui HY (1974): Strategies of Community Organization, South Australia, Peacock Publications
- 17 Siddiqui H.Y. (1997):"Working with Communities", Hira Publications, New Delhi.
18. साळीवकर, संजय; (2017), 'समाजकार्याच्या प्रत्यक्ष स्वरूपाच्या पद्धती', नागपूर, श्री मंगेश प्रकाशन

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

### **Paper-II (3T2)**

#### **Areas of Social Work Practice**

##### **Domain: Discipline Specific Course (DSC)**

Total Credit : 4

Total :100 Marks

Theory : 80 Marks

Internal Assessment : 20 Marks

##### **Learner's Objectives:**

1. To develop an understanding of Area of social work Practice.
2. To develop the skills and knowledge for effective services in various areas of social work practice.
3. To get acquainted with social work intervention in the areas of social work practice.
4. To understand the role of social worker in area of Social Work Practice.

##### **Unit 1: Family And Child Welfare:**

- (I)** Need and Importance of Social Work Practice in the Field of Family and Child Welfare, Emerging Challenges Faced by Family in India (Family Disorganization, Impact of Urbanization on Family , Changing Roles in Family, Marriage and Family Disputes , Domestic Violence ), Problems of Children in India ( Education, Health and Malnutrition, Vulnerable Children, Marginalized Children, Children in Conflict with Law , Children in Need of Protection And Care ).
- (II)** Introduction of Welfare Agency, Working with Children and Family, Programme for Family and Child Welfare in India. Child Rights, Family Counselling, Child Counselling, Parenting Counselling, Role of Social Worker in Family and Child Welfare.

## **Unit 2: Health Care & Mental Health**

- (I)** Meaning, Components And Determinants Of Health, Health Scenario In India, Concept Of Positive Health, Programme And Services In The Health Care System, Role Of Social Worker In Eye Bank, Blood Bank, Organ Donation, Government Hospital, Health Camp.
- (II)** Concept And Definition Of Mental Health And Illness. Mental Health Scenario In India, National Mental Health Programme, Role Of Social Worker In Mental Hospital.

## **Unit 3: Community Development & Criminology And Correctional Administration**

**[I]** Understanding About The Urban, Rural, And Tribal Community. Programme Of Rural, Urban & Tribal Community Development, Role And Responsibility Of Social Worker In Community Development.

**[II]** Concept, Meaning, And Definition Of Criminology And Correctional Administration, Classification Of Crime, Concept Of Cyber Crime, Role Of Social Worker In Correctional Institution.

## **Unit 4: Human Resource Management & Youth Development**

**[I]** Meaning, Definition, Scope, Objective And Importance Human Resource Management, Policy Related To Employers And Employees. Role Of Social Worker In Human Resource Management

**[II]** Concept of Youth, Problems and Issues of Youth in India, Policies for Youth Development, Role of Social Worker in Youth Development.

**Internal Assignment:** Presentation Area of Social Work, Field Visit, Assignment in one Topic

### **Learning Outcomes:**

1. Students will understand various fields and equip students with the knowledge needed to address diverse client needs.
2. Students will get exposure to different practice areas and will develop skills like assessment in throbbing advocacy and crisis management.

3. Students will develop knowledge of different practices and encourage collaboration with other professionals, enlarging holistic care.
4. Students will understand the role of social worker in area of Social Work Practice

