

Rashtrasant Tukadoji Maharaj Nagpur University

Faculty of Social Sciences

**Direction Governing the Examination Leading to the Degree of
Bachelor of Social Work**

(Semester Pattern)

2017-18

**Rashtrasant Tukadoji Maharaj Nagpur
University, Nagpur**

Bachelor of Social Work (BSW)

Programme

(Semester Pattern)

(Introduced from the academic Session 2016-2017)

Programme Structure and Course Details

PROGRAMME STRUCTURE

Introduction: The Bachelor of Social Work (BSW) programme shall be of three years duration. The programme shall be spread over six semesters. The degree of Bachelor of Social Work is equivalent to professional bachelor degree in social work. The BSW programme is aimed to equip students to work as a change agent at grass root level and also contribute up to policy level. It is a recognised qualification for professional positions, in Governmental, industrial and voluntary sector organizations. This degree equips a student with knowledge, skills and attitude required to field of social work.

Eligibility: A Student passed with higher secondary examination (10+2 pattern), or Certificate course in social work or any other equivalent certificate course.

Medium of Instruction: Medium of instruction shall be Marathi, Hindi or English

Course Structure: The following shall be the theory classes, field work practicum and Group Research Project in the semester pattern for the Bachelor of Social Work to be introduced from the academic session 2016-2017

N o.	Item	Bachelor of Social work						Total
		Semester I	Semester II	Semester III	Semester IV	Semester V	Semester VI	
1	No. of Theory	05	05	06	06	06	06	34
2	Social work Practicum	01	01	01	01	01	Nil	05
3	Group Research Project	Nil	Nil	Nil	Nil	Nil	01	01
4	Total Subjects/Papers	06	06	07	07	07	07	40

Number of Theory papers, social work practicum and Dissertation:

There shall be a total of 34 theory papers for the BSW programmes. There shall be five theory papers to be covered in each of the first and second semester and six theory papers in each of the 3rd 4th 5th and 6th Semester. All the papers are compulsory to all students. Social work Practicum shall be mandatory from 1st to 5th

Semester. Rural Camp of 7 days duration shall be a part of social work practicum during 4th semester and study tour shall be a part of 5th semester. The study tour should be conducted within Maharashtra. Each student shall require to undertake the Group Research Project, in a subject relevant to the area of social work practice. The semester wise allocation of subject, credits and Teaching hours as follows.

Bachelor of Social work (BSW)

Semester	Domain		Subject/ Papers	Marks	Minimum Teaching hours
SEMESTER I					
I		1T 1	English	100	30
		1T 2	Marathi/Hindi/ Supplementary English	100	30
	Core Domain	1T 3	Introduction to Social Work Profession	100	30
		1T 4	Method Course: Case Work(Working with Individual)	100	30
		1P 1	Social work Practicum	100	180 hours
	Supportive Domain	1T 5	Psychology for Social Work	100	30
SEMESTER II					
II	Languages	2T 1	English	100	30
		2 T 2	Marathi/Hindi/ Supplementary English	100	30
	Core Domain	2 T 3	Introduction to Ideologies of Social Work	100	30
		2 T 4	Method course: Group Work(Working with Group)	100	30
		2 P 1	Social work Practicum	100	180 hours
	Supportive Domain	2 T 5	Social Psychology	100	30
	Languages	3 T 1	English	100	30
		3T 2	Marathi/Hindi/	100	30

			Supplementary English		
	SEMESTER III				
III	Core Domain	3 T 3	Method course: Community Organisation (Working with Communities)	100	30
		3T 4	Method course: Social Welfare Administration	100	30
		3 P 1	Social work Practicum	100	225
	Supportive Domain	3 T 5	Psychology: Human Growth and Development	100	30
	Interdisciplinary Domain	3 T 6	Sociology	100	30
	SEMESTER IV				
IV	Languages	4 T 1	English	100	30
		4 T 2	Marathi/Hindi/ Supplementary English	100	30
		4 T 3	Method Course: Social Work Research and basic computing	100	30
		4 T 4	Method Course: Social Action	100	30
		4 P 1	Social Work Practicum	100	225 hours
	Supportive Domain	4 T 5	Psychology for Personal Growth	100	30
	Interdisciplinary Domain	4 T 6	Social Problems and Social disorganisation	100	30
	SEMESTER V				
V	Languages	5 T 1	English	100	30
		5 T 2	Marathi/Hindi/ Supplementary English	100	30
	Core Domain	5 T 3	Integrated Social Work Practice	100	30
		5 T 4	Skills for Social Workers	100	30
		5 T 5	Social Policy and Social	100	30

			Legislation		
		5 P 1	Social Work Practicum	100	225 hours
	Interdisciplinary Domain	5 T 6	Economics :Concepts for Social Work	100	30
	SEMESTER VI				
VI	Languages	6 T 1	English	100	30
		6 T 2	Marathi/Hindi/ Supplementary English	100	30
	Core Domain	6 T 3	Fields of Social work	100	30
		6 P 1	Group Research Project	100	225 hours
	Supportive Domain	6 T 4	Counselling for social worker	100	30
	Interdisciplinary Domain	6 T 5	Sociology for Social worker	100	30
		6 T 6	Indian Economy: Problem and Prospects	100	30

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.

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 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 1 st 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 have passed 1 st II and III semester and at least 50% subject (including Social Work Practicum)of Semester IV & V

For further guidance regarding ATKT and Exemption matters Ordinance No.10 of 2009 will be considered.

ABSORPTION SCHEME

1. Failure Students of BSW Annual Patternscheme will have the 5 chance to clear the exams from the academic year 2017-18.
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.

**SCHEME OF EXAMINATION
FOR
SOCIAL WORK PRACTICUM**

BACHELOR OF SOCIAL WORK

2017-2018

Onwards

Appendix: A

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

- (A) No grace marks shall be allowed for passing in Social Work Practicum (i.e. Paper 1.5)
- (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	Days
I) Orientation	15	04
II) Structured Laboratory Experience (5 sessions) (Working with self-defeating habits, emotional release through self-expression, Observation, Listening, and stress management)	10	05
III) Observational Visits (05)	15	05
IV) Concurrent Practice Learning (School setting & Welfare organization setting)	50	16
i) Working with Individuals (02) - 25		
ii) Working with Groups - 25	10	
V) Internal Viva-Voce		
	100	30
Total		

(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.

(L) 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-2.5)
- (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	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 & Welfare organization setting)		
a) Working with individual (02)	35	
b) Working with group	35	16
V) Internal Viva-Voce	10	
Total	100	25

(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.

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

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- 3.5)
- (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 an Assistant Professor recognized by the RTM Nagpur university, Nagpur.)
- (C) The Social Work Practicum shall comprise of the following components:

Components	Marks Allotted	Days
I) Orientation	15	04
II) Structured Laboratory Experience (5 sessions) (Responding appropriately, Maintaining Objectively, Use of resources, Utilization of agency and Interpretation)	10	05
III) Concurrent Practice Learning	65	16
a) Working with individual (02) 25 marks		
b) Working with group 25 marks		
c) Working with Community 15 marks (Community Mapping)		
V) Internal Viva-Voce	10	
Total	100	25

(D) *Hours of Social Work Practicum:*

The Duration of Concurrent Practice Learning shall be a minimum of 15 (Fifteen) 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.

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

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

- (A) No grace marks shall be allowed for passing in Social Work Practicum (i.e. Paper-4.5)
- (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 an Assistant Professor recognized by the RTM Nagpur university, Nagpur.)
- (C) The Social Work Practicum shall comprise of the following components:

Components	Marks Allotted	Days
I) Orientation	15	04
II) Structured Laboratory Experience (5 sessions) (Monitoring & evaluation, Diagnosis, Intervention, Termination, Recording and Documentation)	10	05
III) Rural Camp	20	05
IV) Concurrent Practice Learning Working with Community	45	16
V) Internal Viva-Voce	10	
Total	100	30

(D) Hours of Social Work Practicum:

The Duration of Concurrent Practice Learning shall be a minimum of 15 (Fifteen) 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.

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

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

Appendix: E
Examination leading to Degree of Bachelor of Social Work
Detailed note regarding BSW Semester-V
Social Work Practicum

- (A) No grace marks shall be allowed for passing in Social Work Practicum (i.e. Paper- 5.6)
- (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 an Assistant Professor recognized by the RTM Nagpur university, Nagpur.)
- (C) The Social Work Practicum shall comprise of the following components:

Components	Marks Allotted	Days
I) Orientation	10	04
II) Structured Experience Laboratory (5 sessions) (Basic communication and helping skills, Basic skills for agency practice, Social skills for self-development, Management skills)	10	05
III) Study Tour (05 Visits)	20	05
IV) Concurrent Practice Learning Working with Community	30	16
V) Internal Viva-Voce	10	
VI) External Viva-Voce	20	
Total	100	30

(D) Hours of Social Work Practicum:

The Duration of Concurrent Practice Learning shall be a minimum of 15 (Fifteen) 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.

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

(M) The Study tour shall be conducted within Maharashtra

(N) The duration of Study Tour will be 5 days and shall have the workload of 1 clock hour per student.

(O) The External viva –voce marks will be awarded exclusively by the External Examiner appointed by the RTM Nagpur University. The Marks will be on the following basis.

External Viva-voce Examination

a) Study Tour -10 Marks b) Concurrent Practice Learning-10 Marks Total -20 Marks

Appendix: F
Examination leading to Degree of Bachelor of Social Work
Detailed note regarding BSW Semester-VI
Group Research Project

Introduction:

This component is to equip the learner to acquire skills to read, utilize, evaluate, organize and carry out small research projects to develop and improve services.

Objectives:

- To develop research skills. For example exercises pertaining to explication of concepts, variables and indicators; sampling: preparing simple tools for collecting data; interviewing; observation; recording of responses and observations; coding of data; graphical and tabular presentation of data use of simple statistical tools, bibliography and report writing

Components	Marks Allotted	Days
I) Orientation	10	02
II) Research based Skill Development Workshop (One or Two days)	10	02
III) Group Research Project	40	
IV) Internal Viva-Voce	10	
V) External Viva-Voce	30	
Total	100	30

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 Social Science faculty, either from Core domain or from Supportive and interdisciplinary domain. (A teacher who shall not be below the rank of an Assistant Professor recognized by the RTM Nagpur university, Nagpur).

III) Group Research Project shall be conducted on the Social Work Practicum days prescribed by the respective colleges.

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

V) 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

VI) 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 sixth semester term.

Course Details

THEORY PAPERS

Bachelor of Social Work (BSW) Semester –I , II, III, IV,V & VI

Bachelor of Social Work (BSW)

Semester I

Paper	Code	Domain	Subject/Paper	Total Marks	Internal Marks	Theory Examination	Minimum Passing marks
I	1T1	Languages	*English	100	20	80	40
II	1T2		*Marathi/Hindi/ Supplementary English	100	20	80	40
III	1T3	Core Domain	Introduction to Social Work Profession	100	20	80	40
IV	1T4		Method Course: Case Work(Working with Individual)	100	20	80	40
V	1P		Social work Practicum	100	100	--	-
VI	1T5	Supportive Domain	Psychology for Social Work	100	20	80	40

Bachelor of Social Work (BSW) Semester -I

Paper I (1 T 1)

Compulsory English

Total Marks :100

Theory:- 80 Marks

Textbook Prescribed: 'Views and Vision' Ed. By Dr. B.V. Moharil (Orient Blackswan)

Unit I – Prescribed Lessons: 20 Marks

1. Towards Universal Brotherhood: Rashtrasant Tukdoji Maharaj
2. How Wealth Accumulates and Men Decay: G.B. Shaw

Unit II – 1. Kalpana Chawla 20 Marks

2. A Letter by Hazlitt to His Son: William Hazlitt

Unit – III Poems: 20 Marks

1. The Psalm of Life: H.W. Longfellow
2. Mirror: Sylvia Plath
3. Lord Ullin's Daughter: Thomas Campbell

Unit IV A) Basic Language Skills: Grammar and Usage 10 Marks

1. Preposition(4 marks)
2. One word for a set of words (4 marks) (from the prescribed prose items)
3. Synonyms (2 marks) (from the prescribed prose items)

B). Comprehension of unseen passage 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 (Macmillian India Ltd.)

Internal Assessment- Conversational Skills (Step Up –I) 20 Marks

Internal assessment will be based on:

1. Viva- 10 marks
2. Assignments- 10 marks
 - a. Making Introduction
 - b. Greeting People
 - c. Describing people, place, animals

- d. Expressing feelings
- e. Inviting, Suggesting, Accepting, Refusing

Bachelor of Social Work (BSW) Semester -I

Paper -I (1 T 1)

Compulsory English

Pattern of Question Paper

Time: 3 Hours

Full Marks: 80

Q- 1 Four SAQs with internal choice to be answered in about 75 words each from
Unit I (Prescribed lessons) 5x4 = 20 marks

Q – 2 Four SAQs with internal choice internal to be answered in about 75 words
each from Unit II (Prescribed lessons) 5x4 = 20 marks

Q – 3 Four SAQs with internal choice internal to be answered in about 75 words
each from Unit III (Prescribed Poems) 5x4 = 20 marks

Q - 4 Comprehension of unseen passage 2x5= 10 marks

Q- 5 A) Four questions on prepositions 4 marks

B) Four questions out of six for one word substitution 4 marks

C) Two questions out of four on synonyms 2 marks

Bachelor of Social Work (BSW) Semester -I
Paper II (1 T 2)
मराठी

प्रथम सत्र : गद्य-पद्य, व्यावहारिक मराठी आणि समाजसुधारक

एकूण गुण- १००

अनुक्रमणिका

युनिट क - १ (गद्य)	२४ गुण
१. भवता भेटि - म्हाडंभट	
२. स्वराज्य रक्षण - रामचंद्रपंत अमात्य	
३. धेतक-चाचा असूड - जोतीराव फुले	
४. संस्कृती व साहित्य - साने गुरुजी	
५. सासूवास - लक्ष्मीबाई टिळक	
युनिट क. - २ (पद्य)	२४ गुण
१. ज्ञानदेवांचे अभंग - संत ज्ञानेश्वर	
२. हंस-नल संवाद - रघुनाथ पंडित	
३. घनःषाम सुंदरा - होनाजी बाळा	
४. स्फूर्ती - केषवसुत	
५. खेड्यातील यत्र - बालकवी	
युनिट क. - ३ (व्यावहारिक मराठी)	१६ गुण
१. व्यावहारिक मराठी : स्वरूप आणि भूमिका	
२. भाषिक संवाद व्यवहाराची मूलतत्त्वे	
युनिट क. - ४ (समाजसुधारक)	१६ गुण
१. सावित्रीबाई फुले यांची लोकविलक्षण जीवनगाथा	
२. माणसांतील राजा : छत्रपती षाहू महाराज	
<u>अंतर्गत मूल्यमापन :</u>	२० गुण
१. सुद्धलेखन कार्यषाळा (१० गुण)	
२. अहवाल लेखन (१० गुण)	

कमिक पुस्तके :

१. साहित्य संवाद - भाग १(आवष्यक मराठी) राघव पब्लिषर्स अॅण्ड डिस्ट्रिब्यूटर, नागपूर
२. २. महाराष्ट्रातील समाजप्रबोधनाचे प्रणेते- लेखक- प्राचार्य चंद्रकांत घुमटकर, स्नेहवर्धन प्रकाशन, पुणे

Bachelor of Social Work (BSW) Semester -I

Paper II (1 T 2)

मराठी

प्रश्नपत्रिकेचे स्वरूप

सूचना :

१. पाचही प्रश्न सोडविणे अनिवार्य आहे.

२. सर्व प्रश्नांना समान गुण आहेत.

प्रश्न क्र. १: गद्य विभागावर आधारित एक दीर्घोत्तरी प्रश्न (पर्यायासह) १६ गुण

प्रश्न क्र. २: पद्य विभागावर आधारित एक दीर्घोत्तरी प्रश्न (पर्यायासह) १६ गुण

प्रश्न क्र. ३: लघूत्तरी उपप्रश्नांचा एक गट (पर्यायासह) १६ गुण

(प्रत्येक गटात गद्य विभागावर २ व पद्य विभागावर २ उपप्रश्न- प्रत्येकी ४ गुण)

प्रश्न क्र. ४: लघूत्तरी उपप्रश्नांचा एक गट (पर्यायासह) १६ गुण

(प्रत्येक गटात व्यावहारिक मराठीवर आधारित एका प्रकरणातील २ उपप्रश्न व दुसऱ्या प्रकरणातील २ उपप्रश्न - प्रत्येकी ४ गुण)

प्रश्न क्र. ५: लघूत्तरी उपप्रश्न १६ गुण
(समाजसुधारक युनिट ४ वर ४ उपप्रश्न - प्रत्येकी ४ गुण)

विभागावर एकूण गुण

गद्य विभाग - २४ गुण

पद्य विभाग - २४ गुण

व्यावहारिक मराठी - १६ गुण

समाजसुधारक - १६ गुण

लेखी परीक्षा ८० गुण

अंतर्गत मूल्यमापन - २० गुण

एकूण १००गुण

Bachelor of Social Work (B.S.W.) Semester- I
Paper- II (1T2)
Hindi (Optional)
हिंदी (वैकल्पिक)

कुल अंक : 100

इकाई – I गद्य विभाग **20**
अंक

1. बातचीत में शिष्टाचार (निबंध) – कामताप्रसाद गुरु
2. पुरस्कार (कहानी) – जयशंकर प्रसाद
3. भोलाराम का जीव (व्यंग्य) – हरिशंकर परसाई
4. सरहद के उस पार (रिपोर्ताज) – फणीश्वरनाथ रेणु

इकाई – II पद्य विभाग **20**
अंक

1. वे मुस्काते फूल नहीं – महादेवी वर्मा
2. प्रथम रश्मि – सुमित्रानंदन पंत
3. मैं वह धनु हूँ – अज्ञेय
4. बसंती हवा – केदारनाथ अग्रवाल

इकाई – III अन्य पाठ्य सामग्री **20**
अंक

1- पारिभाषिक शब्दावली – पाठ्यपुस्तक में संलग्न सूची से ही अंग्रेजी से हिंदी तथा हिंदी से अंग्रेजी पारिभाषिक शब्दावली का अध्ययन

2- पत्र लेखन – अर्थ, महत्व एवं विशेषताएँ.