**Reference:**

- बारहाते (पांगुळ), नंदा ;(२०२२), 'समाजकार्याचे क्षेत्र', नागपूर, आर. बी. प्रकाशन.
- कोलते, नरेश व नाकतोडे, ज्योती ,(२००९), 'व्यवसायिक समाजकार्याचे सिद्धांत आणि व्यवहार' नागपूर ,यश प्रकाशन .
- बुटके, राम;(2025), 'भारतीय महिलांची स्थिती' ,औरंगाबाद, रमनशील प्रकाशन .
- तीवारा कुंवर सिंह, समाजकार्य सिद्धांत व व्यवहार, प्रकाशन: रेल्वे क्रासिंग, सीतापुर रोड, लखनऊ
- कोलते नरेश, रोटेले अमोलसिंग व बुटके, राम (2025), 'समाजकार्याचे क्षेत्र व व्यवहार', नागपूर, साई ज्योती प्रकाशन
- साळीवकर, संजय; (2015), 'समाजकार्य पद्धती, क्षेत्र, विचारधारा व समाज सुधार', नागपूर, श्री मंगेश प्रकाशन
- Vitankar, Vijayata ;(2024), 'Mental Health and Disorder', Nagpur,pimpalpure publication
- Dhanaskar,Mohini ;(2025), 'Health Care : Policies and Programs,Nagpur, Tejas Publication.
- Sharma (Dhaor), Sangeeta;(2017) 'Social Work practice with HIV positive persons, issues, challenges and solutions', Lucknow, ASR publication
- Encyclopedia of Social Work (1987) Encyclopedia social work in India: New Delhi Publication Division Ministry of welfare
- Kautman. B.E. (2006), Industrial Relations : New Delhi International Labour Office.
- Park. K. 2011 Textbook of prevention and social medicine (21th edition) Jabalpur Banarsidas Bhanot.
- Singh, R. B.(2009), National Hazards and Disaster Management, Jaipur : Rawat Publication.

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

**Paper-III (3T3)**

## **Disability and Social Work**

**Domain: MINOR**

**Total Credit :02**

**Total -50 Marks**

**Theory : 40 Marks**

**Internal Assessment : 10 Marks**

### **Learner's Objectives:**

- To develop an understanding of disability as a social issue.
- To explore the role of social work in disability inclusion and empowerment.
- To analyze policies and legal frameworks related to disability rights.
- To examine intervention strategies for social workers working with people with disabilities.

**Unit 1: Understanding Disability :** Definition, types, and classification of disability, causes, myths, stigma, and discrimination associated with disability. Disability across the life cycle: Childhood, adulthood, and old age.

**Unit 2: Issues and Challenges :** Challenges faced by persons with disabilities (PWDs): education, employment, Occupational challenges, accessibility, and healthcare; Gender and disability: Intersectional challenges, Certification of disability.

**Unit 3: Policies, Laws, and Programmes :** The Rights of Persons with Disabilities (RPwD) Act, 2016; National Policy on Disability, 2006; Government schemes, services and programs for PWDs in India, Role of NGOs, National commission for Persons with Disabilities (CCPD).

**Unit 4: Social Work Interventions in Disability :** Essential skills for social worker dealing with disabled person, Role and function of social workers in disability inclusion and rehabilitation, Community-based rehabilitation (CBR) approach.

Internal Assignment: Theory Assignment/ case studies/ Field Visits

### **Learning Outcomes:**

- Students will define disability from various perspectives (medical, social, rights-based).
- Students will understand the challenges faced by persons with disabilities (PWDs) in India.
- Students will apply social work methods and skills in disability-related interventions.
- Students will assess policies, acts, and programs for the inclusion of PWDs.

### **References:-**

- Banibrata Mahanta (2017) Disability studies: YJING, Aanay

- AddlakhaRenu,(2009)Disability studies in India,Global Discourses Local Realities ,
- Alice Wong ,(2021):Disability Visibility, Random house Inc,India
- Batchelor,Ivor(1996): Text book psychiatry for Students and parishioners.
- VitankarVijayata (2024):Mental Health and Disorder:pimpalapur publication, Nagpur.
- Coleman, James&Broen, William (1970):Abnormal psychology and modern life, Bombay; D.B. Taraporewala Sons &co.
- Deasi, Arvin(1998): Psychiatric and Modern Life, New Delhi : Sterling Publishers. Pvt.Ltd.
- Faulk; Malcom (1988): Basic Forensic psychiatry,London: Blackwell scientific publication.
- GhodeVilas(2017)Adjustment of Mentally Retired, Delhi; Abhishek publication.
- Henderson &Gilespies Revised edition, London: Oxford University, press.

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

#### **Paper-IV (3T4)**

## **Psychology for Human Growth and Development**

**Domain: Open Elective (OE)**

**Total Credit: 02**

**Total -50 Marks**

**Theory: 40 Marks**

**Internal Assessment: 10 Marks**

### **Learner Objectives:**

1. To understand the fundamental concepts regarding human development.
2. To understand the psychological views towards human development
3. To develop a better understanding of various stage of human development during the life span.
4. To understand psychological aspects of human development .
5. To develop understanding of phenomenon and changes related with human development

**Unit 1: Life Span Development**-introduction, assumptions of life span perspective. Role of heredity and environment in development. Principles of Development, distinction between growth and development, Developmental stages of Life Span.

**Unit 2: Theories of Human Development:** Freud's Psycho-Sexual Development theory, Erickson's psycho-social Development theory, Bronfen brenner's ecological approach.

**Unit 3: Stages of development: Infancy & Childhood**- Infancy –emotional development and cognitive development, Childhood- Language development, Behavioural problems in children –Etiology and types.

**Unit 4: Stages of development: Adolescence, Adulthood and Old Age**- Adolescence- Physical development, Sexual development and emotional development, Search for identity. Adulthood- Vocational and Marital adjustment. Old Age: physical and cognitive changes. Alzheimer's disease and Dementia - symptoms, Etiology and management.

**Internal Assignment :** Assignment on ANY ONE topic of the syllabus.

**Learning Outcome:**

1. Students will develop good understanding of human development and psychological status of individuals.
2. Students will gain knowledge of development and accordingly approach the people of different developmental stages.
3. Students will use their knowledge of psychological views towards human development for understanding people during social work practice.

#### **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 ,Harward University Press
3. Chowdhary D.P. (1992) Aging and aged ,Newd 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. Siegleman 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. विटणकर विजयता (२०१७), वृद्ध आणि सामाजिक संवेदना , श्री मंगेश प्रकाशन , नागपूर
9. वैकासिक मानसशास्त्र देसाई आणि गोळविलकर २००८ कुमठेकर,बोरुडे,, विद्यार्थी गृह प्रकाशन
10. कतरणी स्फूर्ती २०१३ मानसशास्त्र मानवी वाढ आणि विकास ,नागपूर साईनाथ प्रकाशन

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

#### **Paper-V (3T5)**

## **English**

### **Domain: Ability Enhancement Course (AEC)**

**Total Credit: 02**

**Total -50 Marks**

**Theory: 40 Marks**

**Internal Assessment: 10 Marks**

#### **Learner's Objective :**

1. To enhance the ability to communicate ideas effectively and confidently in English.
2. To develop critical and creative thinking for structuring presentations.
3. To develop a strong command of vocabulary, grammar and pronunciation for clear and professional presentations.
4. To instill audience awareness and adaptability in delivery styles.
5. To develop fluency in English through practice and real-time feedback.
6. To gain confidence in handling different presentation modes, such as individual speeches, group discussions, and virtual presentations.
7. To use English to explain and interpret visuals effectively.
8. To adapt language, tone, and style to suit diverse audiences and contexts.

#### **UNIT 1: Introduction to Presentation Skills**

1. Importance of presentation skills in personal and professional life
2. Importance of English for Presentation Skills
3. Types of presentations (informative, persuasive and instructional)
4. Basics of verbal and non-verbal communication
- 5.

#### **UNIT 2: Structuring a Presentation**

1. The three-part structure: Introduction, Body, Conclusion
2. Tips for creating a compelling opening and closing
3. Using storytelling and anecdotes to engage audiences
4. Organizing key points logically
- 5.

#### **UNIT 3 : Preparing Presentations on:-**

##### **Prose**

1. The Way to Equal Distribution – M. K. Gandhi
2. One's Habit – Robert Lynd

#### **UNIT 4: Preparing Presentations on:-**

##### **Poems**

1. Upliftment of Women – Tukadoji Maharaj
2. Still, I Rise – Maya Angelou

### **Internal Assignments Presentation Skills**

Internal Assessment will be based on:

1. Preparing Presentation on any topic
2. Presentation

### **Learner's Outcome:**

1. Demonstrate the ability to communicate ideas clearly, confidently, and persuasively in English, both verbally and non-verbally.
2. Exhibit enhanced fluency in English, with accurate grammar, pronunciation, and vocabulary tailored for professional presentations.
3. Organize and deliver presentations with a coherent structure, engaging content, and logical flow suited to diverse audiences and purposes.
4. Customize language, tone, and style to match the expectations of various audiences, contexts, and cultural sensitivities.
5. Effectively use visual aids and multimedia tools to enhance the clarity and impact of presentations.