कार्यालयीन पत्र, व्यावहारिक पत्र, व्यावसायिक पत्र, आवेदन पत्र

इकाई – IV द्रुतवाचन – **20 अंक**

अ- निम्नलिखित रचनाकारों का संक्षिप्त परिचय

बालकृष्ण भट्ट, प्रेमचंद, राजकमल चौधरी, रामेश्वर शुक्ल 'अंचल'

ब. निम्नलिखित रचनाओं का संक्षिप्त परिचय

हार की जीत (कहानी- सुदर्शन), अफसर (व्यंग्य- शरद जोशी), बाजार दर्शन (निबंध- जैनेंद्र कुमार), सखि, वे मुझसे कहकर जाते (कविता- मैथिलीशरण गुप्त)

पाठ्यपुस्तक –

साहित्य वाटिका

लिखित परीक्षा

कुल अंक : 80

अंतर्गत मूल्यांकन

कुल अंक : 20

- 1) विद्यार्थियों का समूचे सत्र में प्रदर्शन (उपस्थिति, समय निष्ठता के साथ) 05
- 2) सत्र के पाठ्यक्रम पर एक जॉच परीक्षा 05
- 3) हिंदी के कवियों और लेखकों में से किसी एक पर प्रकल्प बनाना 10

Bachelor of Social Work (B.S.W.) Semester- I
Paper- II (1T2)
Hindi (Optional)

परीक्षा योजना

समय : 03 घंटे

कुल अंक : 80

- प्र"न 1 : पाठ्यपुस्तक में निर्धारित पाठों में से विकल्प के साथ दीर्घोत्तर प्र"न।
(दो प्र"नों में से एक प्र"न का उत्तर अपेक्षित है।)
16 अंक
- प्र"न 2 : पाठ्यपुस्तक की निर्धारित कविताओं में से विकल्प के साथ दीर्घोत्तर प्र"न
(दो प्र"नों में से एक प्र"न का उत्तर अपेक्षित है।)
16 अंक
- प्र"न 3 : इकाई III के 1 और 2 से विकल्प के साथ दो दो लघु प्र"नो के दो समुह
जिनमेसे प्रत्येक समुहसे एक प्र"न का उत्तर अपेक्षित है।
8X02=16 अंक
- प्र"न 4 : अन्यपाठ्यविषय की इकाई IV से अ और ब मे से विकल्प के साथ दो दो
लघु प्र"नो के दो समुह जिनमेसे प्रत्येक समुह से एक प्र"न का उत्तर
अपेक्षित है।
(प्रत्येक प्र"न पर दस अंक होंगे।)
8X02=16 अंक
- प्र"न 5 : संपुर्ण पाठ्यक्रम से आठ अति लघुत्तरी प्र"न पुछे जाएँगे (सभी प्र"नो के
उत्तर लिखना अनिवार्य होगा)
2X08=16 अंक

Bachelor of Social Work (BSW) Semester I
Paper II (1T2)
SUPPLEMENTARY ENGLISH (Optional)

Full Marks – 100

THEORY: 80 MARKS

UNIT I (50 Marks)

1. David Copperfield - Charles Dickens (Abridged Version – Orient Blackswan)

UNIT II (30 Marks)

Applied Language Skills.

1. Writing Skills - Sequencing of ideas, Paragraph writing and Business Letter Writing.

Prescribed Books:

1. English for Competitive Examinations - Ed. R.P. Bhatnagar, Rahul Bhargava (Special Edition - Macmillan)
2. Writing Skills – Anne Laws (Orient Blackswan) 11

INTERNAL ASSESSMENT (20 Marks)

- i). Reading Skills – 5 Marks
- ii). Extempore (on the theme of prescribed text) – 5 Marks
- iii). Dictation (on the words from the prescribed text) 10 words - 10 Marks

Bachelor of Social Work (BSW) Semester I
Paper II (1T2)

SUPPLEMENTARY ENGLISH
PATTERN OF QUESTION PAPER

Time: 3 Hours

Full Marks 100

- | | |
|---|----------|
| Q1) A). One out of Two theme based LAQ from David Copperfield | 10 Marks |
| B). One out of Two LAQ from David Copperfield | 10 Marks |
| C). One out of Two LAQ from David Copperfield | 10 Marks |
| Q2). A). Two out of four SAQ from David Copperfield | 10 Marks |
| B). Two out of four SAQs from David Copperfield | 10 Marks |

Q3) A) A Jumbled set of sentences of a paragraph will be presented, students have to recognize them in the correct sequence 10 Marks

Q4) A Student will be required to write a paragraph after being given the topic sentence. Choice of two topic sentences will be given 10 Marks

B) Letter Writing. A choice of two letters will be given. 10 Marks

LAQ (Unit I)	SAQ (Unit I)	Applied Language Skills (Unit II)	Internal Assessment	TOTAL
30	20	30	20	100

Bachelor of Social Work (BSW) Semester-I
Paper –III (1 T 3)
Introduction to Social Work Profession
(Core Domain)

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. Ethical Responsibilities 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 inAncient, Medieval, and Modern Period.

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. 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 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: II Allied Publisher Private Ltd.
16. टाकसाळे, प्राजाक्ता, व्यवसायिकसमाजकार्य, साईनाथप्रकाशन, नागपुर
17. शास्त्री, राजाराम: समाजकार्य, उत्तरप्रदेश हिन्दीसंस्थान, लखनऊ

Bachelor of Social Work(BSW) Semester-I Paper IV (1T4)

METHOD COURSE: CASE WORK (WORKING WITH INDIVIDUAL)

(Core Domain)

Unit-I : Introduction to Case Work Method: Meaning and concept of Social Case Work, Definition, Philosophical Assumptions, Values, objectives, importance of case work.

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

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.

Unit-IV: Principles and approaches of Social Case Work: Approaches: Problem solving approach, Family therapy approach, Crisis intervention approach, Functional approach, Behavior modification approach,

Assignments: Case presentation, workshop on case work tools: interview/ home visit/ recording and assignment based on theory

References:

- Bannerjee G.R.(1967), Concept of Being and Becoming in the Practice of social work Mumbai: Tata Institute of Social Science.
- Bannerjee G.R. (1971), some Thought on Professional self in Social work, Indian Journal of Social work, Mumbai: Tata Institute of Social Science.
- Friendlander 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, NewYork: Russell Sage Publication
- Timms N., (1964), Social Case Work Principles and Practice, London: Routledge and Kegan Paul.
- Timms N., (1972), Recording in Social Case Work , London: Routledge and Kegan Paul

Bachelor of Social Work (BSW) Semester-I

Paper- V (1 T 5)

Psychology for Social Work

(Supportive Domain)

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 understand the processes of adjustment and not-adjustment and human behaviour.
4. To understand the psychopathology and its impact on human behaviour.

Unit 1: 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, Interview.

Unit II: Learning & Motivation

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

Unit III: Memory and Personality

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

Unit IV: 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: 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. इनामदार मुकुंद, गाडेकरकेषव, पाटील अनघा २००६, आधुनिक सामान्य मानसशास्त्र, पुणे, डायमंड पब्लिकेशन
ISBN--819028584
9. देवपांडे एस. २००६, सामान्य मानसशास्त्र, पुणे, उन्मेष प्रकाशन
10. सिंह अरुणकुमार व सिंह आषीषकुमार २००६, आधुनिक सामान्य मनोविज्ञान, नई दिल्ली
, मोतीलाल बनारसीदास
11. कळके माधवी आणि साळुंखे दीपक जुलै २०१० मानसशास्त्राची मूलतत्वे, पुणे, निराळी प्रकाशन
12. कतरणी स्फूर्ती मानसशास्त्र २०१० नागपुर, साईनाथ प्रकाशन
13. पंडितर, वि. कुलकर्णी अ. वि. व गोरे चं. वि. २०१० सामान्य मानसशास्त्र, नागपुर, पिंपलापुरे प्रकाशन
14. तडसरे वी, डी. आणि हिस्वेआर, एस. २००१० मानसशास्त्राची मूलतत्वे, कोल्हापुर फडके प्रकाशन,
15. पाटील अनघा, राजहंस मानसी व सुषीलसुर्वे. २०१२ अपसामान्यांचे मानसशास्त्र, पुणे, उन्मेष प्रकाशन

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

Paper	Code	Domain	Subject/Paper	Total Marks	Internal Marks	Theory Examination	Minimum Passing marks
I	2T1	Languages	*English	100	20	80	40
II	2T2		*Marathi/Hindi/ Supplementary English	100	20	80	40
III	2T3	Core Domain	Introduction to Ideologies of Social Work	100	20	80	40
IV	2T4		Method course: Group Work(Working with Group)	100	20	80	40
V	2P		Social work Practicum	100	100	--	40
VI	2T5	Supportive Domain	Social Psychology	100	20	80	40

Bachelor of Social Work (BSW) Semester-II
Paper- I (2 T 1)
COMPULSORY ENGLISH

Theory: 80 marks

Internal Assessment: 20 marks

Prescribed Textbooks:

- 1. The Knowledge Tree Edited by Urmila Dabir, Priya Wanjari, Kapil Singhel, Suchita Marathe Palnitkar & Nitin Mathankar (Orient Blackswan)**
- 2. Improve Your English (Step Up - I) Edited by Lovely Menachery & Malati Panga (Foundation Books)**

Unit I : Prose **20 Marks**

Prescribed Lessons

1. How much Land does a Man Need- Leo Tolstoy
2. The Power of Prayer- APJ Abdul Kalam

Unit II: Poetry **20 Marks**

1. The Felling of the Bunyan Tree- Dilip Chitre
2. Laugh and be Merry- John Masefield

Unit III One Act Play **20 Marks**

3. Refund: Fritz Karinthy

Unit IV: Grammar Co Vocabulary **20 Marks**

- (a) Change of Degree (4 marks)
- (b) Affirmative-Negative (4 marks)
- (c) Interrogative-Assertive (4 marks)
- (d) Exclamatory - Assertive marks (4 marks)
- (e) One word substitution (4 Marks)

Internal Assessment - Conversational Skills (Step UP 1) 20 Marks

Internal Assessment will be based on:

- i) Viva - 10 marks**
- ii) Assignments - 10 marks**

1. Asking for and Giving Information
2. Giving direction
3. Making requests
4. Making offers
5. Getting and giving permission
6. Talking about past events

Recommended books:

1. Learner's English Grammar and Composition by N.D.V. Prasad (S. Chand & Company Ltd.)
2. English Grammar, Composition & Usage by J.C. Nesfield (Macmillan India Ltd.)
3. English for practical purposes by Z. N. Patil, B.S. Walke, Ashol Throat, Zeenat Merchant (Macmillan)
4. English Conversation Practice by Grant Taylor (Tata Megraw- Hill)

Bachelor of Social Work (BSW) Semester-II **Paper I (2 T 1)**

COMPULSORY ENGLISH

PATTERN OF QUESTION PAPER

Time: 3 Hours

Full Marks: 80

- | | | |
|------|--|---------------|
| Q. 1 | (A) Eight questions on rewrite sentences as directed | 16 Marks |
| | (B) Four questions out of six on one word substitution | 4 Marks |
| Q 2 | (A) Three SAQs with internal choice to be answered in about
75 words each from Unit I (prescribed lessons) | 3x5 =15 Marks |
| | (B) Five very short answer questions on unit I (prescribed lessons) to be
answered in one or two sentences each | 5x 1=05 Marks |
| Q.3 | (A) Three SAQs with internal choice to be answered in about
75 words each from Unit II (prescribed poems) | 3x5= 15 Marks |
| | (B) Five very short answer questions on the prescribed poems
to be answered in one or two sentences each | 5x 1=05 Marks |
| Q.4 | (A) Three SAQs with internal choice to be answered in about 75 words | |

each from unit III (One Act play)

3 x 5= 15 Marks

(B) Five very short answer questions on One Act play

to be answered in one or two sentences each.

5 x 1=05 Marks

Bachelor of Social Work (BSW) Semester-II

PAPER -II (2 T 2)

मराठी

द्वितीय सत्र :गद्य-पद्य,व्यावहारिक मराठी आणि समाजसुधारक

अनुक्रमणिका

एकूण गुण - १००

युनिट क. -१ (गद्य)

२४ गुण

१. झरावतीबाई-एक दीपमाल - पु.ल.देवपांडे
२. संस्कार - वामन कृष्ण चोरघडे
३. ग्रेस - मधुकर केचे
४. जेव्हा मी जात चोरली! - बाबुराव बागूल
५. पूर्णिमा - अनिल अवचट

युनिट क. -२ (पद्य)

२४ गुण

१. मुवत पक्षी - माधव जूलियन
२. माझ्या जीवा - बहिणाबाई चौधरी
३. या झोपडीत माझ्या - राष्ट्रसंत तुकडोजी महाराज
४. भंगू दे काठिण्य माझे - बा.सी.मर्ढेकर
५. कणा - कुसुमाग्रज

युनिट क. -३ (व्यावहारिक मराठी)

१६ गुण

- १.पत्रलेखन २.सारांश लेखन

युनिट क. -४ (समाजसुधारक)

१६ गुण

१. ग्रामीण महाराष्ट्राचे विल्पकार : कर्मवीर भाऊराव पाटील
२. दलितांचे दैवत : डॉ. बाबासाहेब आंबेडकर

अंतर्गत मूल्यमापन :

२० गुण

१. निबंध लेखन (पाठाच्या आधारे (१०गुण)
२. अभ्यासक्रमनिहाय परिसंवाद (१०गुण)

कमिक पुस्तके :

१. साहित्य संवाद - भाग १ (आवश्यक मराठी) राघव पब्लिशर्स अँड डिस्ट्रीब्यूटर, नागपूर

२. महाराष्ट्रातील समाजप्रबोधनाचे प्रणेते- लेखक- प्राचार्य चंद्रकांत घुमटकर, स्नेहवर्धन

**Bachelor of Social Work (BSW) Semester-II
PAPER -II (2 T2)**

**मराठी
प्रश्नपत्रिकेचे स्वरूप**

सूचना :

१. पाचही प्रश्न सोडविणे अनिवार्य आहे.
२. सर्व प्रश्नांना समान गुण आहेत.

प्रश्न क्र. १: गद्य विभागावर आधारित एक दीर्घोत्तरी प्रश्न (पर्यायासह)	१६ गुण
प्रश्न क्र. २: पद्य विभागावर आधारित एक दीर्घोत्तरी प्रश्न (पर्यायासह)	१६ गुण
प्रश्न क्र. ३: लघूत्तरी उपप्रश्नांचा एक गट (पर्यायासह) प्रत्येक गटात गद्य विभागावर २ व पद्य विभागावर २ उपप्रश्न- प्रत्येकी ४ गुण)	१६ गुण (
प्रश्न क्र. ४: लघूत्तरी उपप्रश्नांचा एक गट (पर्यायासह) (प्रत्येक गटात व्यावहारिक मराठीवर आधारित एका प्रकरणातील २ उपप्रश्न व दुसऱ्या प्रकरणातील २ उपप्रश्न - प्रत्येकी ४ गुण)	१६ गुण
प्रश्न क्र. ५: लघूत्तरी उपप्रश्न (समाजसुधारक युनिट ४ वर ४ उपप्रश्न - प्रत्येकी ४ गुण)	१६ गुण

विभागावर एकूण गुण

गद्य विभाग -	२४ गुण
पद्य विभाग -	२४ गुण
व्यावहारिक मराठी -	१६ गुण
समाजसुधारक -	१६ गुण
लेखी परीक्षा	८० गुण
अंतर्गत मूल्यमापन -	२० गुण
एकूण	१००गुण

**Bachelor of Social Work (BSW) Semester-II
Paper II (2T2)
हिंदी (वैकल्पिक)**

कुल अंक : 100

इकाई – I गद्य विभाग

20 अंक

1. जहाँ आकाश नहीं दिखाई देता (रिपोर्ताज) – विष्णु प्रभाकर
2. फैसला (कहानी) – भीष्म साहनी
3. जिंदगी और जोक (कहानी) – अमरकांत

4. सौंदर्य की नदी नर्मदा (यात्रा.वृत्तांत) – अमृतलाल वेगड़

इकाई – II पद्य विभाग

20 अंक

1. फसल – सर्वेश्वरदयाल सक्सेना
2. रत्न और पाषाण – रत्नाम्बर दत्त चंदोला
3. छोटी दुनिया – अरुण कमल
4. रंग खतरे में है – कुमार विकल

इकाई – III कल्पना विस्तार, मुहावरे एवं लोकोक्तियाँ

20 अंक

इकाई – IV द्रुतवाचन –

20 अंक

अ. निम्नलिखित रचनाकारों का संक्षिप्त परिचय

नामवर सिंह, स्वदेश भारती, ममता कालिया, राजेश जोशी

ब. निम्नलिखित रचनाओं का संक्षिप्त परिचय

दुसरी कहानी (कहानी- अलका सरावगी), सिक्के (व्यंग्य- लीलाधर जगूड़ी), नया साल मुबारक (ललित निबंध- अमृत राय), चश्मदीद शहादत (व्यंग- विभूति नारायण राय)

पाठ्यपुस्तक – साहित्य वाटिका

अंतर्गत मूल्यांकन

कुल अंक : 20

- 1) विद्यार्थियों का समूचे सत्र में प्रदर्शन (उपस्थिती, समय निष्ठता के साथ) 05 अंक
- 2) सत्र के पाठ्यक्रम पर एक जॉच परीक्षा 05 अंक
- 3) किसी ज्वलंत सामाजिक विषय को लेकर समूह चर्चा. 10 अंक

Bachelor of Social Work (BSW) Semester-II

Paper -II (2T2)

हिंदी (वैकल्पिक)

परीक्षा योजना

समय : 03 घंटे

कुल अंक : 80

प्र"न 1 : पाठ्यपुस्तक में निर्धारित पाठों में से विकल्प के साथ दीर्घोत्तर प्र"न।
(दो प्र"नों में से एक प्र"न का उत्तर अपेक्षित है।)

16 अंक

प्र"न 2 : पाठ्यपुस्तक की निर्धारित कविताओं में से विकल्प के साथ दीर्घोत्तर प्र"न
(दो प्र"नों में से एक प्र"न का उत्तर अपेक्षित है।)

16 अंक

प्र"न 3 : इकाई III से लघु प्र"न के दो समुह
(i) समुह अ मे चार विकल्पो के साथ कल्पना विस्तार पर प्र"न पुछे जाएंगे जिनमे से एक का उत्तर अपेक्षित है।
(ii) समुह ब मे आठ विकल्पो के साथ जिनमे चार मुहावरे और चार लोकोक्तिया पुछी जाएंगी। इनमेसे पाच का अर्थ के साथ वाक्य मे प्रयोग अपेक्षित है।(प्रत्येक प्र"न पर दो अंक होंगे।)

8X02=16 अंक

प्र"न 4 : अन्यपाठयविषय की इकाई IV से अ और ब मे से विकल्प के साथ दो दो लघु प्र"नो के दो समुह जिनमेसे प्रत्येक समुह से एक प्र"न का उत्तर अपेक्षित है।
(प्रत्येक प्र"न पर दस अंक होंगे।)

8X02=16 अंक

प्र"न 5 : संपुर्ण पाठयक्रम से आठ अति लघुत्तरी प्र"न पुछे जाएंगे (सभी प्र"नो के उत्तर लिखना अनिवार्य होगा)

2X08=16 अंक

Bachelor of Social Work (BSW) Semester-II
Paper - II (2 T 2) (optional)
SUPPLEMENTARY ENGLISH

Full Marks: 100

Unit I

1. The Many World of Literature- Ed. Jasbir Jain (Macmillan) Chapters 9 to 15 are prescribed.
2. Wings of Poesy Ed. N.K. Mishra and N. Mukherji (S. Chand and Company Limited)
Prescribed Poem No. 19, 20, 21, 22, 23 and 24.

Unit II

Applied Language Skills
Business Letter Writing, Paragraph Writing

Prescribed Book : Writing Skills- Anne Laws (Orient Blackswan)

Bachelor of Social Work (BSW) Semester-II

Paper II (optional) (2 T 2)

SUPPLEMENTARY ENGLISH

Pattern of Question Paper

Full Marks: 80

Duration: 3 Hours

Qu. 1. (A) Long Answer question based on chapters 9 to 12 of The Many World of Literature to be attempted in about 150 words. (One out of two) - 12 Marks

(B) Long Answer question based on chapters 13 to 15 of The Many World of Literature to be attempted in about 150 words. (One out of two) - 12 Marks

Qu. 2. (A) Short Answer question based on chapters 9 to 12 of The Many World of Literature to be attempted in about 75 words. (One out of two) - 08 Marks

(B) Short Answer question based on chapters I 3 to 15 of The Many World of Literature to be attempted in about 75 words. (One out of two) - 08 Marks

Qu. 3.(A) Long Answer question based on Poem 19 to 21 from Wings of Poesy to be attempted in about 150 words. (One out of two) - 10 Marks

(B) Long Answer question based on Poem 22 to 24 from Wings of Poesy to be attempted in about 150 words. (One out of two) – 10 Marks

Qu. 4 (A) Business letter Writing- (01 out of 02) 10 marks
(B) Paragraph Writing (01 out of 02)- 10 Marks

Internal Assessment

-20 Marks

- i) Group Discussion on the topics from prescribed texts/poems- 5 Marks
- ii) Poetry Recitation (Poem of student's choice, Seen or unseen)- 5 Marks
- iii) Submission of Assignment on critical appreciation of any unseen poem- 10 Marks

Bachelor of Social Work (BSW) Semester-II

Paper- III (2T3)

INTRODUCTION TO IDEOLOGIES OF SOCIAL WORK PROFESSION (Core Domain)

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 Murli (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)
- Narayana J., (1965), From Socialism to Survodaya Varanasi: Sarva Sewa Sangh
- Nanda B.R., (1985), Gandhi and His Critics, Delhi: Oxford University Press.
- 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 –IV (2T4)
METHOD COURSE: GROUP WORK
(WORKING WITH GROUP)
(Core Domain)

Learner's 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 a 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

Unit I- Working with Groups: Nature, types and Characteristics of Group, Definition of Group Work, Purpose and evolution of the method, Membership, Duration and phases in Group Work.

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

Unit III- Social Group Work as a Method: Objectives, Principle's, values of Group work, Transactional Analysis approach, Behaviour Modification Approach,.Humanitarian Approach. Role of Group Worker in various type of groups.

Unit IV- Skills, Techniques and Evaluation in Group Work: programme: goals and principles, programme planning and Implementation, concept of developmental programme planning. Facilitation, leadership and leadership, development, simple recording, types and methods of evaluation.

Assignments based on theory and practice

1. Identify the various groups in the community.
2. Group Work in different Settings.
3. Role Play, Steps in programme planning.
4. Working on various approaches in group work.

References:

- Alissi A.S., (1980), Perspectives on Group Work Practice : A Book of Readings, New York: The Free Press.
- Balgopal P.R. and Vassil, (1983), Group in Social Work- An Ecological Perspective, New York: Macmilian Publishing Co. Inc.

- Brandler S. and Roman C.P., (1991) Group Work Skills and Strategies for Effective Interventions, New York: The Haworth Press.
- Brandler S. and Roman C.P., (1999) Group Work Skills and Strategies for Effective Interventions, New York: The Haworth Press.
- Charles H. Zastrow (2009) , Social Work with Groups, New Delhi: Rawat Publication, (Indian Reprint 2010)
- Garwin C. (1987), Contemporary Group Work, New York: Prentice- Hall inc.
- Kemp C.G. (1970), Perspectives on Group Process: School of social welfare, Albany: State University of New York.
- Konopka G. (1963), Social Group Work: A Helping Process: Englewood cliff. NJ , Prentice- Hall inc.
- Kurland R. & Salmon R. (1998), Teaching a Method in Working with Groups, Alexandria: Council on Social Work Education.
- Middleman R.R., (1968), The Non-verbal Method in working with groups.
- Northen H., (1969), Social Work with groups, New York: Columbia University Press.
- 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 Free Press.
- Siddique H.Y., (2008) Group Work: Theories and Practice, Rawat Publication.
- Toselance R.W., (1984), An Introduction to Group Work Practice, New York: Macmillan Publication Co.
- TreckerHarleigh B. (1990), Social Group Work: Principles and Practice, New York: Association Ptness.

Bachelor of Social Work (BSW) Semester II
Paper –V (2T5)
SOCIAL PSYCHOLOGY
(Supportive Domain)

Learner Objectives:

- 1.To understand the fundamental components of social behaviour.
2. Tounderstand social aspects of human behaviour.
- 3.To develop understanding of phenomenon related with social functioning

Unit I - Social psychology: definition & scope **Socialization** –concept and stages, principles of socialization, factors influencing socialization. Pro-social behaviour, Group dynamics, Group Cohesiveness , Intergroup conflict, techniques for resolving conflicts

Unit II - Leadership: Definition, nature and types-distinction between authoritarian and democratic leadership .Traits and functions of leader, Techniques of leadership training.

Unit III -Attitudes :Definition and nature, Formation of Attitudes, Attitude Change – Heider’s balance theory,Rosenberg’s affective cognitive consistency theory, Festinger’s cognitive dissonance theory. , Measurement of attitudes-Thurstone’s Scaling method and Likert’s scaling method .Prejudice-meaning, consequences, combating prejudice

Unit IV- Propaganda: Definition and nature, Types of propaganda, Techniques of propaganda, principles of propaganda, media for propaganda. Rumours-nature and consequences.

Assignment –Any one Test from Socio-metry/VSMS/Adjustment/Personality

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

REFERENCES:-

1. **Henry clay (1973)Introduction to Social Psychology, Lindgren, John Wiley & SonsInc.,2nd revised ed. ISON :13:978:0471537809**
2. Myers, D.G. (2006). *Social Psychology*. (8th ed) New Delhi: Tata McGraw-Hill.
3. Myers, D.G. (1996). *Social Psychology*. (5th ed) New Delhi: Tata McGraw-Hill.
4. Baron, R. A. & Bryne, D. (2005). *Social Psychology*. (10th Ed) New Delhi: Prentice Hall of India.
5. Baron, R. A., Bryne, D., & Branscombe, N. R. (2007). *Social Psychology*. (11th Ed) New Delhi: Pearson Education
6. Kool, V.K. & Agraval, R. (2006). *Applied Social Psychology*. New Delhi: Atlantic Publishers.
7. Semin G.R.S. , Fiedler K.(1996) *Applied Social Psychology*, London, Stage
8. मिश्रागिरिधरजैनउदय १९९६, समाजमनोविज्ञान के मूलआधार, भोपाल मध्य प्रदेशहिन्दीग्रंथअकादमी
9. इनामदारमुकुंद, गाडेकरकेषव, पाटीलअनघाबी, एस. आणितौधरीजी, बी २०१० सामाजिकमानसशास्त्र, पुणे, डायमंडपब्लिकेशन
10. पळसाने आणि तळतळकर २०११सामाजिक मानसशास्त्र पुणे, कॉन्टीनेंटल प्रकाशन

11. पवारबी, एस चौधरीजी,बी . आणिजाधव . एस. वी २००८ आधुनिक सामाजिक मानसशास्त्र जळगांव, प्रभांत पब्लिकेशन
12. श्रीवास्तवडी. एन , सिंह रंजीत,पाण्डेय जगदीष २००० आधुनिक समाज मनोविज्ञान ,आगरा,एव पीभार्गवबुकहाउस **ISBN :81:86851-30-5**
13. सिंह अरुनकुमार २०१२ समाज मनोविज्ञान की रुपरेखा,नईदिल्ली ,मोतीलाल बनारसीदास
14. सुलैमान आधुनिक समाज मनोविज्ञानपटना ,धुवला बुक डिपो
15. ओक एस ए. आणि परुलेकर २०००प्रगत सामाजिक मानसशास्त्र ,प्राची प्रकाशन

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

Paper	Code	Domain	Subject/Paper	Total Marks	Internal Marks	Theory Examination	Minimum Passing marks
I	3T1	Languages	*English	100	20	80	40
II	3T2		*Marathi/Hindi/ Supplementary English	100	20	80	40
III	3T3	Core Domain	Method course: Community Organisation (Working with Communities)	100	20	80	40
IV	3T4		Method course: Social Welfare Administration	100	20	80	40
V	3P		Social work Practicum	100	100	--	40
VI	3T5	Supportive Domain	Psychology: Human Growth and Development	100	20	80	40
VII	3T6	Interdisciplinary Domain	Sociology	100	20	80	40

Bachelor of Social Work (BSW) Semester-III

Paper –I (3 T 1)

COMPULSORY ENGLISH

SEMESTER III -

Theory :80 marks

Internal : 20 marks

Prescribed Textbooks:

1. Visionary Glimpses Ed. By D. V. Naik, Sandhya Jain, Nitin Gaikwad, Bipasha Ghoshal & Farzana Ali (S. Chand)
2. Improve Your English (Step Up - II) Edited by Ajiet Jachak, Swapnil Dahat & Renuka Roy (Foundation Books)

Unit I : Prose

20 Marks

Prescribed Lessons

1. My Lost Dollar - Stephen Leacock
2. All About a Dog- A.G. Gardiner

Unit II: Poetry

20 Marks

1. Solitary Reaper-William Wordsworth
2. A Psalm of Life - H.W. Longfellow

Unit III: Short Stories

1. The Barbers' Trade Union-Mulk Raj Anand
2. Moti -Sunikumar Navin

20 Marks

Unit IV: Grammar & Comprehension

20 Marks

A) Grammar

(i) Punctuation (5 marks)

(ii) Narration (5 marks)

B) Comprehension

i. Letter Writing (10 marks)

Unit v: Conversational Skills (step up II) (Internal assessment)

20 Marks

Internal assessment will be based on:

i) Viva -10 marks

ii) Assignments-10 marks

1. Note Taking-Exercises for Summarizing

2. Writing Tasks
3. Listening to the audio CD, Spoken English Foundation course vol. I and II
4. Listening to the story and summarizing
5. Meeting people, Exchanging greetings and Taking leave
6. Giving personal information
7. Inviting People, Accepting and Refusing an invitation

Recommended books:

1. Strengthen Your writing by V.R. Narayanaswamy (Orient Longman)
2. Written communication in English by Sarah Freeman (Orient Longman)
3. Macmillan Foundation English by R.K. Dwivedi and A. Kumar (Macmillan)
4. Write Right by Sarita Manuja (Macmillan)

B.S.W. PART II EXAMINATION, SEMESTER III

COMPULSORY ENGLISH

PATTERN OF QUESTION PAPER

(3 T 1)

Time: 3 Hours

Full Marks: 80

- | | |
|--|---------------|
| Q. 1 (A) Punctuation | 5 Marks |
| (B) Five questions out of eight on Narration | 5 Marks |
| (C) Letter on any one of the two given topics | 10 Marks |
| | |
| Q.2 (A) Three SAQs with internal choice to be answered in about
75 words each from Unit I (prescribed lessons) | 3x5 =15 Marks |
| (B) Five very short answer questions on Unit I (prescribed lessons) to be
answered in one or two sentences each | 5x1=05 Marks |
| | |
| Q.3 (A) Three SAQs with internal choice to be answered in about
75 words each from Unit II (prescribed poems) | 3x5=15 Marks |
| (Note: Internal choice should be from two different lessons) | |
| (B) Five very short answer questions on the prescribed poems
to be answered in one or two sentences each | 5x1=05 Marks |

Q.4 (A) Three SAQs with internal choice to be answered in about 75 words

each from unit III (prescribed Short stories)

3 x 5=15 Marks

(B) Five very short answer questions on the prescribed short Stories

to be answered in one or two sentences each.

5 x 1=05 Marks

Bachelor of Social Work (BSW) Semester – III

PAPER –II (3 T 2)

मराठी

गद्य-पद्य,व्यावहारिक मराठी आणि समाजसुधारक

एकूण गुण - १००

अनुक्रमणिका

युनिट क - १ (गद्य)

२४ गुण

१. रुंभणेयाचा दृष्टान्त - केशीराजबास
२. स्त्रीपुरुषतुलना - ताराबाई षिंदे
३. मी ववता कसा झालो ? - आचार्य प्र.के.अत्रे
४. वितेवरचे परब्रह्म - पं.महादेवषास्त्री जोषी
५. शिक्षक हाच राष्ट्राचा भाग्यविधाता - राष्ट्रसंत तुकडोजी महाराज

युनिट क. - २ (पद्य)

२४ गुण

१. अभागवाणी - संत नामदेव
२. केकावली - मोरोपंत ३. भला जन्म हा तुला लाभला - रामजोषी
३. फडकते तुझे तेशेच निषाण - यशवंत
५. विराणी - अनिल

युनिट क . -३ (व्यावहारिक मराठी)

१६ गुण

१. इतिवृत्तलेखन
२. प्रसारमाध्यमांसाठी वृत्तलेखन

युनिट क . - ४ (समाजसुधारक)

१६ गुण

१. डॉ. पंजाबराव देशमुख यांचे सामाजिक कार्य

२. बाबा आमटे यांचे कुष्ठरोग निवारण कार्य

अंतर्गत मूल्यमापन : २०

१. स्वाध्याय (१०गुण)

२. वक्तृत्वपैली (१०गुण)

कमिक पुस्तके :

१. साहित्य संवाद - भाग २ (आवश्यक मराठी), राघव पब्लिशर्स अॅण्ड डिस्ट्रिब्यूटर, नागपूर

२. महाराष्ट्रातील समाजप्रबोधनाचे प्रणेते- लेखक- प्राचार्य चंद्रकांत घुमटकर, स्नेहवर्धन प्रकाशन, पुणे

PAPER –II (3 T 2)

मराठी

प्रश्नपत्रिकेचे स्वरूप

सूचना :

१. पाचही प्रश्न सोडविणे अनिवार्य आहे.

२. सर्व प्रश्नांना समान गुण आहेत.

प्रश्न क. १: गद्य विभागावर आधारित एक दीर्घोत्तरी प्रश्न (पर्यायासह) १६ गुण

प्रश्न क. २: पद्य विभागावर आधारित एक दीर्घोत्तरी प्रश्न (पर्यायासह) १६ गुण

प्रश्न क. ३: लघूत्तरी उपप्रश्नांचा एक गट (पर्यायासह) १६ गुण
(प्रत्येक गटात गद्य विभागावर २ व पद्य विभागावर २ उपप्रश्न- प्रत्येकी ४ गुण)

प्रश्न क. ४: लघूत्तरी उपप्रश्नांचा एक गट (पर्यायासह) १६ गुण (
प्रत्येक गटात व्यावहारिक मराठीवर आधारित एका प्रकरणातील २ उपप्रश्न व
दुसऱ्या प्रकरणातील २ उपप्रश्न - प्रत्येकी ४ गुण)

प्रश्न क. ५: लघूत्तरी उपप्रश्न १६ गुण
(समाजसुधारक युनिट ४ वर ४ उपप्रश्न - प्रत्येकी ४ गुण)
विभागावर एकूण गुण

गद्य विभाग - २४ गुण

पद्य विभाग - २४ गुण

व्यावहारिक मराठी - १६ गुण

समाजसुधारक - १६ गुण

लेखी परीक्षा - ८० गुण

अंतर्गत मूल्यमापन - २० गुण

एकूण १००गुण

Bachelor of Social Work (BSW) Semester-III
Paper –II (3T2)
Hindi (Optional)
हिंदी

कुल अंक : 100

इकाई – I गद्य विभाग

20 अंक

1. आंगन का पंछी (निबंध) – विद्यानिवास मिश्र
2. गेहूँ और गुलाब (निबंध) – रामवृक्ष बेनीपुरी
3. आत्मशिक्षण (कहानी) – जैनेंद्र कुमार
4. ज़िदगी और गुलाब के फूल (कहानी) – उषा प्रियंवदा

इकाई – II पद्य विभाग

20

अंक

1. जीवन सरिता – सुमित्रानंदन पंत
2. पथिक से – उदयशंकर भट्ट
3. जो बीत गई – हरिवंशराय बच्चन
4. सत्य और स्वप्न – अज्ञेय

इकाई – III अन्य पाठ्य सामग्री

20

अंक

- 1- फीचर लेखन (रूपक) – अर्थ, स्वरूप, तत्व, विशेषताएं
- 2- प्रूफ शोधन – स्वरूप, प्रूफ शोधन के नियम, प्रूफ शोधक के गुण, विशेषताएँ

इकाई – IV द्रुतवाचन

20

अंक

अ. निम्नलिखित रचनाकारों का सामान्य परिचय

शिवमंगल सिंह सुमन, मनोहर श्याम जोशी, रवीन्द्र कालिया, चित्रा मुद्गल

ब. निम्नलिखित रचनाओं का सामान्य परिचय

ढेले पर हिमालय (संस्मरण- धर्मवीर भारती), पतझड़ (कविता- रामकुमार वर्मा),

दोपहर का भोजन (कहानी – अमरकांत), भोर का तारा (एकांकी- जगदीशचंद्र माथुर)

कुल अंक : 80

पाठ्यपुस्तक – साहित्य क्षितिज

अंतर्गत मूल्यांकन

कुल अंक :