### **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. **Effective Presentation Skills** by Dr. Ram P. Savanekar (Atharv Publications, Jalgaon)
3. **Learners Grammar and Composition** by N.D.V. Prasad Rao (S. Chand and Company Ltd.)
4. **English Grammar, Composition and Usage** by J.C. Nesfield (Macmillan India Ltd.)
5. **Step Up I – Improve Your English** Ed. by Lovely J Menachery and Malati Panga (Foundation Books)

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

### **Paper-VI (3T6)**

## **Supplementary English**

### **Domain: Ability Enhancement Course (AEC)**

**Total Credit: 02**

**Total -50 Marks**

**Theory: 40 Marks  
Marks**

**Internal Assessment: 10**

#### **Learners's Objective:**

1. To develop professional writing skills among the students
2. To enhance their communicative competence
3. To improve their drafting skills
4. To provide opportunities to ponder on pieces concerning some of the most crucial aspects of contemporary life.
5. To dwell on issues such as racism, human rights and gender inequality.
6. To ponder on poems that are compelling

#### **UNIT 1: Professional Writing Skills**

1. Writing Notices
2. Writing Agendas
3. Writing Memorandums

#### **UNIT 2: Report Writing Skills**

1. Writing Survey Reports
2. Writing Investigative Reports
3. Writing Recommendation Reports

#### **UNIT 3: Prescribed Prose:-**

1. I Have a Dream – Martin Luther King
2. Stigma, Shame and Silence – Kalpana Jain

#### **UNIT 4 : Prescribed Poems:-**

1. Money Madness – D.H. Lawrence
2. For the Dispossessed – S. Joseph

#### **Internal Assessment**

1. Translation of a short story from Marathi or Hindi into English.
2. Presentation of the short story

#### **Learner's Outcome:**

1. Improve their professional competencies
2. Sharpen their communication skills

3. Draft written communication
4. Gain insight regarding various crucial aspects of contemporary life.
5. Develop sensitivity towards burning issues.
6. Assess views and ideas presented in the prose and poems.

**Reference Books:**

- **Prescribed Text: Reflections on Vital Issues Ed. P.J. George (Orient Blackswan)**
- **Learner's English Grammar and Composition** by N. D.V. Prasada Rao (S. Chand Company Ltd.)
- **Advanced Communicative English** by Krishna Mohan, Meenakshi Raman, Tata Mc Graw Hill's WE series.
- **English for Practical Purposes** by Z.N. Patil; B.S. Valke; Ashok Thorat; Zeenat Merchant; Macmillan
- **Strengthen Your Writing** by V.R. Narayanswami; Orient Blackswan
- **Macmillan Foundation English** by R K Dwivedi; A Kumar

## हिंदी

Domain : Ability Enhancement Course (AEC)

Total Credit :02

Theory : 40 Marks

Total : 50 Marks

Internal Assessment : 10 Marks

**उद्देश्य :-**

- विद्यार्थियों को लेखन, वाचन कौशल का ज्ञान देना एवं रोजगार के अवसरों से जोड़ना ।
- विद्यार्थियों को श्रवण कौशल की विशेषताओं से परिचय कराते हुए श्रवण कौशल के लाभों से अवगत कराना।
- विद्यार्थियों को लेखन, वाचन कौशल से परिचय कराते हुए अभिव्यक्ति की शैलीयों का विकास करना ।
- विद्यार्थियों को भाषण कला के विविध रूपों को समझाना।

**इकाई (I)**

- श्रवण कौशल का अर्थ एवं स्वरूप
- श्रवण कौशल का महत्व एवं उपयोगिता
- श्रवण कौशल की विशेषताएँ

**इकाई (II)**

- भाषण कौशल का अर्थ एवं स्वरूप
- भाषण कौशल का महत्व एवं उपयोगिता
- भाषण कौशल की विशेषताएँ
- भाषण कौशल की विधियाँ