20

- | | |
|--|--------|
| 1) विद्यार्थियों का समूचे सत्र में प्रदर्शन (उपस्थिती, समय निष्ठता के साथ) | 05 अंक |
| 2) सत्र के पाठ्यक्रम पर एक जाँच परीक्षा | 05 अंक |
| 3) किसी ज्वलंत सामाजिक विषय को लेकर निबंध लेखन | 10 अंक |

बी.एस.डब्ल्यू, सेमेस्टर – III

Paper –II (3T2)

Hindi (Optional)

हिंदी

समय : 03 घंटे

कुल अंक : 80

प्रश्न पत्र का प्रारूप एवं अंक विभाजन

- प्रश्न 1 : पाठ्यपुस्तक में निर्धारित पाठों में से विकल्प के साथ दीर्घोत्तर प्रश्न।
(दो प्रश्नों में से एक प्रश्न का उत्तर अपेक्षित है।)
16 अंक
- प्रश्न 2 : पाठ्यपुस्तक की निर्धारित कविताओं में से विकल्प के साथ दीर्घोत्तर प्रश्न (दो प्रश्नों में से एक प्रश्न का उत्तर अपेक्षित है।)
16 अंक
- प्रश्न 3 : इकाई III के 1 और 2 से विकल्प के साथ दो दो लघु प्रश्नों के दो समुह जिनमेसे प्रत्येक समुहसे एक प्रश्न का उत्तर अपेक्षित है।
8X02=16 अंक
- प्रश्न 4 : अन्यपाठ्यविषय की इकाई IV से अ और ब में से विकल्प के साथ दो दो लघु प्रश्नों के दो समुह जिनमेसे प्रत्येक समुह से एक प्रश्न का उत्तर अपेक्षित है।
(प्रत्येक प्रश्न पर दस अंक होंगे।)
8X02=16 अंक

प्र"न 5 : संपुर्ण पाठयक्रम से आठ अति लघुत्तरी प्र"न पुछे जाएँगे (सभी प्र"नो के उत्तर लिखना अनिवार्य होगा)

2X08=16 अंक

Bachelor of Social Work (BSW) Semester-III
Paper –II (Optional) (3 T 2)
SUPPLEMENTARY ENGLISH

Unit I

1. Reflections on Vital Issues Ed. P.J. George (Orient Blackswan) First eight (8) chapters are prescribed
2. Modern Short Stories- A Reader (S. Chand and Company Limited) Prescribed Stories
 - (i) the Lament by Chekhov
 - (ii) A Rose for Emily by William Faulkner
 - (iii) The Capital of the World by Ernest Hemingway
 - (iv) The Grave by Katherine Porter

Unit II

Applied Language Skills; Letter in email format, precis writing

Bachelor of Social Work (BSW) Semester-III
Paper –II (Optional) (3 T 2)
SUPPLEMENTARY ENGLISH

Pattern of Question Papers

Full Marks: 80

Time: 03 hours

Qu. 1. (A) Long Answer question based on chapters I to 4 of Reflections on Vital Issues to be attempted in about 150 words. (One out of two) - 12 Marks

(B) Long Answer question based on chapters 5 to 8 of Reflections on Vital Issues to be attempted in about 150 words. (One out of two) - 12 Marks

Qu. 2. (A) Short Answer question based on chapters I to 4 of Reflections on Vital Issues to be attempted in about 75 words. (One out of two) - 08 Marks

(B) Short Answer question based on chapters 5 to 8 of Reflections on Vital Issues to be attempted in about 75 words. (One out of two) - 08 Marks

Qu. 3.(A) Long Answer question based on first two prescribed short stories from Modern Short Stories- A Reader to be attempted in about 150 words. (One out of two) - 10 Marks

(B) Long Answer question based on last two prescribed short stories from Modern Short Stories- A Reader to be attempted in about 150 words. (One out of two) - 10 Marks

Qu.4 (A) Letter in email format (01 out of 02) - 10 marks
(B) Precis writing - 10 Marks

Internal Assessment (20 Marks):

Submission of Translation of any two Hindi/Marathi short stories into English.
Each story- 10 Marks

Bachelor of Social Work (BSW) Semester-III
Paper-III (3 T 3)
SOCIAL WELFARE ADMINISTRATION

(Core Domain)

Learner's Objective:

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

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.

UNIT III Social Policy and Management of Agency: Definition & meaning of social Policy, Concept and scope of POSDCORB, Fund Raising, Resource Mobilization, Monitoring & Evaluation, Social Audit.

UNIT IV Project Proposal: Guidelines, Structure and format of Project Proposal. Salient features of Research project and funding project.

Assignment:

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 Organizations.

Recommended Readings:

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, Vol. I and 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. Lauffer, A. (1977) Understanding Your Social Agency, London: Sage Publications.
7. Luthans, Fred.(1990) Organizational Behavior, Boston, Irwin Mcgraw Hill.
8. PRIA. (1990) A Manual On Financial Management - An Accounts Keeping For Voluntary Organizations, New Delhi: Society For Participatory Research In Asia
9. Sachdeva, D. R. (1998) Social Welfare Administration in India, Allahabad, KitabMahal.
10. Siddiqui, H. Y. (1984) Social Work and Social Action, New Delhi: Hamam Publications.

Bachelor of Social Work (BSW) Semester- III

Paper- IV (3 T 4)

**METHOD COURSE: COMMUNITY ORGANISATION (WORKING WITH COMMUNITIES)
(Core Domain)**

Objectives

1. Understand the critical elements of community organization practice.
2. Enhance critical understanding of the models and strategies for community organization practice.
3. Appraise with various tools, strategies and skills of Community Organization in practice.

Unit I: Understanding Community: Concept of Community, Functions of Community. Social Work perspective of Community.

Unit II:Community organization as a method of Social Work: Definition of Community Organization. Community Development & Community Organization.Principles of Community Organization.Rothman's model of Community Organization.Concepts: Power structure, Empowerment, Community participation, Role of Community Organizer (As Guide, Enabler, Expert, Therapist)

Unit III:Strategies/Tools in Community organization:Advocacy, Participatory Rural Appraisal (PRA), Participatory Rapid Assessment, Public Interest Litigation (PIL), Community Meeting, Cadre Building, Training,Action Plan. Data Bank

Unit IV: Skills in Community organization:Information Gathering.Community Profiling Observation & Analytical Skill, Listening & Responding Skill, Conflict Resolution, Evaluation. Recording, Documentation in Community work.

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

REFERENCES

- Arora R.K. (Ed.) 1979 People Participation in Development Process : Essays in honour of B. Mehta, Jaipur: the HCM State Institute of Public Administration
- Banmala (1987) Community Organization, Nagpur: Indian Institute of Youth Welfare.
- Batten, T.R.1962 The non-Directive Approach in Group and Community Work, London : Oxford University Press.
- Brager, G. and Specht, H.1969 Community Organization, New York: Columbia University press.
- Batten, T.R. 1965 The Human Factor in community Work, London: Oxford University Press.
- Christopher A.J. & Community Organization & Social Action, New Delhi, Himalaya Publishing House.
- Dandavate, M. 1977 Marx and Gandhi, Bombay: Popular Prakashan Pvt. Ltd.
- Dayal, R. 1960 Community Development Programme in India, Allahabad: KitabMahal Publishers.

- Gandhi M.K. 1958 Sarvodaya (The Welfare of all), Ahmedabad :Navjivan Publishing House.
- Gangrade K. D. 1971 Community Organization in India, Bombay : Popular Prakashan.
- Kulkarni V.V (2014) Social Work and Community Organization, Agra, Current Publications.
- Kulkarni V.V (2014) Community Organization Process and Social Work, Agra, Current Publications.
- 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.
- Lal, A.K. 1977 Politics of Poverty: a study of bonded labour, New Delhi :Chetana Publications.
- Moya H., Jones D. 1974 Community Work, London: Routledge and Kegan Paul.
- McMiller, W. 1945 Community Organisation for social welfare, Chicago: University of Chicago Press.
- Murphy, C. G. 1954 Community Organisation Practice, Boston: Houghton Mifflin Co.
- National Conference on Community Organisation, Paper presented at the 88th Annual Forum of the National Conference on Social Welfare. New York: Columbia University Press.
- Patnaik, U. and Chains of Servitude, Bondage and Slavery in India. Madras
- Dingwaney, M. 1985 Sangam Books Pvt. Ltd.
- Polson and Sanderson, 1979 Rural Community Organisation, New York: John Wiley and Sons.
- Ramchandra Raj, G. 1974 Functions and Dysfunctions of social Conflict, Bombay: Popular Prakashan.
- Ross Murray G. 1955 Community Organisation: Theory, Principles and Practice, New York: Harper and Row.
- Rubin Herbert & Irene Rubin 1992 Community Organization & Development, New York, Macmillan

- Siddiqui, H. Y. 1997 Working with Communities: an introduction to community work, New Delhi:Hira Publications.
- Sussman, M. B. 1959 Community Structure and Analysis, New York: Thomas Y. Crowell Co.
- Twelvetrees, A. 1982 Community Work, London : Macmillan Press Ltd.
- Volken, H. et. Al. 1982 Learning from the Rural Poor: Shared experiences of the mobile orientation and training team, New Delhi: Indian Social Institute.
- 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.
- Zaltman, G. and Duncan, R. 1977 Strategies for Planned Change, New York Association Press.

Journals

- Community Development Journal : An International Forum, UK. Oxford University Press.
- Development and Change, Hague Blackwell Publishers
- Social Action : A Quarterly Review of Social Trends and Social Action Trust, Delhi.
- Maintenance, Perspective Publication, New Delhi.
- Lokayan Bulletin, New Delhi

Bachelor of Social Work (BSW) Semester III
Paper -V(3 T 5)
Psychology: Human Growth and development
(Supportive Domain)

Learner Objectives:

1. To understand the fundamental components of human behaviour.
2. To gain insight into factors contributing to development of personality.
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 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, Stages of development

Unit 2. Theories of Human Development: Freud's Psycho-Sexual Development theory; Erickson's psycho-social Development theory, Maslow's Self Actualization theory, Bronfenbrenner's ecological approach.

Unit 3. Stages of development-Infancy –emotional and cognitive development, Childhood- Language development and social development. Adolescence-Physical, Sexual and emotional development, Search for identity. Adulthood- Vocational and Marital adjustment. Old Age: problems.

Unit 4. Developmental Disorders- symptoms, Etiology and management-Conduct Disorders , Behavioural problems, ADHD and Learning Disability. Alzheimer's disease and Dementia

Assignment –Any One Test from- Stress/Anxiety/Life satisfaction

Students are required to administer the tests on adolescents /youth/self and old age groups individually and submit 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 ,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
८. जायसवाल व लाल विकासात्मक मनोविज्ञान
९. सपरा रेखा , मानव विकास नई दिल्ली
१०. वैकासिक मानसशास्त्र कुमठेकर,बोरुडे,देसाई आणि गोलविलकर २००८ पुणे, विद्यार्थी गृह प्रकाशन
११. कतरणी स्फूर्ती २०१३ मानसशास्त्र मानवी वाढ आणि विकास ,नागपुर साईनाथ प्रकाशन

Bachelor of Social Work (BSW) Semester III
Paper VI (3 T6)
Introduction to Sociology
(Interdisciplinary Domain)

Objective:-

- 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 other social sciences.

Sociology; Origin, meaning, definition, importance and scope.

Relationship of Sociology with Social Work, History, Political Science, Anthropology, Social Psychology and Economics.

Unit II: Social processes, Social groups

Social processes; Social interaction, co-operation, competition, conflict.

Social groups; Meaning, definition, characteristics, primary groups, secondary groups, reference groups.

Unit III: Social Structure, Society.

Social Structure; Meaning, definition, elements, status, role.

Society; meaning, characteristics.

Unit IV: Culture, Socialization.

Culture; Meaning, definition, elements, types, values, norms, cultural lag.

Socialization; Meaning, definition, agents, stages.

Assignment-

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

Recommended Readings :

- Adinarayan, S. P. (1964) *Social Psychology*, New Delhi : Allied Publishers Pvt. Ltd.
- Ahuja, Ram. 1997, *Social Problems in India*, Rawat Publications.
- Ali, A.F. Iman (1992) *Social Stratification Among Muslim-Hindu Community*, New Delhi : Commonwealth Publishers.
- Bhatnagar, Ved (1998) *Challenges to India's Integrity : Terrorism, Casteism, Communalism*, New Delhi : Rawat Publication.
- Bhusan, Vidya & Sachdeva, D. R. (2000) *An Introduction to Sociology*, Allahabad : Kitab Mahal.
- Bottomore, T.B., *Sociology: A Guide to Problems and Literature*, George Allen and Unwin (India), Bombay, 1972.
- C N Shankar Rao, 2001, *Sociology Primary Principles*, S. Chand & Company Ltd.

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- 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 3.
- Gandhi P. Jagdish (1982) Indian Economy – some issues, Institute of Social Sciences and Research, Vellore.
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Bachelor of Social Work (BSW)

Semester IV

Paper	Code	Domain	Subject/Paper	Total Marks	Internal Marks	Theory Examination	Minimum Passing marks
I	4T1	Languages	*English	100	20	80	40
II	4T2		*Marathi/Hindi/ Supplementary English	100	20	80	40
III	4T3	Core Domain	Method Course: Social Work Research and basic computing	100	20	80	40
IV	4T4		Method Course: Social Action	100	20	80	40
V	4P		Social Work Practicum	100	100	--	40
VI	4T5	Supportive Domain	Psychology for Personal Growth	100	20	80	40
VII	4T6	Interdisciplinary Domain	Social Problems and Social disorganisation	100	20	80	40

Bachelor of Social Work SEMESTER – IV

Paper I (4 T 1)

COMPULSORY ENGLISH

Total marks :100

Theory : 80 marks

Internal : 20 marks

Prescribed Textbooks:

1. Visionary Glimpses Ed. By D. V. Naik, Sandhya Jain, Nitin Gaikwad, Bipasha Ghoshal & Farzana Ali (S, Chand & Company Pvt. Ltd)
2. Improve Your English (step up - II) Edited by Ajiat Jachak, Swapnil Dahat & Renuka Roy (Foundation Books)

Unit I : Prose

20 Marks

Prescribed Lessons

1. The Doctor's Word - R. K. Narayan
2. Monday Morning - Mark Twain

Unit II: Poetry

20 Marks

1. A Village School Master - Oliver Goldsmith
2. Say Not the Struggle Naught Availeth - Arthur Hugh Clough

Unit III One Act Play

20 Marks

1. Abu Hasan Pays His Debts - Ronald Hadlington

Unit IV : Grammar & Comprehension

20 Marks

A) Grammar

i) Tenses

(5 marks)

ii) Voice

(5 marks)

B) Comprehension of an Unseen Passage

(10 marks)

unit v : conversational skills (step up II) (Internal assessment) 20 Marks

Internal assessment will be based on :

i) Viva - 10 marks

ii) Assignments- 10 marks

1. Apologising and responding to an apology
2. Congratulating and responding to congratulations
3. Developing vocabulary
4. Reading News papers
5. Summarising news article
6. Writing journalistic report
7. Reading and Recitation

Recommended books:

1. Strengthen Your Writing by V.R. Narayanaswamy (Orient Longman)
2. Written communication in English by Sarah Freeman (Orient Longman)
3. Macmillan Foundation English by R. K. Dwivedi and A. Kumar (Macmillan)
4. Write Right by Sarita Manuja (Macmillan)

BSW Part -IV Semester Examination

COMPULSORY ENGLISH (4 T 1)

Pattern of Question Paper

Time: 3 Hours

Full Marks: 80

Q.1 (A) Five questions out of eight on Tenses.

5 Marks

- (B) Five questions out of eight on Change the Voice 5 Marks
(C) Comprehension of an Unseen passage 10 Marks

Q.2 (A) Three short answer question with internal choice to be answered in about 75 words each from Unit I (prescribed lessons) 3x5 = 15

(B) Five very short answer questions on Unit I(prescribed lessons) to be answered in one or two sentences each. 5x 1=05

Q.3 (A) Three short answer questions with internal choice to be answered in about 75 words each from Unit II (prescribed poems) 3x5= 15

(B) Five very short answer questions on the prescribed poems to be answered in one or two sentences each. 5x 1=05

Q.4 (A) Three short answer questions with internal choice to be answered in about 75 words each from unit III (One Act play) 3 X 5 = 15

(B) Five very short answer questions on One Act play to be answered in one or two sentences each. 5 x 1 = 05

Bachelor of Social Work (BSW) Semester – IV
PAPER –II (4 T 2)

मराठी

सत्र चवथे : गद्य-पद्य,व्यावहारिक मराठी आणि समाजसुधारक

एकूण गुण - १००

अनुक्रमणिका

युनिट क. - १ (गद्य)

१. मायावी माघ - दुर्गा भागवत
२. तपस्वी - पु. भा. भावे
३. नवी पहाट उगत आहे - निर्मलकुमार फडकुले
४. लपलेला तारा - जयंत नारळीकर
५. अस्पृश्य समाजाच्या क्रांतीचं तुफान - बा.ह.कल्याणकर

२४ गुण

युनिट क. - २ (पद्य)

१. एका नव्या संघर्षात - नारायण सुरे
२. स्मरण - सुरेश भट

२४ गुण

३. ह्याा नभाने - ना. धों. महानोर
४. डोले - भाऊ पंतभाई
५. न्यायासाठी - कुसुम अलाम

युनिट क. - ३ (व्यावहारिक मराठी)

१६ गुण

१. भाषांतर विद्या
२. मुलाखत लेखन

युनिट क. - ४ (समाजसुधारक)

१६ गुण

१. कर्मयोगी गाडगे महाराज
२. विठ्ठल रामजी बिंदे यांचे सामाजिक व शैक्षणिक धोरण

अंतर्गत मूल्यमापन : २० गुण

१. छुट्टलेखन (१०गुण)
२. मौखिक परीक्षा (१०गुण)

कमिक पुस्तके :

१. साहित्य संवाद - भाग २ (आवष्यक मराठी), राघव पब्लिशर्स अँड डिस्ट्रीब्यूटर, नागपूर
२. महर्षी विठ्ठल रामजी बिंदे - लेखक- तानाजी ठोमरे, लोकवाड्मयगृह प्रकाशन, मुंबई

Bachelor of Social Work (BSW) Semester – IV
PAPER –II (4 T 2)
मराठी

सत्र चवथे प्रश्नपत्रिकेचे स्वरूप

सूचना :

१. पाचही प्रश्न सोडविणे अनिवार्य आहे.

२. सर्व प्रश्नांना समान गुण आहेत.

- | | |
|---|-------------------|
| प्रश्न क. १: गद्य विभागावर आधारित एक दीर्घोत्तरी प्रश्न (पर्यायासह) | १६ गुण |
| प्रश्न क. २: पद्य विभागावर आधारित एक दीर्घोत्तरी प्रश्न (पर्यायासह) | १६ गुण |
| प्रश्न क. ३: लघूत्तरी उपप्रश्नांचा एक गट (पर्यायासह) | १६ गुण (प्रत्येक |
| गटात गद्य विभागावर २ व पद्य विभागावर २ उपप्रश्न- प्रत्येकी ४ गुण) | |
| प्रश्न क. ४: लघूत्तरी उपप्रश्नांचा एक गट (पर्यायासह) | १६ गुण (प्रत्येक |
| गटात व्यावहारिक मराठीवर आधारित एका प्रकरणातील २ उपप्रश्न व दुसऱ्या प्रकरणातील २ उपप्रश्न - प्रत्येकी ४ गुण) | |
| प्रश्न क. ५: लघूत्तरी उपप्रश्न | १६ गुण |

(समाजसुधारक युनिट ४ वर ४ उपप्रश्न - प्रत्येकी ४ गुण)

विभागावर एकूण गुण

गद्य विभाग - २४ गुण

पद्य विभाग -	२४ गुण
व्यावहारिक मराठी -	१६ गुण
समाजसुधारक -	१६ गुण
	८० गुण
अंतर्गत मूल्यमापन -	२० गुण
एकूण	१००गुण

Bachelor of Social Work (BSW) Semester IV
Paper II (4T2)
Hindi (Optional)

हिंदी (वैकल्पिक)

कुल अंक : १००

इकाई – I गद्य विभाग

20

अंक

1. प्राप्त का सुख : अप्राप्त का दुःख (निबंध) – कन्हैयालाल मिश्र 'प्रभाकर'
2. बिंदा (रेखाचित्र) – महादेवी वर्मा
3. न खड़े होने का दर्द (व्यंग) – शरद जोशी
4. अग्नि की उड़ान (आत्मकथा) – ए.पी.जे. अब्दुल कलाम

इकाई – II पद्य विभाग

20

अंक

1. अभिनव मनुष्य – रामधारी सिंह दिनकर
2. छाया मत छूना – गिरिजाकुमार माथुर
3. कैकेयी का परिताप – मैथिलीशरण गुप्त
4. पत्थर की बेंच – चंद्रकांत देवताले

इकाई – III अन्य पाठ्य सामग्री

20 अंक

1- विज्ञापन – अर्थ, परिभाषा, विज्ञापन का शीर्षक,

उपशीर्षक, प्रकार, गुण, प्रयोजन, तत्व, लक्ष्य, भाषा

2- हिंदी में संक्षिप्तीकरण – स्वरूप, विशेषताएँ, निर्माण के सिद्धांत

इकाई – IV द्रुतवाचन

20 अंक

अ. निम्नलिखित रचनाकारों का सामान्य परिचय

रामनरेश त्रिपाठी, राहुल सांकृत्यायन, ओमप्रकाश वाल्मीकि, संजीव

ब. निम्नलिखित रचनाओं का सामान्य परिचय

मधुर भाषण (निबंध- गुलाबराय), आशा(कविता- जयशंकर प्रसाद),

अपराध (कहानी – उदय प्रकाश), उँचा कोट (व्यंग- शंकर पुणतांबेकर)

पाठ्यपुस्तक –

साहित्य क्षितिज

कुल अंक : 80

अंतर्गत मूल्यांकन

कुल अंक : 20

- 1) विद्यार्थियों का समूचे सत्र में प्रदर्शन (उपस्थिती, समय निष्ठता के साथ) 05 अंक
- 2) सत्र के पाठ्यक्रम पर एक जॉच परीक्षा 05 अंक
- 3) सत्र के दौरान हुए कार्यक्रम का प्रतिवेदन बनाना 10 अंक

Bachelor of Social Work (BSW) Semester IV

Paper II (4T2)

Hindi (Optional)

समय : 03 घंटे

कुल अंक : 80

प्रश्न पत्र का प्रारूप एवं अंक विभाजन

प्रश्न पत्र का प्रारूप एवं अंक विभाजन

प्रश्न 1 : पाठ्यपुस्तक में निर्धारित पाठों में से विकल्प के साथ दीर्घोत्तर प्रश्न।
(दो प्रश्नों में से एक प्रश्न का उत्तर अपेक्षित है।)

16 अंक

प्रश्न 2 : पाठ्यपुस्तक की निर्धारित कविताओं में से विकल्प के साथ दीर्घोत्तर प्रश्न (दो प्रश्नों में से एक प्रश्न का उत्तर अपेक्षित है।)

16 अंक

प्रश्न 3 : इकाई III के 1 और 2 से विकल्प के साथ दो दो लघु प्रश्नों के दो समुह जिनमेसे प्रत्येक समुहसे एक प्रश्न का उत्तर अपेक्षित है।

8X02=16 अंक

- प्र"न 4 : अन्यपाठ्यविषय की इकाई IV से अ और ब मे से विकल्प के साथ दो दो लघु प्र"नो के दो समुह जिनमेसे प्रत्येक समुह से एक प्र"न का उत्तर अपेक्षित है।
(प्रत्येक प्र"न पर दस अंक होंगे) 8X02=16 अंक
- प्र"न 5 : संपुर्ण पाठ्यक्रम से आठ अति लघुत्तरी प्र"न पुछे जाएँगे (सभी प्र"नो के उत्तर लिखना अनिवार्य होगा) 2X08=16 अंक

Bachelor of Social Work(BSW) Semester IV
Paper II (Optional) (4 T 2)
Supplementary English

Unit I

1. Reflections on Vital Issues Ed. P.J. George (Orient Blackswan) Chapters 9 to 16 are prescribed
2. Modern Short Stories- A Reader (S.Chand and company Limited) Prescribed Stories
 - (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 II

Applied Language Skills; Writing an essay

Bachelor of Social Work (BSW) Semester IV
Paper II(Optional) (4 T 2)
Supplementary English

Pattern of Question Paper

Full Marks: 80

Time: 3 hours

Qu. 1. (A) Long Answer question based on chapters 9 to 12 of Reflections on Vital Issues to be attempted in about 150 words. (One out of two) - 12 Marks

(B) Long Answer question based on chapters 13 to 16 of Reflections on Vital Issues to be attempted in about 150 words. (One out of two) - 12 Marks

Qu. 2. (A) Short Answer question based on chapters 9 to 12 of Reflections on Vital Issues to be attempted in about 75 words. (One out of two) - 08 Marks

(B) Short Answer question based on chapters 13 to 16 of Reflections on Vital Issues to be attempted in about 75 words. (One out of two) - 08 Marks

Qu. 3. (A) Long Answer question based on the first two prescribed short stories from Modern Short Stories- A Reader to be attempted in about 150 words. (One out of two) - 10 Marks

(B) Long Answer question based on the last two prescribed short stories from Modern Short Stories- A Reader to be attempted in about 150 words. (One out of two) - 10 Marks

Qu. 4 (A) Writing an essay of about 200 words on current issue (01 out of 03) – 20 marks

Internal Assessment (20 Marks) :

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

Bachelor of Social Work (BSW) Semester IV
Paper III (4 T 3)
Method Course: Social Work Research and Basic Computing
(Core Domain)

Learner's Objectives:

- a. Understand the meaning, nature, scope and importance of social work research.
- b. Conceptualize and formulate a simple research project.
- c. To learn the research process and computer application in social work research.
- d. Develop an understanding of simple statistical tools, and learn to use these statistical tools.
- e. 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, Research Design, Sampling Design, Data collection –formulation of tool, sources and methods of data collection, data processing –introduction 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

Unit IV: Statistical Tools- percentage, ratio, proportions; Measures of Central Tendency: their computation, use, relative strengths and limitations.

Assignments: Pilot Study, review of literature, preparation of Synopsis, preparation of graphs, power point presentation on any of the course contents.

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
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- Babbie E. (2014), Practice of Social Research: Jaipur and New Delhi: Rawat Publication
- BagechiKanakKanti(Ed),(2007), Research Methodology in Social Sciences: A Practical Guide, Delhi: Abhijeet Publication.
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- Blaikie Norman (1972), Approaches in Social Enquiry, Cambridge: Polity Press
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- Denzin Norman K. & Lincoln Y.S. (Eds.), (2000), Handbook of Qualitative Research,(2nd Eds.) New Delhi: Sage Publication
- Goode W.J. & Halt P.K. (1981), Methods in Social Research, Singapore: McGraw Hill Book Company, International Edition.
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- Jefferies J. and Diamons 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,Rawat Publication Delhi
- Lal Das D.K., Practice of Social Research: Social Work Perspective,
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- Murray R. Spiegel, Schiller J.J. and Shrinivasan R. Alu,(2011),Probability and Statistics, (2nd 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.

- 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.

Bachelor of Social Work(BSW) Semester IV
Paper IV(4 T 4)
Method Course: Social Action
(Core Domain)

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.

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 of Social Movement, Philosophy & Norms of Social Movement, Structure of Social Movement, Social Movement for Social Change

Unit III: Social Action in Practice:(With reference to i. Goals of Social Action, ii. Strategies & Tools used iii. Leadership Pattern iv. Structure of Movement. v. Impact)

1. Devaji Tofa ,Mendha(Lekha) (‘ AmchyaGavatAmhichSarkar’)
2. Mahatma Jyotiba Fule (Women’s Education & Farmer’s issue)
3. Dr. BabasahebAmbedkar (Social Justice)
4. Anna Hajare (Right To Information)
5. MedhaPatkar (Narmada BachaoAndolan)

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 Activists,and any other assignments related to the course contents.

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, Harnam 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 Publications.
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. VohraGautam (1990) Altering Structure: Innovative Experiments at the grassroots, Mumbai: Tata Institute of Social Sciences.
10. Lauders J (2010) Civil Rights Movement & the Logic of Social Change, Jaipur: Rawat Publications.

Journal:

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

Bachelor of Social Work (BSW) Semester IV
Paper V(4 T 5)
Psychology for Personal Growth
(Supportive Domain)

Learner Objectives:

1. Understand the fundamental aspects of personal growth .
2. Gain insight into factors contributing to development of personality or self.
- 3.To facilitate students to develop their self for future successin personal and professional life

Unit I: Self concept, Self concept and personal growth, Life Skills and overall personal development, Well-being; physical and psychological, Assertiveness.

UnitII: Managing Emotions - importance of recognizing and understanding emotions in oneself and others, dealing with negative emotions, enhancing positive emotions, Emotional Intelligence.

Unit III: Stress; Nature, symptoms, sources .Stress and health, Stress Management; Methods - yoga, meditation, relaxation techniques, problem focused and emotion focused approaches

Unit IV: Decision Making- Process, Making basic decisions in personal life, Aids in Decision making, Managing conflict, Group Decisions, Procrastination-causes and remedies

Assignment –Any one Test from Emotional intelligence /Self disclosure Personal value

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

References:

1. Atwater, E. & Grover, D. & Karen (1999). Psychology for living: Adjustment, growth and behavior today. Prentice Hall.
2. Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge
3. Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.
4. Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.
5. Singh, D. (2003). *Emotional intelligence at work (2 nd ed.)* New Delhi: Response Books.
6. DiMatteo, M.R. & Martin, L.R. (2002). *Health psychology*. New Delhi: Pearson.
7. Neiten, W. & Lloyd, M.A (2007). Psychology applied to Modern life. Thomson Detmar Learning .
8. Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.
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- 10 सपरा रेखा , २००८ मानव विकास एक परिचय नई दिल्ली विष्वभारती पब्लिकेशन्स

Bachelor of Social Work (BSW) IV Semester **Paper VI (4 T 6)** **Social Problem and Social Disorganization** **(Interdisciplinary Domain)**

Objectives:

1. To understand the various social problems and its impact on the society, various issues and challenges.
2. To get the knowledge of social disorganization
3. To develop the clarity about social issues and challenges in the social work field.

Unit I: Social problem, Social disorganization.

Social problem; Concept, characteristics, causes and types. Social disorganization; Concept, characteristics, causes. Population; Effects of population explosion.

Unit II: Poverty, Unemployment.

Poverty; Meaning, relative poverty, poverty as a positive feedback system, causes, poverty- Marxian perspective. Unemployment; Meaning, types, causes.

Unit III: Domestic Violence, Suicide, Elderly problem.

Domestic Violence; Meaning, causes. Suicide; Causes. Elderly; Problem of elderly.

Unit IV: Crime, Delinquency, Corruption.

Crime; Concept, characteristics. White collar crime. Delinquency; Meaning, causes. Corruption; Meaning, causes.

Assignment-

Classroom seminar on any one topic of syllabus

Recommended Readings :

- Adinarayan, S. P. (1964) *Social Psychology*, New Delhi : Allied Publishers Pvt. Ltd.
- Ahuja, Ram. 1997, *Social Problems in India*, Rawat Publications.
- Ali, A.F. Iman (1992) *Social Stratification Among Muslim-Hindu Community*, New Delhi : Commonwealth Publishers.
- Bhatnagar, Ved (1998) *Challenges to India's Integrity : Terrorism, Casteism, Communalism*, New Delhi : Rawat Publication.
- Bhusan, Vidya & Sachdeva, D. R. (2000) *An Introduction to Sociology*, Allahabad : Kitab Mahal.
- Bottomore, T.B., *Sociology: A Guide to Problems and Literature*, George Allen and Unwin (India), Bombay, 1972.

- C N Shankar Rao, 2001, *Sociology Primary Principles*, S. Chand & Company Ltd.
- Collins. Inkeles, Alex, *What is Sociology?* Prentice-Hall of India, New Delhi, 1987.
- 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 3.
- Gandhi P. Jagadish (1982) *Indian Economy – some issues*, Institute of Social Sciences and Research, Vellore.
- Ghode R.N., and Bhau Daydar, *Sociology: Basic Concepts*, S. Spectrum Publication, Nagpur.
- Harlambos Michael, Martin Holborn and Robin Heald, 2000, *Sociology: Themes and Perspectives*,
- Jayaram, N., *Introductory Sociology*, Macmillan India, Madras, 1988.
- Johnson, Harry M., *Sociology: A Systematic Introduction*, Allied Publishers, New Delhi, 1995.

- Madan, G.R. 2002 (revised edition) Indian Social Problems, Mumbai : Allied Publishers Pvt. Ltd.
- Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
- Merton, R., 1968, *Social Theory and Social Structure*, Free Press,
- Merton, R.K., 1938, *Social Structure and Anomie*, *American Sociological Review*.
- Merton, R.K., 1957, *Social Theory and Social Structure*. Free Press, Glencoe, New York.
- Misra, B.D., 1980, Introduction to the Study of Population, South Asian Publishers, New Delhi.
- Mohanty, Manoranjan (2004) Class, Caste, Gender – Readings in Indian Government and Politics, New Delhi : Sage Publication.
- Puniyani, Ram (2003) Communal Politics : Facts Versus Myths, New Delhi : Sage Publication.
- Ritzer, George, 2000, *Classical Sociological Theory*, New York: McGraw Hill.
- Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill, New Delhi, 1999.
- Singh, Yogendra : Ideology and Theory in Indian Sociology, New Delhi : Rawat Publication.
- Vaidya, N. S., Samajshastra, Vidya Prakashan, Ruikar Marg, Nagpur.
- Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002

Bachelor of Social Work (BSW)

Semester V

Paper	Code	Domain	Subject/Paper	Total Marks	Internal Marks	Theory Examination	Min. Passing marks	External Marks	
								Max. Marks	Min. Passing Marks
I	5T1	Languages	*English	100	20	80	40	Max. Marks	Min. Passing Marks
II	5T2		*Marathi/Hindi/Supplementary English	100	20	80	40	-	--
III	5T3	Core Domain	Integrated Social Work Practice	100	20	80	40	-	--
IV	5T4		Skills for Social Workers	100	20	80	40	-	--
V	5T5		Social Policy and Social Legislation	100	100	80	40	-	--
VI	5P		Social Work Practicum	100	80	--	40	20	08
VII	5T6	Interdisciplinary Domain	Economics: Concepts for Social Work	100	20	80	40	-	-

**Bachelor of Social Work (BSW) Semester –V
Paper –I (5 T 1)**

COMPULSORY ENGLISH

Theory : 80 marks

Total Marks :100

Internal : 20 marks

Prescribed Textbooks:

- 1. Glimpses of English : An Anthology of Prose and poetry Ed. By P. K. U. Pillai,
Pravin Joshi, Vibha Agrawal, Suchita Patne & Dhiraj Ambade (Dattsons)**

- 2. Improve Your English (Step Up - III)- Edited by Sandhya Nair,
Akhilesh Peshwe & Manjushree Sardeshpande (Foundation Books)**

Unit I : Prose

20 Marks

Prescribed Lessons

- 1 Playing the English Gentleman- A. G. Gardiner
- 2.The Gold Frame- R. K. Laxman

Unit II: Poetry

20 Marks

1. She walks in Beauty- Lord Byron
- 2.The Lost Leader- Robert Browning

Unit III: Short Stories

20 Marks

- 1 .Kabuliwallah- Rabrindranath Tagore
2. The Open Window-Hector Hugh Munro

Unit IV: A) Applied Skills

10 Marks

- i) Writing an Inventory Report (5 marks)
- ii) Wring an Advertisement copy (5marks)

B) Essay writing

10 Marks

(Social, Environmental, Economic and Current Topics)

Conversational Skills (Step Up III) 0(Internal assessment)

20 Marks

Internal assessment will be based on :

i) Viva -10 marks

ii) Assignments-10 marks

1. Situation at the Railway Counter
2. Complaining about a stale food product or an eatable
3. Complaining about a hyped bill
4. Going to the Sarpanch and enquiring about widening of roads
5. Approaching the MLA with a Request
6. Translation of Sentences
7. Enacting your favourite mother tongue show in English

Recommended books:

1. Strengthen Your Writing by V.R. Narayanaswamy (Orient Longman)
2. Written Communication in English by Sarah Freeman (Orient Longman)
3. Macmillan Foundation English by R.K. Dwivedi and A. Kumar(Macmillan)
4. Write Right by Sarita Manuja (Macmillan)

**Bachelor of Social Work (BSW) Semester –V
COMPULSORY ENGLISH(5 T 1)**

PATTERN OF QUESTION PAPER

Time: 3 Hours

Full Marks: 80

Q.1 (A) Writing an inventory Report.