**इकाई (III)**

- वाचन कौशल का अर्थ, स्वरूप एवं विशेषताएँ
- वाचन कौशल की उपयोगिता
- वाचन कौशल की विधियाँ एवं विशेषताएँ

**इकाई (IV)**

- लेखन कौशल का अर्थ एवं स्वरूप
- लेखन कौशल की उपयोगिता एवं महत्व
- लेखन कौशल की विधियाँ
- लेखन कौशल के भेद एवं विशेषताएँ

**अंतर्गत मूल्यांकन :- कुल अंक 10**

- रचनात्मक कार्य - 5 अंक
- कौशल सवर्धन गतिविधिया - 5 अंक

**Course Outcomes :**

- विद्यार्थियों को भाषण कौशल से भाषिक-शक्ति का विकास होगा ।
- विद्यार्थियों को लेखन, वाचन, श्रवण, भाषण, कौशल की विशेषताओं और उपयोगिता का ज्ञान प्राप्त होगा ।
- विद्यार्थियों को वाचन कौशल द्वारा मानसिक विकास एवं पठन-शक्ति का विकास होगा ।
- विद्यार्थियों को वाचन कौशल द्वारा मौलिक अभिव्यक्ति में बदलाव आएगा ।

**सहाय्यक ग्रंथों की सूची :-**

- हिंदी भाषा : कौशल के आधार, डॉ रश्मि अग्रवाल, मनन प्रकाशन
- हिंदी भाषा : कौशल के आधार, अंजली मस्करेन्हस और सुनील तिवारी, विपुल प्रकाशन
- हिंदी भाषा : कौशल के आधार, डॉ. माधुरी सत्येंद्र सिंह, सेठ पब्लिकेशन
- हिंदी भाषा शिक्षण के विविध आयाम - प्राध्यापक डॉ.राठौर, किनले एडिशन
- हिंदी के व्यावहारिक रूप- डॉ. संतोष मोटवानी, परिदृश्य प्रकाशन, मुंबई
- हिंदी भाषा लेखन कौशल - गुलीबाबा पब्लिकेशन प्राइवेट लिमिटेड

**Bachelor of Social Work (BSW) -Semester III****Paper-VI (3T6)****मराठी****Domain: Ability Enhancement Course (AEC)****Total Credit: 02****Total -50 Marks****Theory: 40 Marks****Internal Assessment: 10****अभ्यासक्रमाची उद्दिष्टे:**

१. मराठी भाषेतील अभिजात साहित्याचा परिचय घडविणे
२. मराठी भाषा आणि साहित्य याविषयी आवड निर्माण करणे

३. मराठी भाषेच्या अभ्यासातून जीवनविषयक व समाजविषयक ज्ञान विकसित व प्रगल्भ करणे.
४. मराठी भाषा व्यवहारासाठी आवश्यक ते लेखन, भाषण व संभाषण ही कौशल्य विकसित करणे.
५. मराठी भाषेचे तसेच साहित्याचे आकलन आणि जीवनव्यवहारात उपयोजन करण्यास प्रवृत्त करणे.
६. महापुरूषांचा व थोर समाजसुधारकांच्या विचारांचा परिचय करून देऊन विद्यार्थ्यांना संस्कारक्षम ज्ञान देणे
७. भाषिक कौशल्यांचे विविध आविष्कार संपर्क प्रसारमाध्यमे आणि समाजकार्य अभ्यासाचा परस्पर समजावून सांगणे

### युनिट क्रमांक - १

गद्य विभाग

१. वाचन- गोपाळ गणेश आगरकर
२. ज्ञाननिष्ठा व समाजपरिवर्तन - गं. बा. सरदार

### युनिट क्रमांक - २

पद्य विभाग

१. कोलंबसाचे गर्वगीत-कुसुमाग्रज
२. भोगले जे दुःख- सुरेश भट

### युनिट क्रमांक - ३ समाज सुधारक विभाग

१. वंदनीय राष्ट्रसंत तुकडोजी महाराज
२. महात्मा जोतीराव फुले

### युनिट क्रमांक-४ व्यावहारिक मराठी

१. स्मरणिका संपादन
२. भाषण आणि संभाषण कौशल्य

### अंतर्गत मूल्यमापन

१. समाजमाध्यमांसाठी छायाचित्रण

### संदर्भ ग्रंथाची यादी

१. व्यावहारिक मराठी - ल. रा. नसिराबादकर, भाषा विकास संशोधन संस्था, कोल्हापूर.
२. उपयोजित मराठी - सुजाता सेणई, केतकी मोडक, पद्मगंधा प्रकाशन.
३. भाषावैभव- राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठात अभ्यासाला असलेले पाठ्यपुस्तक
४. भाषावैखरी - राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठात अभ्यासाला असलेले पाठ्यपुस्तक
५. साहित्य संवाद- राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठात अभ्यासाला असलेले पाठ्यपुस्तक



# **TIRPUDE COLLEGE OF SOCIAL WORK, NAGPUR**

**SCHEME OF EXAMINATION**

**FOR**

**SOCIAL WORK PRACTICUM**

**BACHELOR OF SOCIAL WORK (BSW)**

**FOUR YEAR SEMESTER PATTERN**

**(w. e. f. 2026-27 Academic Session Onwards)**

**(NEP 2020)**

**appendix :A**

**Paper VII ( 3P1)**  
**Examination Leading to Degree of Bachelor of Social Work**  
**Detailed note regarding BSW Semester-III**  
**Social Work Practicum**

Field Work Placement – Welfare Agency ( Govt/ Non Govt)  
Working in the Field of Disability

- (A ) No grace marks shall be allowed for passing in Social Work Practicum (i.e. Paper 7).
- (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) Social Work Practicum paper has been given 4 Credits.
- (D) The Social Work Practicum shall comprise of the following components:

| Sr. No | Components                                                           |                                                                                                                                                                 | Marks Allotted | No. of Days | Hours |
|--------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------------|-------|
| I      | Orientation                                                          | Focused on Disability                                                                                                                                           | 10             | 02          | 10    |
| II     | Structured Laboratory Experience focused on Disability ( 5 Sessions) | 1.Communication with the disabled person<br>2.Listening skill<br>3.Advocacy Skill<br>4. counseling skill<br>5.Technology development for person in special need | 10             | 02          | 10    |



Nagpur University, Nagpur. This manual is based on the guidelines of the UGC Model Curriculum in Social Work Education.

(L) The college shall nominate one internal coordinator, who shall act as a facilitator in the compilation of marks given by the respective faculty supervising each particular activity of the Social Work Practicum. A committee comprising the Principal or the Principal's representative, the Head of Field Work, and the Field Work Supervisor should be constituted for the internal Viva Voce examination.

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

# **TIRPUDE COLLEGE OF SOCIAL WORK, NAGPUR**

## **SCHEME OF EXAMINATION**

**FOR**

### **CO - CURRICULAR ACTIVITY**

### **BACHELOR OF SOCIAL WORK (BSW)**

#### **FOUR YEAR SEMESTER PATTERN**

**(w. e. f. 2026-27 Academic Session Onwards)**

**(NEP 2020)**

### **NSS/Cultural /Sports/Extension Activity**

**Appendix :B**

## **Basket for Co-Curricular Courses**

### **Guidelines and Standard Operating Procedures for awarding credits for Co-Curricular**

#### **Courses Preamble:**

The Government of Maharashtra vide its resolution no. NEP 2020, मंत्रालय मुंबई, 400032 dated 20th April 2023 has provided guidelines for restructuring the undergraduate program structures for Implementing National Education Policy 2020. In view of implementation of this the University has restructured all undergraduate programs incorporating Co-Curricular courses (referred as CC henceforth in this document) in all UG programs to ensure the holistic development of learners. This document prescribes the guidelines and standard operating procedures (SOPs) for students, teachers, and principals to facilitate smooth functioning of the scheme in larger interest.

#### **Scope:**

These guidelines and SOPs shall come into effect from the academic session 2025-26 and shall be applicable for all undergraduate programs having Co-Curricular Courses (CC) as a part of its scheme of examination offered by the Tirpude College of Social Work, Nagpur.