5 Marks

(B) One out two questions with internal choice on writing an advertisement.

5 Marks

(C) Write an essay in about 300 words on any one of the four given topics. 10 Marks

Q.2 (A) Three short answer questions with internal choice to be answered in about

75 words each from Unit I (prescribed lessons) 3x5 =15 Marks

(B) Five very short answer questions on Unit I (prescribed lessons) to be

answered in one or two sentences each. 5x1=05 Marks

Q.3 (A) Three short answer questions with internal choice to be answered in about

75 words each from Unit II (prescribed poems) 3x5=15 Marks

(B) Five very short answer questions on the prescribed poems to be answered

in one or two sentences each. 5x1=05 Marks

Q.4 (A) Three short answer questions with internal choice to be answered

in about 75 words each from unit III (prescribed short stories) 3x 5=15 Marks

(B) Five very short answer questions on the prescribed short stories

to be answered in one or two sentences each. 5x 1=05 Marks

Bachelor of Social Work (BSW) Semester –V

Paper –II(Optional) (5 T2)

मराठी

गद्य-पद्य,व्यावहारिक मराठी आणि समाजसुधारक

अनुक्रमणिका

एकूण गुण - १००

युनिट क. - १ गद्य

२४ गुण

१. वीव्हावो स्वीकारु - म्हाडंभट

२. सुधारक काढण्याचा हेतू - गो.ग. आगरकर

३. आम्ही युग बनविणारे आहेत - विनोबा भावे

४. मयसभा - इरावती कर्वे
५. किडलेली माणसं - गंगाधर गाडगीळ

युनिट क. - २ (पद्य)

२४ गुण

१. अभंगवाणी - संत तुकाराम
२. पंढरीवर्णन - शाहीर प्रभाकर
३. चाफा - बी
४. कळा ज्या लागल्या जीवा - भा.रा. तांबे
५. समाधान - ना. घ. देषपांडे

युनिट कं. - ३ (व्यावहारिक मराठी)

१६ गुण

१. संपादन प्रक्रिया अ) संपादनाच्या प्रेरणा व स्वरूप - प्रा. रा. ग. जाधव ब) संहिता संपादन - डॉ. नंदकुमार मोरे
२. कार्यालयीन लेखनव्यवहार अ) कार्यालयीन टिप्पणी ब) जाहीर निवेदन आणि माहितीपत्रक- डॉ. ल.रा. नसिराबादकर

युनिट क. - ४ (समाजसुधारक)

१६ गुण

१. अभय आणि राणी बंग
२. मेधा पाटकर

अंतर्गत मूल्यमापन : २० गुण

१. शुद्धलेखन (१०गुण)
२. अभ्यासक्रमावर आधारित चर्चासत्र (१०गुण)

कमिक पुस्तके :

१. साहित्य संवाद - भाग ३ (आवश्यक मराठी), राघव पब्लिशर्स अँड डिस्ट्रीब्यूटर, नागपूर
२. खरेखुरे आयडॉल्स, संपादक - सुहास कुलकर्णी, समकालीन प्रकाशन, पुणे

Bachelor of Social Work (BSW) Semester –V
Paper –II(Optional) (5 T2)
मराठी

प्रश्नपत्रिकेचे स्वरूप

सूचना :

१. पाचही प्रश्न सोडविणे अनिवार्य आहे.
 २. २. सर्व प्रश्नांना समान गुण आहेत.
- प्रश्न क्र. १: गद्य विभागावर आधारित एक दीर्घोत्तरी प्रश्न (पर्यायासह) १६ गुण प्रश्न क्र. २: पद्य विभागावर आधारित एक दीर्घोत्तरी प्रश्न (पर्यायासह) १६ गुण
 प्रश्न क्र. ३: लघूत्तरी उपप्रश्नांचा एक गट (पर्यायासह) १६ गुण (प्रत्येक गटात गद्य विभागावर २ व पद्य विभागावर २ उपप्रश्न- प्रत्येकी ४ गुण)
 प्रश्न क्र. ४: लघूत्तरी उपप्रश्नांचा एक गट (पर्यायासह) १६ गुण (प्रत्येक गटात व्यावहारिक मराठीवर आधारित एका प्रकरणातील २ उपप्रश्न व दुसऱ्या प्रकरणातील २ उपप्रश्न - प्रत्येकी ४ गुण)
 प्रश्न क्र. ५: लघूत्तरी उपप्रश्न १६ गुण (समाजसुधारक युनिट ४ वर ४ उपप्रश्न - प्रत्येकी ४ गुण)

विभागावर एकूण गुण	
गद्य विभाग -	२४ गुण
पद्य विभाग -	२४ गुण
व्यावहारिक मराठी -	१६ गुण
समाजसुधारक -	१६ गुण
लेखी परीक्षा	८० गुण
अंतर्गत मूल्यमापन -	२० गुण
एकूण	१०० गुण

Bachelor of Social Work Semester V

Paper –II (5T2)

हिंदी (वैकल्पिक)

कुल अंक : 100

इकाई – I किसी भी एक विषय पर निबंध (लगभग 400 शब्दों में) 16 अंक

इकाई – II 20 अंक

1. मानव सभ्यता (निबंध) – पदुमलाल पुन्नालाल बख्शी अंक
2. कष्टों से भागना कायरता है (सुखदेव के नाम पत्र) – भगतसिंह
3. दुर्मुख (रेखाचित्र) – महादेवी वर्मा
4. बबूल और कैक्टस (ललित निबंध) – रामदरश मिश्र

इकाई – III 20 अंक

- 1- दीपदान (एकांकी) – रामकुमार वर्मा

- 2- भाषा और समाज (निबंध) – अज्ञेय
 3- प्रायश्चित (कहानी) – भगवतीचरण वर्मा
 4- पगला बाबा (कहानी) – गोविन्द मिश्र

इकाई – IV द्रुतवाचन

24 अंक

अ. निम्नलिखित रचनाकारों का सामान्य परिचय

बद्रीनारायण चौधरी 'प्रेमघन', उपेन्द्रनाथ अशक, गुणाकर मुले, रामविलास वर्मा

ब. निम्नलिखित रचनाओं का सामान्य परिचय

चंपा काले अच्छर नहीं चीन्हती (कविता- त्रिलोचन), अतीतग्रस्तता और इतिहास बोध
 (लेख- लालबहादुर वर्मा), राखी का मूल्य (एकांकी – हरिकृष्ण प्रेमी), अखबार में नाम
 (कहानी- यशपाल)

पाठ्यपुस्तक – साहित्य मंजिरी

कुल अंक : 80

अंतर्गत मूल्यांकन

कुल अंक : 20

- | | |
|--|----|
| 1) विद्यार्थियों का समूचे सत्र में प्रदर्शन (उपस्थिति, समय निष्ठता के साथ) | 05 |
| 2) सत्र के पाठ्यक्रम पर एक जॉच परीक्षा | 05 |
| 3) किसी एक विषय पर कक्षा संगोष्ठी | 10 |

बी.एस.डब्ल्यू सेमेस्टर – V

Paper –II (5T2)

हिंदी (वैकल्पिक)

प्रश्न पत्र का प्रारूप एवं अंक विभाजन

समय : 03 घंटे

कुल अंक : 80

- प्र"न 1 : प्रस्तावित सामान्य विषयों में से किसी एक विषय पर निबंध 300 शब्दों में लिखना
 16 अंक
- प्र"न 2 : पाठ्यपुस्तक की निर्धारित पाठों की इकाई II से विकल्प के साथ दीर्घोत्तर प्र"न। (दो प्र"नों में से एक प्र"न का उत्तर अपेक्षित है)
 16 अंक
- प्र"न 3 : पाठ्यपुस्तक के निर्धारित पाठों की इकाई III दो से विकल्प के साथ दीर्घोत्तर प्र"न होंगे, जिनमें से किसी एक प्र"न का उत्तर अपेक्षित है।
 16 अंक

- प्र"न 4 : अन्यपाठ्यविषय की इकाई IV से अ और ब मे से विकल्प के साथ दो दो लघु प्र"नो के दो समुह जिनमेसे प्रत्येक समुह से एक प्र"न का उत्तर अपेक्षित है। (प्रत्येक प्र"न पर दस अंक होंगे।) 8X02=16 अंक
- प्र"न 5 : संपुर्ण पाठ्यक्रम से आठ अति लघुत्तरी प्र"न पुछे जाएँगे (सभी प्र"नो के उत्तर लिखना अनिवार्य होगा) 2X08=16 अंक

Bachelor of Social Work(BSW) Semester –V

Paper –II(Optional) (5 T 2)

SUPPLEMENTARY ENGLISH

Total marks :100

Theory : 80

Internal Assessment :20

Unit I

Prescribed Books,

1. David Copperfield; Charles Dickens (Abridged version- Orient Blackswan)
2. Easy English (An Anthology of Prose, Poetry and one Act Plays) Suresh Chandra, (S. Chand and Company Ltd.) Prescribed from prose section, Chapter No' 1, 4, 5 and 6'
3. English for Competitive Examinations - Ed. R.P. Bhatnagar, Rahul

Unit II - Applied Language Skills; Letter of congratulation, condolence, verbal phrases

Bachelor of Social Work(BSW) Semester –V

Paper –II(Optional)(5T2)

SUPPLEMENTARY ENGLISH

Pattern of Question Paper

Full Marks: 80

Time: 3 hours

- Qu. 1. (A) One out of two theme based LAQ from David Copperfield, to be attempted in about 150 words- 12 marks
- (B) One out of two character based LAQ from David Copperfield, to be attempted in about 150 words. - 12 Marks
- Qu. 2. (A) One out of two SAQ from David Copperfield, to be attempted in about 75 words - 08 Marks
- (B) One out of two SAQ from David Copperfield, to be attempted in about 75 words. - 08 Marks
- Qu. 3. (A) Long Answer question based on first two prescribed prose selection (I and 4) from Easy English (An Anthology of Prose, Poetry and One Act Plays) to be attempted in about 150 words. (One out of two) - 10 Marks
- (B) Long Answer question based on first two prescribed prose selection (5 and 6) from Easy English (An Anthology of Prose , Poetry and One Act Plays) to be attempted in about 150 words. (One out of two) - 10 Marks
- Qu. 4 (A) Letter of congratulation, condolence (01 out of 02)- 10 marks
- (B) Spotting Errors in a sentence , 10 sentences - 10 marks

Internal Assessment: (20 Marks)

Importance of English in Development of Nation and its reality in India, Submission of a mini-project surveying a locality on the basis of Age Group, Educational Qualification and Economic Position.

Bachelor of Social Work (BSW) Semester –V
Paper –III(5T3)
Integrated Social Work Practice
(Core Domain)

Lerner’s Objectives

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

Unit I. Conceptual Framework of Integrated social work: Concept of Integrated social work. Need, Importance and Essential elements of Integrated social work practice.

UnitII. Integrated social work practice: Client system, the 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.

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 recourses (Any one from Four)

References:

Barbork G.A. (1972),The Divine plan, Adyar, Chennai, India: The Theosophical Publication House (Third ed.)

Bartlett, Harriett.(1970), The Common Base of Social Work Practice, National Association of Social Workers, 2 Park Avenue, New York, N.R.

Connaway Ronda S. and Gentry Martha E. (1988) Social Work Practice, New Jersey: Prentice Hall

Goldstein, Howard .(1973), Social Work Practice: A Unitary Approach, Columbia: University of South Carolina Press.

Johnson Louise C.1983 A Generalist Approach, (Third ed) Boston: Allyn and Bacon.

Lippit,R. J. Watson, and B. Westley.(1958) The Dynamics of Planned Change, New York: Harcourt, BraceWorld

Parsons Ruth, J., Jorgensen J.D.HernandezSantos H.(1994), The Integration of Social Work Practice, California: Brooks Cole.

Pincus, Allen and Minaham.(1973), Social Work Practice : Model and Method, Illinois: F.E. Publishers inc

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SwamyChinmayananda(2000),AtmaBodha-A Commentary of Swami Chinmayan MumbaiCentral Chinmaya Mission Trust – 400 027: pg: 22-38.

Uberoi N.K (ed) (1995), Professional Competency in Higher Education,Center for Professional Development in Higher Education,University of Delhi, Delhi

Younghusband,E.(1967), Social Work and Social Values, Vol.III, Lodon: George Allen

and Unwin.

Bachelor of Social Work (BSW) Semester –V
Paper-IV(5T4)
Skills for Social Worker
(Core Domain)

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.

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

Unit IV- Healing process and different therapies: meaning, purpose and process of healing, various approaches of healing, different Therapies- Psycho- social Therapy, Music Therapy, Rational Emotive Therapy, yoga, Meditation.

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 .

Reference:

- Cournoyer, Barry (2000) Social Work Skills Workbook, Third Edition, California: Wordsworth Publishing Company.
- Pawar, M. Hunna, G. and Shreedan, R. (2004) International Social Work Practicum in India Australian Social Work 53(3)
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- PRIA, Training for Trainer, Institutional area, Tughlakabad, 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.

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- Ruch G. (2000) Self and Social Work: Towards an integrated model of Learning, Journal of Social Work Practice, 14 (2) pp 99-112
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Bachelor of Social Work (BSW) Semester –V
Paper –V(5T5)
Social Policy and Social legislations
(Core Domain)

Learner Objectives:

Unit I- Social Policy: Concept of Social Policy, Relationship between social policy and social development, value underlying social policy, the fundamental rights, duties and directive principles of State Policy in Indian Constitution.

Unit II- Social Policy and development: Social policy and Social Work Intervention, importance of social policies for development of marginalised and vulnerable groups.

Unit III- Social Legislation: Concept, need, importance and objectives of social legislations, role of public hearing for the formulation of social legislation.

Unit IV- Introduction to Legal Safeguards (Introduction, salient features and only main Provisions) : Criminal procedure code 1972 (Amendment), Indian Penal Code, UN declaration of Human Rights 1948, Public Interest Litigation, Free Legal Aid Services; Lok- Adalat, Mediation, Right to Information Act 2005, right to Education Act 2009, The Lokpal and Lokayukata Act 2013, Protection against Domestic Violence Act 2005, Juvenile Justice Act 2002 (Amendment)

Assignments- Visit to Family Court, Juvenile Justice Board, Legal Authority, Presentations, Discussions, workshop, Interface with field experts,

References:

- Aranha T., Social Advocacy- Perspective of Social Work, Bombay: College of Social Work
- Bhanti R. (1993), Social Policy and development in Rajasthan Udaipur: Himanshu Publication
- Bulmer M. etl., (1989), The Goals of Social Policy, London: Unwin Hyman.
- Hebsur R.K. (ed), Social Intervention for Justice, Bombay: TISS
- Desai A.E. (ed), (1986), Violation of Democractic in India, Vol. No. 1
- Government of India, (1973) Report of The Legal Aid Committee.
- Iyer V.R.K., (1980), Some Half Hidden aspect of Indian Social Justice, Lucknow: Eastern Book Company.

- Iyer V.R.K., (1984), Justice in World and Justice in Deed for Depressed classes, New Delhi: Indian Social Institute.
- Iyer V.R.K., (1981), Law Versus Justice: Problem and Solution, New Delhi: Deep and Deep.
- Iyer V.R.K., (1980), Justice 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: II 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 a 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 –VI (5T6)

ECONOMICS: CONCEPTS FOR SOCIAL WORK

(Interdisciplinary Domain)

- 1) To understand the basic economic concepts, significance in social work profession
- 2) To know the concept of economic development.
- 3) To understand the meaning of economic planning coupled with its importance.

UNIT- 1: ECONOMICS AND ECONOMIC SYSTEM

1.1 Economics: Meaning, Definitions

1.2 Significance of economic concepts in social work

1.3 Basic Concepts: Factors of Production. Land, Capital and Organization

1.4 Economic Systems: Capitalism, Socialism, Mixed Economy: Definitions, Features, Advantages and Disadvantages

UNIT- 2: INTRODUCTION TO ECONOMIC GROWTH AND DEVELOPMENT

1.1 Economic Growth & Development: Definition, Indicator of and Obstacles to Economic Development.

1.2 Underdevelopment: Meaning, Characteristics & Causes

1.3 Millennium Development Goals

1.4 Sustainable Development: Meaning and Indicators

UNIT-3: ECONOMIC PLANNING AND NATIONAL INCOME

3.1 Meaning, Concept, Need and Objectives of Economic Planning.

3.2 Types of Planning – Merits and Demerits.

3.3 Brief understanding of Five Year Plan.

3.4 Concept and important aspect of National Income

3.5 Determination of National Income

UNIT-4 : ECONOMY OF MAHARASHTRA

4.1 State Economy.

4.2 Population.

4.3 Agriculture.

4.4 Industry.

4.5 Infrastructure.

4.6 Social Sector.

Assignment : Written assignment /Presentation on any topic of syllabus.