#### **Definition of Co-Curricular Courses:**

Co-Curricular courses are meant to bring social skills, intellectual skills, moral values, and character appeal in students. It refers to activities, programs, and learning experiences that compliment, in some way, what students are learning in the classroom-i.e. experiences that are connected to or mirror the academic curriculum. Co-Curricular courses are typically, but not always, defined by their separation from academic courses.

#### **CC Basket:**

1. Field Action Projects (AQWA, DISASTER MANEGEMENT), extension activities offered by the Tirpude College of Social Work, Nagpur.
2. National Service Scheme (NSS)
3. Games and Sports Activities
4. Cultural Activities.

**Note:** The students must opt **any two** of the above courses for **50 marks, each course of 25 marks** respectively. There will be an **internal assessment of 10 Marks**. A student will not be allowed to opt any course outside this basket as a Co-Curricular Course.

### **General Rules:**

1. Each UG program has a component of CC in the 1st and 3rd Semester. CC is a 2-credit practical and performance-based activity course and should have student engagement of minimum 30 hours (practice cum performance) in the corresponding semester.
2. The College is required to designate a teacher as CC In-charge. It may also constitute a team of teachers for monitoring CC depending on the number of students.
3. A student is required to opt for any two of the CC mentioned in the basket and inform the CC In-charge in the beginning of the semester.
4. A student may opt **any two** courses as CC in a semester. In this case, the credit will be awarded for the course in which the student had performed best.
5. The CC In-charge or a team of teachers will be responsible for monitoring the attendance, participation, and performance of students in CC activity throughout the semester.
6. The CC In-charge or a team of teachers will also be responsible for objective evaluation of students based on their performance in CC activity.
7. Evaluation for CC is required to be completed before the commencement of the Session End Examination of the corresponding semester and the final marks. certification by the Incharge and Principal is required .
8. The record of the CC activities and assessment shall be kept for review for 1 year and should be submitted to the University as and when called for or during the AAA (Academic and Administrative Audit) review.
9. NSS activities shall be conducted by the NSS Officers as per the activity calendar published by the NSS department.
10. The NSS officer must ensure that the students of NSS are also enrolled in other CC activities for claiming CC marks for a specific odd semester.
11. If a student fails to opt for a CC, his/her result for that semester shall be declared by marking 'ABSENT' against CC.
12. If a student opts a particular CC but fails to obtain minimum marks (25), he/she shall be declared 'FAIL' in CC.

### **Evaluation for CC:**

In order to attain objectivity and bring uniformity in evaluation of Co-Curricular Courses having different nature, the evaluation of performance of student needs to be quantified in marks having maximum 50 (Fifty) marks. The breakup of these maximum marks varies according to the CC and is elaborately explained .

### **1. NSS:**

This course can only be opted by the students of the college .

**Note:** Since the NSS follows an annual calendar, the CC marks as per above can be claimed in odd semester only. This also means that the NSS cadet must participate in games and sports or cultural activity or any other co-curricular courses available in the basket simultaneously for claiming CC marks for a specific odd semester.

### **2.Field Action Projects :**

- AQWA-Alliance for Quality Water Assurance
- Disaster Management

Students shall organize two programme on each field action project and submit their reports to the CC Incharge.

### **3.Games & Sports:**

#### **Rules for Games and Sports:**

- a. The student will be required to produce an authentic certificate of participation/medal.
- b. The CC In-charge shall verify the authenticity of the certificate regarding level of the tournament, participation/prize/medal, etc.
- c. The CC In-charge shall also verify whether the tournament was conducted in the corresponding semester or not.
- d. In case of Team Sports, each team member will be evaluated independently and no assessment for team as such shall be made.

### **4. Cultural Activities:**

#### **Rules for cultural Activities**

- a. The student will be required to produce an authentic certificate of participation/medal.
- b. The CC In-charge shall verify the authenticity of the certificate regarding level of the tournament, participation/prize/medal, etc.
- c. The CC In-charge shall also verify whether the tournament was conducted in the corresponding semester or not.
- d. In case of group event, each group member to be assessed independently and no assessment for team as such shall be made.