Reference:

1. Advanced economic theory: Misra & Puri
2. THE ECONOMICS OF PLANNING AND DEVELOPMENT: Dr.Aarti B. Padole (Talekar).Nathe Publication Limited.Nagpur
3. Development & Underdevelopment - The political economy of global inequity: Mitchell A Seligson & John T Passe Smith
4. Indian economy- Problems of development & planning; A N Agarwal
5. India's economic reforms & development: A Vaidyanathan
6. Indian economy towards the 21st century: Surendra J Patel

Bachelor of Social Work (BSW)

Semester VI

Paper	Code	Domain	Subject/Paper	Total Marks	Internal Marks	Theory Examination	Minimum Passing marks	External Marks	
								Max. Marks	Min. Passing marks
I	6T1	Languages	*English	100	20	80	40	--	--
II	6T2		*Marathi/Hindi/ Supplementary English	100	20	80	40	---	---
III	6T3	Core Domain	Fields of Social work	100	20	80	40	--	--
IV	6P		Group Research Project	100	70	--	28	30	12
V	6T4	Supportive Domain	Counselling for social worker	100	100	80	40	---	--
VI	6T5	Interdisciplinary Domain	Sociology for Social worker	100	20	80	40	--	--
VII	6T6		Indian Economy: Problem and Prospects	100	20	80	40	---	--

Bachelor of Social Work (BSW) Semester-VI

Paper I (6 T 1)

COMPULSORY ENGLISH

Total Marks :100

Theory : 80 marks

Internal : 20 marks

Prescribed Textbooks :

1. Glimpses of English : An Anthology of Prose and Poetry Edited try P. K. U. Pillai, Pravin Joshi, Vibha Agrawal, Suchita Patne & Dhiraj Ambade (Dattsons)
2. Improve Your English (Step Up - II) Edited by Sandhya Nair, Akhilesh Peshwe & Manjushree Sardeshpande (Foundation Books)

Unit I : Prose

20 Marks

Prescribed Lessons

1. With the Photographer- Stephen Leacock
2. Spoken English and Broken English- G.B. Shaw

Unit II: Poetry

20 Marks

- I. River-A. K. Ramanujan

2. The Bird Sanctuary- Sarojini Naidu

Unit III One Act Play

I. Chitra - Rabindranath Tagore **20 Marks**

Unit IV : A) Applied Skills **20 Marks**

i. Composing an Email (5 marks)

ii. Curriculum Vitae (5 marks)

B) Paragraph writing on the basis of given points/hints (10 marks)

V. Conversational skills (Step up I) (Internal assessment) **20 Marks**

Internal assessment will be based on

i) Viva -10 marks

ii) Assignments-10 marks

1. Narrating the most embarrassing situation you have faced in your life

2. Narrating jokes in English

3. Sharing your experience of visiting a hospital

4. Talking about oneself in interviews

5. Spoken Report

6. Group Discussion

7. Role Play

Recommended books:

1. Strengthen Your writing by V. R. Narayanaswamy (orient Longman)

2. Written communication in English by Sarah Freeman (orient Longman)

3. Macmillan Foundation English by R.K. Dwivedi and A. Kumar(Macmillan)

4. Write Right by Sarita Manuja (Macmillan)

B.S.W. SEMESTER VI

COMPULSORY ENGLISH (6 T 1)

PATTERN OF QUESTION PAPER

Time: 3 Hours

Full Marks: 80 Marks

Q.1(A) One out of two questions with internal choice based on

composing an email message.	5 Marks
(B) One out of two questions with internal choice based on Writing curriculum vitae	5 Marks
(C) Paragraph writing on the basis of given points and hints	10 Marks
Q 2 (A) Three SAQs with internal choice to be answered in about 75 words each from Unit I (prescribed lessons)	3x5 = 15
(B) Five very short answer questions on Unit I(prescribed lessons) to be answered in one or two sentences each.	5x 1=05
Q.3 (A) Three SAQs with internal choice to be answered in about 75 words each from Unit II (Prescribed poems).	3x5=15
(B) Five very short answer questions on the prescribed poems to be answered in one or two sentences each.	5x1=05
Q.4 (A) Three SAQs with internal choice to be answered in about 75 Words each from unit III (One Act Play)	3 x 5=15
(B) Five very short answer questions on One Act Play to be answered in one or two sentences each.	5x 1=05

Bachelor of Social Work (BSW) Semester VI

Paper- II(6T2)

मराठी

गद्य-पद्य,व्यावहारिक मराठी आणि समाजसुधारक

एकूण गुण - १००

अनुक्रमणिका

युनिट क्र. - १ (गद्य)

२४ गुण

१. चक्र - विद्याधर पुंडलिक

२. पक्षिगान - मारुती चितमपल्ली
३. अन्तरषा फकीर - मधुकर वाकोडे
४. अंधश्रद्धा निर्मूलन चळवळीची वाटचाल - नरेंद्र दाभोलकर
५. आपुलाची वाद आपणासी - चंद्रकांत वानखडे

युनिट क. - २ (पद्य)

२४ गुण

१. ही निळी पांढरी - इंदिरा संत
२. दोन ज्योती - शरच्चंद्र मुवितबोध
३. पाऊस - ब्रेस
४. प्रेम - नामदेव ढसाल
५. टाह्या - दशरथ मडावी

युनिट क. - ३ (व्यावहारिक मराठी)

१६ गुण

१. ग्रंथ परीक्षण - प्रा. सुजाता शेणई
२. इंटरनेट आणि मराठी भाषा व साहित्य - डॉ. नंदकुमार मोरे

युनिट क. - ४ (समाजसुधारक)

१६ गुण

१. कॉ. गोविंद पानसरे २. पोपटराव पवार अंतर्गत मूल्यमापन : २० गुण
१. षुद्धलेखन (१०गुण)
२. समूहचर्चा व काव्यवाचन (१०गुण)

कामिक पुस्तके :

१. साहित्य संवाद - भाग ३ (आवष्यक मराठी), राघव पब्लिषर्स अॅण्ड डिस्ट्रिब्यूटर, नागपूर
२. खरेखुरे आयडॉल्स, संपादक - सुहास कुलकर्णी, समकालीन प्रकाशन, पुणे

**Bachelor of Social Work (BSW) Semester VI
Paper- II(6T2)
मराठी**

प्रश्नपत्रिकेचे स्वरूप

सूचना :

१. पाचही प्रश्न सोडविणे अनिवार्य आहे.
२. सर्व प्रश्नांना समान गुण आहेत.

प्रश्न क. १: गद्य विभागावर आधारित एक दीर्घोत्तरी प्रश्न (पर्यायासह) १६ गुण

प्रश्न क. २: पद्य विभागावर आधारित एक दीर्घोत्तरी प्रश्न (पर्यायासह) १६ गुण

प्रश्न क. ३: लघूत्तरी उपप्रश्नांचा एक गट (पर्यायासह) १६ गुण (प्रत्येक

गटात गद्य विभागावर २ व पद्य विभागावर २ उपप्रश्न- प्रत्येकी ४ गुण)

प्रश्न क्र. ४: लघुत्तरी उपप्रश्नांचा एक गट (पर्यायासह)

१६ गुण (प्रत्येक गटात

व्यावहारिक मराठीवर आधारित एका प्रकरणातील २ उपप्रश्न व दुसऱ्या प्रकरणातील उपप्रश्न -
प्रत्येकी ४ गुण)

प्रश्न क्र. ५: लघुत्तरी उपप्रश्न

१६ गुण

(समाजसुधारक युनिट ४ वर ४ उपप्रश्न - प्रत्येकी ४ गुण)

विभागवार एकूण गुण

गद्य विभाग -	२४ गुण
पद्य विभाग -	२४ गुण
व्यावहारिक मराठी -	१६ गुण
समाजसुधारक -	१६ गुण
लेखी परीक्षा	८० गुण
अंतर्गत मूल्यमापन -	२० गुण
एकूण	१००गुण

Bachelor of Social Work (BSW) Semester VI

Paper- II(6T2)

Hindi (Optional)

हिंदी (वैकल्पिक)

कुल अंक : 100

इकाई – I एवं II

सूरज का सातवों घोड़ा (उपन्यास) – धर्मवीर भारती

36 अंक

इकाई – III अनुवाद

अंक

अर्थ, परिभाषा एवं प्रकार

अनुवाद का महत्व, अनुवादक की योग्यताएँ
कंप्यूटर

परिचय, प्रमुख अवयव, उपयोगिता

इंटरनेट का सामान्य परिचय एवं उपयोगिता

इकाई – IV द्रुतवाचन

22अंक

अ. निम्नलिखित रचनाकारों का सामान्य परिचय

भूवनेश्वर, नरेश मेहता, गोपालदास 'नीरज', श्रीराम परिहार

ब. निम्नलिखित रचनाओं का सामान्य परिचय

अकाल और उसके बाद (कविता- नागार्जुन), सुख (कहानी- काशीनाथ सिंह),

चोरी और प्रायश्चित (आत्मकथा- महात्मा गाँधी), सीमारेखा (एकांकी – विष्णु प्रभाकर)

कुल अंक : 80

उपन्यास – सूरज का सातवाँ घोड़ा – धर्मवीर भारती

अंतर्गत मूल्यांकन

कुल अंक : 20

1) विद्यार्थियों का समूचे सत्र में प्रदर्शन (उपस्थिति, समय निष्ठता के साथ) 05अंक

2) सत्र के पाठ्यक्रम पर एक जॉच परीक्षा 05 अंक

3) हिंदी के किसी एक कवि अथवा लेखक की किसी एक रचना की समीक्षा करना

10 अंक

Bachelor of Social Work (BSW) Semester VI

Paper- II (6T2)

Hindi (Optional)

हिंदी (वैकल्पिक)

प्रश्नपत्र का स्वरूप

समय : 03 घंटे

कुल अंक : 80

प्र"न 1 : निर्धारित उपन्यास की पहली इकाई से विकल्प के साथ दीर्घोत्तर प्र"न
(दो प्र"नों में से एक प्र"न का उत्तर अपेक्षित है।) 16 अंक

प्र"न 2 : निर्धारित उपन्यास की दुसरी इकाई से विकल्प के साथ दीर्घोत्तर प्र"न
(दो प्र"नों में से एक प्र"न का उत्तर अपेक्षित है।) 16 अंक

प्र"न 3 : तीसरी इकाई से चार लघुत्तरी प्र"न होंगे, जिनमे से किन्हीं दो प्र"नो के
उत्तर अपेक्षित है। (प्रत्येक प्र"न पर दस अंक होंगे।) 8X02=16 अंक

प्र"न 4 : अन्यपाठ्यविषय की इकाई IV से अ और ब मे से विकल्प के साथ दो दो
लघु प्र"नो के दो समुह जिनमेसे प्रत्येक समुह से एक प्र"न का उत्तर
अपेक्षित है।
(प्रत्येक प्र"न पर दस अंक होंगे।) 8X02=16 अंक

प्र"न 5 : संपुर्ण पाठ्यक्रम से आठ अति लघुत्तरी प्र"न पुछे जाएँगे (सभी प्र"नो के
उत्तर लिखना अनिवार्य होगा) 2X08=16 अंक

Bachelor of Social Work (BSW) Semester- VI

Paper II(optional) (6 T 2)

SUPPLEMENTARY ENGLISH

Theory: 80 marks

Internal: 20marks

Unit I

Prescribed Book ;

Easy English (An Anthology of Prose, Poetry and One Act Plays) Suresh Chandra, (S. Chand and Company Ltd.)

1. Prescribed from prose section, Chapter No. 7, 8, 11 and 12.
2. Prescribed from One Act Play section, Michael

Unit II- Applied Language Skills; Comprehension

Bachelor of Social Work (BSW) Semester- VI

Paper II (optional) (6 T 2)

SUPPLEMENTARY ENGLISH

Pattern of Question Paper

Full Marks: 80

Time: 3 hours

- Qu. 1. (A) One out of two theme based LAQ from One Act Play Michael- 12 marks
(B) One out of two plot based LAQ from One Act Play Michael - 12 marks
- Qu. 2. (A) One out of two SAQ from one Act play Michael - 08 Marks
(B) One out of two SAQ from one Act play Michael - 08 Marks
- Qu. 3. (A) Long Answer question based on first two prescribed prose selection (7 and 8) from Easy English (An Anthology of Prose, Poetry and One Act Plays) to be attempted in about 150 words. (One out of two) - 10 Marks
(B) Long Answer question based on first two prescribed prose selection (11 and 12) from Easy English (An Anthology of Prose, Poetry and One Act Plays) to be attempted in about 150 words. (One out of two) – 10 Marks
- Qu. 4 (A) Unseen Passage- (5 questions)- 10 marks
(B) Short paragraph on Proverbs - 10 marks

Internal Assessment: (20 Marks)

Review of a popular English movie (Preferably adapted on famous literary work) under the heads of Theme, Message and Characterization. Teacher has to arrange screening of a movie at the institute itself.

Bachelor of Social Work (BSW) Semester- VI

Paper- III (6T3) Introduction to Fields of Social Work (Core Domain)

Objectives:

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

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,workhops on contemporary fields of social work.

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

Bachelor of Social Work (BSW) Semester VI
Paper- IV (6T4)
Counselling For Social Work
(Supportive Domain)

Learner Objectives:

1. To get a comprehensive knowledge in counseling as an essential intervention strategy for social work practice;
2. To acquire skills in the practice of counseling; and
3. To gain an understanding about practice of counseling in different settings.

1. Counselling – Meaning, definition & need. Areas of Counseling, Concepts of Guidance Counseling, Psychotherapy, & Psychiatry. Counseling Situations: Developmental, preventive, facilitative, and crisis.

2. Process of Counseling-Process goals and Outcome goals, Stages in counselling process, factors influencing counselling process- counsellor, client/counselee and setting ,Qualities of an effective counselor. Skills and Techniques used in counselling.

3. Therapeutic Approaches: Psychoanalytic, Behavioural , CBT, Eagan's three stage model of Counselling, Transactional Analysis (TA)

4. Areas of Counselling: Counselling in Schools, Vocational selection. Premarital and Marital counselling, Counselling in Family , Work place , Correctional setting , Medical and Psychiatric settings , Suicidal persons, and Geriatrics .

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

REFERENCES

1. Chandrashekar, C. R.(1999), A Manual on Counseling for Lay- Counselors, (Ed.) Bangalore, 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. (7th ed). Pearson
- 5.Kottler J.A.& Shepard,(2008) Counselling Theories and Practices, New Delhi, Brooks/Cole ,Cengage Learning
6. NarayanaRao S.&Sahajpal P.(2013), Counselling and Guidance , 3rd ed. New Delhi, McGraw Hill Education(India) Private limited
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Bachelor of Social Work (BSW) Semester-VI

Paper –V(6T5)

Sociological perspective

(Interdisciplinary Domain)

Objectives:

1. To understand Indian society and various social institutions and their impact.
2. To get a scientific insight about the social stratification and issues related to caste and class.
3. To get the knowledge about sociological perspectives.

Unit I: Indian Society:

Tribal Community; meaning, characteristics.

Rural Community; meaning, characteristics.

Urban Community; meaning, characteristics.

Unit II: Social Stratification, Social Mobility.

Social Stratification; Meaning, definition, functions, dysfunction, caste.

Social Mobility; Concept, meaning, class.

Unit III: Social Institution, Social control.

Meaning, characteristics and functions of social institution.(Family; Marriage; Religion; Education; State).

Social control; Meaning, Social control through social institution.

Unit IV: Sociological perspectives, Social Change.

Functionalist perspective (Talcott Parsons), Conflict perspective (Karl Marx).

Social Change; Meaning, definition, factors of social change (geographical, biological, cultural, technological)

Assignment- Seminar/ presentation on any one TOPIC of syllabus.

Recommended Readings :

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- Puniyani, Ram (2003) *Communal Politics : Facts Versus Myths*, New Delhi : Sage Publication.
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- Vivek, P.S., *Sociological Perspectives and Indian Sociology*, Himalaya Publishing House, Mumbai, 2002

Bachelor of Social Work (BSW Semester-VI)

Paper –VI (6T6)

Indian Economy – Problems and Prospects

(Interdisciplinary Domain)

Objectives:

- 1) To know the concept of Developing Economy.
- 2) To understand the Indian Economy as a Developing Economy.
- 3) To Understand and analyze economic problems with social work perspective

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- 1) To know the concept of Developing Economy.
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Unit 1. Developing Economy. -

- 1.1 Developed and Developing Economy – Meaning & Concept.
- 1.2 Basic Characteristics of Indian Economy as a Developing Economy.
- 1.3 Comparison of Indian Economy with Developed Countries –
 - a) Population b) Per-capita Income c) Human Development Index.
 - d) Agriculture e) Industry f) Service Sector.
- 1.4 Major issues of Development in India

Unit 2. Population

- 2.1 Theory of Demographic Transition.
- 2.2 Size and Growth of Population.
- 2.3 Features of Indian population- Sex Composition, Rural Urban Distribution, Age Composition, Density of Population, Occupational Distribution, Quality of Population.
- 2.4 Causes of growing Population.- High Birth rate and Decreasing Death rate.
- 2.5 Problems of Over Population
- 2.6 Measures for Population Control.

Unit 3. Poverty and Unemployment

- 3.1 Meaning and Concept of Poverty.
- 3.2 Poverty line- Need of redefining.
- 3.3 Measurement of Poverty.
- 3.4 Causes of Poverty.
- 3.5 Measures of eradication of Poverty.
- 3.6 Unemployment – Nature & Types, Causes & Measures

Unit 4. Agriculture.

- 4.1 Place of Agriculture in Indian economy.
- 4.2 Agricultural Productivity – Causes of Low Productivity & Measures.
- 4.3 Green Revolution- Achievements & Failures.
- 4.4 Sources of Agricultural Finance.
- 4.5 Agricultural Marketing – Defects & Measures.
- 4.6 Suicide of Farmer's - Causes and Measures to prevent Farmer's Suicide

4.7 Special Economic Zone- Concept, Features, Problems.

Assignment- Seminar/ presentation on any one TOPIC of syllabus.

Reference Books

1. Tandon - Indian Economy.
2. Dr.Aarti B. Padole (Talekar) – INDIAN ECONOMY. Nathe Publication Limited. Nagpur.
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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)

(2016-2017)

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) Develop the ability to observe and analyze social realities.
 - ii) Understand the characteristics of social systems and their dynamics.
 - iii) Appreciate society's response to people's needs, problems, and social issues.
 - iv) Develop critical understanding of the application of legislation, legal process, and social policy.
2.
 - i) Develop the ability to examine the process of programme management and participate in the efforts at various level.
3.
 - ii) 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.
 - i) Clarify and imbibe values which sustain positive attitudes and professional ethics.
 - 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 practice 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.
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
Learning Opportunity No. : 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 practice 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 programmes, structure, and general environment.
- Contact person in the setting/agency, role of that individual.
- Annual and other brochures for information..
- Introduction to setting/agency management, staff and on-going activities.
- General introduction setting/agency its programmes 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

- a. Acquire skills of systematic observation and develop a spirit of inquiry.
- b. Understand society's response to social problems through various services
- c. Understand, appreciate and develop ability to critically evaluate the initiative of voluntary and government programmes.
- d. Develop an appreciation of social work intervention in these programmes by recording:relevant factual information about the client system and the problem/ concern
 - ii. The selection of programmes/strategies for solving the problems, and their relevance to the client system and the problem concern or the issue.
 - iii. The role of the social worker and its relevance to the clients' needs and the problem.
 - iv. The relationship between the micro problems observed and the macro situation, the appropriation of the organization's resources and nature of intervention.
 - v. 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/ programmes developed to meet people's needs.

- i. Health setting—community health extension projects, primary health centers, clinics.
- ii. Educational setting—**Normal/school, non-formal/adult** education centers, income generating skill development centers.
- iii. Community services like: life skill development programme centers, environment improvement and improvement centers, e.g. a family service centre/community projects in urban and rural settings. ^s
- 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 centres.
- vi Civic administration centers municipal offices, panchayat offices and ward offices, etc. vii. Destitute migrant and elderly persons 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 programme.
- 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 programme 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 programme, should be involved in the experience of Communicating with agencies through letters, phone calls.

Method of Assessment

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

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 are 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 behaviour, and its effect on self and others.
- c. Observe others' behaviour 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 behaviour 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. programme.

- 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

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

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 taking 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.
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 labourers, proportion of land held by non-tribals and average size of holding (in a tribal area), income and indebtedness, bonded labour.
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 programmes/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 programme implementation, problems encountered in programme 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.

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 zilla parishad, panchayat samiti/panchayat, who initiates projects, process of assessing them how decisions are made - manipulations, lobbying, pressure tactics used.
- e. Current major programmes, budget allocations for the programmes, 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 programmes / strategies, administration / management of the services/ programmes and participation of the client system in problem solving.
- c. Understand the role of social work and other disciplines in relation to the service/ development programmes.
- d. Appreciate and appraise critically the services/programmes 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)**

Objective

- 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, programmes 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.
- 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 co-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 programmes 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/programmes, 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.

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:

- a. Through 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.
- b. Develop capacity to design intervention, and participate in the process as a part of the team.
- c. Develop appreciation of the need to link resources for intervention.
- d. 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 affected persons, adolescent life skills programmes, youth leadership development, and lifestyle programmes, work with marital couples, family enrichment programmes 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 disaster situations, 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.

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 practice learning, the instructor needs to assess the learner ability for 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 the 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 modelling 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 programmes 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 programme with full awareness of its importance, stage at which involvement is offered, and with the 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.

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

- a. 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.
- b. Develop understanding of the causes of problems and their effects on individuals/families and group functioning.
- c. Develop skills to help individuals and families to solve simple problems.
- d. 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 programme and to acquire certain programme skills. A few tasks are to be designed for the learner around problems requiring exploration, use of community resources and simple problem solving techniques which are related to the programme. 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 an '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 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 minutes keeping, 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 programmes, 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 behaviour 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.*
 - h. *Participate in simple administrative procedures related to the tasks- such as official filing, 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. *Utilise 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 behaviour.
 - 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.

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 suffering and practice social work intervention by concretizing theory in practice.

Objectives:

- a. Develop knowledge and ability to utilize various community resources and services available.
- b. Begin to develop professional attitudes conducive to work with individuals, group and communities.
- c. Develop skills in simple administrative procedures like official correspondence, recording, preparing minutes and draft reports.
- d. 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:
 - a. The socio-economic background of the individuals/families and specific groups in the client system and the needs/types of problems.
 - b. The reasons for these problems.
 - i. Micro level, for example the problem of dropouts due to factors in the family and school.
 - ii. Macro level, for example the problem of dropouts in the context of the and wider social educational system.
 - c. The agency's rules, regulations and services which try to respond to these needs/ problems.
 - d. The organizational and administrative set-up of the agency, objectives, auspices, funding and staffing.
 - e. 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 voluntary efforts.
 - f. 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..
 - 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 programme, teachers in school programmes.
 - 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.
1. With the help of field instructor, the learner is able to understand different social work approaches like, curative, preventive, promotive 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 programmes, 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 programme.

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 behaviour 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.

Core Domain	: SOCIAL WORK PRACTICUM
Learning Opportunity Title	: SOCIAL WORK PRACTICUM- :CONCURRENT PRACTICE LEARNING
Learning Opportunity No.	: 7.3
Level	: UG 2(THIRD SEMESTER)

Introduction

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

Objectives

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

Note to field instructor.

2. 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.
3. **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.
4. Learner is able to convey respect and concern to the client system.
5. Learner shows maturity in dealing with situations, control of impulsive behaviour and emotions in relation to client systems, and shows awareness of different cultural backgrounds and their impact.
6. 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 programme 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.

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 programme 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 community society and makes an effort to relate human and material 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, I 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.
 - 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.
 - e. Establishes contract 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 programme planning and 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.
 - 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 programme implementation, staff meetings, training programmes 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 behaviour 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 behaviour, 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 behaviours, 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.
 - 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 behaviour, shows sincerity and a sense of commitment to the assigned tasks.
 - e. 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 behaviour.
 - 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.

Core Domain : SOCIAL WORK PRACTICUM
**Learning Opportunity Title : SOCIAL WORK PRACTICUM-
CONCURRENT PRACTICE LEARNING
OPPURTUNITY**
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

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

Criteria for Practice teaching learning and Evaluation

A. Social work tasks in the Agency

The Learner

1. Shows critical understanding of the agency's philosophy, policy, objectives, administrative structures and services
2. Gains greater understanding of the needs/problems as related to individuals/groups/ communities she/he serves.
3. Shows concern about the gaps between needs and services and undertakes responsibilities in relation to them.
4. Identifies tasks and selects appropriate intervention for working with individuals /groups/ communities.
5. Sees connection between own task and agency goals, and networking among agencies.
6. 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

1. a. Studies individuals in their social situation and identifies causal factors between these and role performance.
b. Identifies and analyses the effects of legislation, bureaucratic structures, red tapism, on the social functioning of people.
c. Uses resources to create opportunities for different groups, to meet needs .

- d. Becomes sensitive to people's feelings regarding their needs / problems, requires help in handling these, especially the negative ones
- 2. Observe the family inter-personal relationships, and needs/problems of different members

. Begins to use multiple client interviews with family members, observes the family dynamics and needs help in dealing with differential response to the needs/problems.

- b. Uses different interviewing techniques skills, like, support, suggestions, and reflective procedures in involving family members in the problem solving process.
- 3. Understands the rationale 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 behaviour, like their use of coping, defenses, and effect of tradition, superstitions on people's behaviour.
- 3. Plans home visits keeping in mind the objectives.
- 4. a. Understand the importance of relationships by making attempts to establish and sustain relationships with individual/groups/communities. Uses different roles like collaborative, bargaining, advocacy, change agent with awareness.
- b. Relates to individuals/groups/larger groups, according to their varying needs for relationships, interpreted through different types of behaviour such as attention seeking behaviour, isolation, assertive behaviour.
- 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 partialise 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 of 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 greater 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, behaviour change.
- b. Mobilises 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 programmes.
- 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 programmes, 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 rationale and procedures, for transfer and termination with individuals/groups/communities, and attempts to deal with feelings and behaviour like hostility, anxiety, frustration.
- 10a. 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.
- 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.

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 programme 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 programmes 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**
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 programmes 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.
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 pro
- d. Uses reflective discussion differentially.
- e. Analysies 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:
 - Theorganizationalstructure, formal and informal set-up, rules and regulations, services and policies.
- ii. Increased understanding ol the agency's role and various programmes 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.

Provide opportunities and involve the learner in special projects.

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.
- iv. Suggests changes in the agency programmes 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 own responses.
- 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. D. D.

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 behaviour 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.

Method of Assessment

Concurrent Practice Learning Opportunity on going 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 a 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.

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 couraged 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 programmes of the agency.
 - b. Contribution to agency functioning.
 - c. Learner is able to suggest guidelines for future plans/programmes 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.
 - d. 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
 - e. 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/programmes.

- e. Work on compiling manuals, and write reports, and support changes in existing policies.
 - f. Interpret the findings of the research study to various groups, like management and client groups.
 - g. Plan assignments, training programmes 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 programmes 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 for 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's 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.
- iii. Understands own role in the team, with members of other disciplines and the client system. The learner's work is characterized by mutual respect for the above-mentioned and a sense of humility, conscious and continuous effort to learn and to grow.
- iv. Recognizes the need and develops leadership among others.

10. Use of Field Instruction

1. Learner is able to work independently with minimum guidance from field instructor. Learner assumes leadership and other roles in individuals and group conferences. |
2. Learner can independently:
 - i. Identify and work with complex situations.
 - ii. Plan for conferences by preparing an agenda or material for discussion.
 - iii. Discuss the relationship between theory and practice.
 - iv. Evaluate constructively intervention in relation to systems' need/problem.

**CONCURRENT AND FINAL ASSESSMENT
SOCIAL WORK PRACTICUM - CONCURRENT PRACTICE
LEARNING**

Introduction

Evaluation for practice teaming is based on concurrent work carried out by the learner, culminating into mid-Semester and end of the Semester evaluation .

End of the Semester evaluation to show that the learner has had the opportunity to practice skills/utilize strategies', tools and techniques of social work practice learning. A detailed evaluation sheet format based on teaching-learning opportunities as listed for learners may be designed by each institution giving weightage as per the institution's policy.

The following points are listed for the instructor to note for the evaluation conference.

- Both the instructor and the learner to prepare a written evaluation, according to the given guidelines and share these orally at an evaluation conference. After the conference the learner may exercise the freedom to review/rewrite the self-evaluation before final submission to the instructor/institution.
- The conference to provide both the learner and the instructor, an opportunity to discuss and clarify their mutual insights of the process of teaching-learning, its joys and discomfort along with those for evaluation comments.
- The instructor needs to be a model of openness and acceptance, so that the learner feels free of any possible or imagined future reprisals.
- Confidentiality regarding the evaluation is imperative
- The learner to be assessed for effort and progress from one point one stage to another in the learning process in practice learning. It is the process and not the person that is to be in focus of assessment.
- 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 progress to become a professional and for the instructor further growth in role of practice teaching-learning process.

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**RASHTRASANT TUKDOJI MAHARAJ NAGPUR
UNIVERSITY**

**SCHEME for THEORY EXAMINATION
FOR**

BACHELOR OF SOCIAL WORK

BACHELOR OF SOCIAL WORK

2016-2017

Onwards

Bachelor of Social Work (BSW)

Semester I

Paper	Code	Domain	Subject/Paper	Total Marks	Internal Marks	Theory Examination	Minimum Passing marks
I	1T1	Languages	*English	100	20	80	40
II	1T2		*Marathi/Hindi/ Supplementary English	100	20	80	40
III	1T3	Core Domain	Introduction to Social Work Profession	100	20	80	40
IV	1T4		Method Course: Case Work(Working with Individual)	100	20	80	40
V	1P		Social work Practicum	100	100	--	-
VI	1T5	Supportive Domain	Psychology for Social Work	100	20	80	40

NOTE: The students will have to pass independently in theory and practical exams. The criteria for passing examination will be 40% passing marks in respective subject, including Marks for internal assessment and theory examination. For promotion to next semester, passing in **Social Work Practicum** is mandatory.

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

***Language subjects will have 4 (Four) theory period per week and one tutorial period consisting of 20 students per batch.**

Bachelor of Social Work (BSW)

Semester II

Paper	Code	Domain	Subject/Paper	Total Marks	Internal Marks	Theory Examination	Minimum Passing marks
I	2T1	Languages	*English	100	20	80	40
II	2T2		*Marathi/Hindi/ Supplementary English	100	20	80	40
III	2T3	Core Domain	Introduction to Ideologies of Social Work	100	20	80	40
IV	2T4		Method course: Group Work(Working with Group)	100	20	80	40
V	2P		Social work Practicum	100	100	--	40
VI	2T5	Supportive Domain	Social Psychology	100	20	80	40

NOTE: The students will have to pass independently in theory and practical exams. The criteria for passing examination will be 40% passing marks in respective subject, including Marks for internal assessment and theory examination. For promotion to next semester, passing in **Social Work Practicum** is mandatory.

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

***Language subjects will have 4 (Four) theory period per week and one tutorial period consisting of 20 students per batch.**

Bachelor of Social Work (BSW)

Semester III

Paper	Code	Domain	Subject/Paper	Total Marks	Internal Marks	Theory Examination	Minimum Passing marks
I	3T1	Languages	*English	100	20	80	40
II	3T2		*Marathi/Hindi/ Supplementary English	100	20	80	40
III	3T3	Core Domain	Method course: Community Organisation (Working with Communities)	100	20	80	40
IV	3T4		Method course: Social Welfare Administration	100	20	80	40
V	3P		Social work Practicum	100	100	--	40
VI	3T5	Supportive Domain	Psychology: Human Growth and Development	100	20	80	40
VII	3T6	Interdisciplinary Domain	Sociology	100	20	80	40

NOTE: The students will have to pass independently in theory and practical exams. The criteria for passing examination will be 40% passing marks in respective subject, including Marks for internal assessment and theory examination. For promotion to next semester, passing in **Social Work Practicum** is mandatory.

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

***Language subjects will have 4 (Four) theory period per week and one tutorial period consisting of 20 students per batch.**

Bachelor of Social Work (BSW)

Semester IV

Paper	Code	Domain	Subject/Paper	Total Marks	Internal Marks	Theory Examination	Minimum Passing marks
I	4T1	Languages	*English	100	20	80	40
II	4T2		*Marathi/Hindi/ Supplementary English	100	20	80	40
III	4T3	Core Domain	Method Course: Social Work Research and basic computing	100	20	80	40
IV	4T4		Method Course: Social Action	100	20	80	40
V	4P		Social Work Practicum	100	100	--	40
VI	4T5	Supportive Domain	Psychology for Personal Growth	100	20	80	40
VII	4T6	Interdisciplinary Domain	Social Problems and Social disorganisation	100	20	80	40

NOTE: The students will have to pass independently in theory and practical exams. The criteria for passing examination will be 40% passing marks in respective subject, including Marks for internal assessment and theory examination. For promotion to next semester, passing in **Social Work Practicum** is mandatory.

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

***Language subjects will have 4 (Four) theory period per week and one tutorial period consisting of 20 students per batch.**

Bachelor of Social Work (BSW)

Semester V

Paper	Code	Domain	Subject/Paper	Total Marks	Internal Marks	Theory Examination	Min. Passing marks	External Marks	
								Max. Marks	Min. Passing Marks
I	5T1	Languages	*English	100	20	80	40	Max. Marks	Min. Passing Marks
II	5T2		*Marathi/Hindi/Supplementary English	100	20	80	40	-	--
III	5T3	Core Domain	Integrated Social Work Practice	100	20	80	40	-	--
IV	5T4		Skills for Social Workers	100	20	80	40	-	--
V	5T5		Social Policy and Social Legislation	100	100	80	40	-	--
VI	5P		Social Work Practicum	100	80	--	40	20	08
VII	5T6	Interdisciplinary Domain	Economics: Concepts for Social Work	100	20	80	40	-	-

NOTE: The students will have to pass independently in theory and practical exams. The criteria for passing examination will be 40% passing marks in respective subject, including Marks for internal assessment and theory examination. For promotion to next semester, passing in **Social Work Practicum** is mandatory. **The student will have to pass internal and external viva-voce examination of Social Work practicum independently.**

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

***Language subjects will have 04 (Four) theory period per week and one tutorial period consisting of 20 students per batch.**

Bachelor of Social Work (BSW)

Semester VI

Paper	Code	Domain	Subject/Paper	Total Marks	Internal Marks	Theory Examination	Minimum Passing marks	External Marks	
								Max. Marks	Min. Passing marks
I	6T1	Languages	*English	100	20	80	40	--	--
II	6T2		*Marathi/Hindi/Supplementary English	100	20	80	40	---	---
III	6T3	Core Domain	Fields of Social work	100	20	80	40	--	--
IV	6P		Group Research Project	100	70	--	28	30	12
V	6T4	Supportive Domain	Counselling for social worker	100	100	80	40	---	--
VI	6T5	Interdisciplinary Domain	Sociology for Social worker	100	20	80	40	--	--
VII	6T6		Indian Economy: Problem and Prospects	100	20	80	40	---	--

NOTE: The students will have to pass independently in theory and practical exams. The criteria for passing examination will be 40% passing marks in respective subject, including Marks for internal assessment and theory examination. For promotion to next semester, passing in **Social Work Practicum** is mandatory. **The student shall have to pass internal and external viva-voce examination of Group Research Project independently.**

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

***Language subjects will have 04 (Four) theory period per week and one tutorial period consisting of 20 students per batch.**

Guidelines for Students, Supervisors and Examiners

In each semester the student will have to deliver a seminar on any topic relevant to the syllabus / subject encompassing the recent trends and development in that field / subject. The topic of the seminar will be decided at the beginning of each semester in consultation with the supervising teachers. The student has to deliver the seminar which will be followed by discussion. The seminar will be open to all the teachers of the department, invitees, and students.

The students should submit the assignment properly bound in two copies to the head of the department.

The said shall be evaluated by the concerned supervisor / head of the department.

The marks of the Internal Assessment shall be forwarded to the university within due period through head of the Department. The record of the seminar and assignment should be preserved till the declaration of final result.

1. The internal assessment marks shall be awarded by the concerned teacher.
2. The internal assessment shall be completed by the College / University at least 15 days prior to the final examination of each semester. The Marks shall be sent to the University immediately after the Assessment in the prescribed format.

General guidelines for Internal Assessment are:

- a) The internal assessment marks assigned to each theory paper as mentioned in awarded on the basis of assignments like class test, attendance, home assignment , group discussions or any other innovative practice / activity.
- b) There shall be one assignment (as described above) per Theory paper.
- c) There shall be no separate / extra allotment of work load to the teacher concerned. He/ She shall conduct the internal assessment activity during the regular teaching days / periods as a part of regular teaching activity.
- d) The concerned teacher / department / college shall have to keep the record of all the above activities until six months after the declaration of the results of that semester.

e) At the beginning of each semester, every teacher / department / college shall inform his / her students unambiguously the method he / she propose to adopt and the scheme of marking for internal assessment.

f) Teacher shall announce the schedule of activity for internal assessment in advance in consultation with HOD / Principal.

g) Final submission of internal marks to the University shall be before the commencement of the University Theory / Practical examinations whichever is later.

General Rules and Regulations regarding pattern of question paper and choice based credit system:

A) Pattern of Question Paper

1. There will be four units in each paper.
2. Maximum marks of each theory paper will be 80
3. Question paper will consist of five questions, each of 16 marks.
4. Four questions will be on four units with internal choice (One question on each unit).
5. Fifth question will be compulsory with 8 very short answer questions from each of the four units having equal weightage and there will be no internal choice.

Pattern for Question Papers for Theory Examination

Bachelor of Social Work (BSW)

Time : Three Hours

Max. Marks: 80

N.B.:- 1) All questions are compulsory.

2) All questions carry equal marks.

Question 1- One Long answer question from unit 1 with internal choice for 16 Marks

Question 2- One Long answer question from unit 2 with internal choice for 16 Marks

Question 3- Two Short answer questions from unit 3 with internal choice for 8x2=16 Marks

Question 4- Two Short answer questions from unit 4 with internal choice for $8 \times 2 = 16$ Marks

Question 5- EIGHT VERY short answer questions, 2 from each unit (from unit 1 to 4) without choice for $2 \times 8 = 16$ Marks.

Note: Pattern for Language Papers is given Separately in Syllabus of respective Pap