

**Part A**

**Faculty- Interdisciplinary Studies**

**Programme – BSW Bachelor of Social Work /B.A. in Social Work**

**• Programme Objectives**

- 1) To sensitize students about the needs of the haves not or the disadvantaged sections of the society
- 2) The students are able to think critically about the societal issues, its cross cutting nature, stakeholders, involved in the process, macro level perspective
- 3) The Students shall acquire knowledge about the legal rights of the client he/ she serve for, administrative machinery involved in it, procedures for facilitation of the issue
- 4) The Students shall acquire psycho-social and cultural aspects for the holistic understand
- 5) Students shall acquaint himself with the skills such as resource mobilization, facilitation of the process capacity building of the client groups and the care givers
- 6) To develop capacities in the students to organize training programmes, awareness campaigns
- 7) To build capacities like identification of the felt and unfelt needs of the client groups
- 8) To build-up training skills, organization of events for societal betterment, promoting livelihood aspects of the families and the community
- 9) To inculcate professional values and ethics that guide social work graduates in professional practice

**Program Outcomes**

- 1) The Pass out students would be absorbed in the jobs of the various government departments meant for public welfare, protection of special groups and the posts where the participation of the special groups and the posts where the participation of the people / user groups is expected. The students shall also be getting jobs in the non government organizations, C.S.R groups, government sponsored projects, survey activities in which the need of the disadvantaged section count a lot.
- 2) Students would be able to make use of the knowledge acquired where critical thinking about the societal issues, roles of the different stake holders, legalities involved in the issues, micro and macro perspective, administrative procedures matters a lot while dealing with the client system
- 3) The socially sensitized students would be able to safe guard and advocate the needs, rights of the disadvantaged sections of the society and shall built up their capacities to fight against the exploitation
- 4) The Students would be able to protect the dignity of the individuals and groups irrespective of caste, creed, religion, gender, age, regionality, disability, marital status, sexual orientation etc.
- 5) Analyzing the impact of social policies on individuals, groups and society
- 6) Student would be able to work in the multi disciplinary teams of Para professionals where the technical knowledge of the barefoot level helps each other while serving the needs of the client groups as well as in conducting the awareness, sensitization and training for their capacity building
- 7) Students while working in the agency structure shall be able to make use of acquired skills in planning, organizing, staffing directing and coordination, reporting, budgeting etc.

**Employability Potential in Social Work Program**

There is a clear progression from the social work programme to professional practice. A significant number of our graduate students find work in the agency or authority where they have been placed and many others are successful in gaining employment within the region - many in a statutory setting, others in voluntary organizations or the private sector.

Employability as a set of achievements which constitute necessary proponents of ‘core’, ‘key’ and ‘transferable’ skills and are strongly aligned with the academic valuing of good learning.

- 1) Employers generally see a graduate’s achievements related to the subject discipline as necessary but not sufficient for them to be recruited. In some employment contexts the actual subject discipline may be relatively unimportant. Achievements outside the boundaries of the discipline (such as the possession of so-called ‘soft skills’) are generally considered to be important in the recruitment of graduates.
- 2) ‘Employability’ refers to a graduate’s achievements and his/her potential to obtain a ‘graduate job’, and should not be confused with the actual acquisition of a ‘graduate job’ (which is subject to influences in the environment, a major influence being the state of the economy).
- 3) Employability derives from complex learning, and is a concept of wider range than those of ‘core’ and ‘key’ skills.
- 4) Employability is not merely an attribute of the new graduate. It needs to be continuously refreshed throughout a person’s working life.

The Social Work Programme is not only an academic discipline but also a practice based profession, hence the learner or student enroll to the Programme enhanced his/her skills through learning and doing process. The Social Work Programme prepared to student for performing certain roles which are purely depends on the various skill sets, which increases the opportunity of good employment. Some are as the follows;

**Common Roles Of Social Workers**

Over the course of their career, a social worker at any one time may perform multiple roles to varying degrees.

- 1) *Facilitator* :A social worker acting as a facilitator assists and links people with services or resources. In this role social workers assess the needs of the individual while also taking into account the client's overall capacity and motivation to use available resources.
- 2) *Case Manager* :A social worker acting as a case manager identifies the needs as well as the barriers of their clients. Occasionally case managers may also provide direct service to their clients. Case managers often engage with clients who require multiple services from a variety of agencies and work with the client to develop goals and implement interventions based on the identified goals.
- 3) *Advocate* :A social worker as an advocate seeks to protect client's rights and ensure access and utilization of services they are entitled to receive. Social workers may perform advocacy work by advocating for a single client or by representing groups of clients with a common problem or identified need. Social workers may advocate with other organizations/providers and encourage their clients to advocate for themselves in order to address a need or obtain a service.
- 4) *Educator* :Social workers acting as a teacher or educator often help in times of crisis for many clients. In this role social workers help clients develop insight into their behaviors through providing education aimed at helping clients learn skills to handle difficult situations and identify alternative life choices.
- 5) *Counselor* :A social worker acting as a counselor helps clients express their needs, clarify their problems, explore resolution strategies, and applies intervention strategies to develop and expand the capacities of clients to deal with their problems more effectively. A key function of this role is to empower people by affirming their personal strengths and their capacities to deal with their problems more effectively.
- 6) *Risk Assessor*: Social workers acting as risk assessors have been given a major role in the assessment of needs and risks over a variety of client groups. Assessment is a primary role for social workers and often times is what dictates the services and resources identified as needs for clients. While working as a risk assessor in the mental health field the social worker may experience conflict between encouraging client self-determination and addressing safety risks.
- 7) *Mediator* :It is common that social workers act as mediators and negotiators as conflict is the root of many areas of social work. Social workers acting in these roles are required to take a neutral stance in order to find compromises between divided parties.
- 8) *Researcher* :A social worker in the role of researcher or program evaluator uses their practice experience to inform future research. The social worker is aware of current research and able to integrate their knowledge with the current research.

#### **Employability skills of effective social workers**

The Social Work Programme not build the skill set of Students but also develops their personality by imparting values to them, through which they can work in any situation. Those skills and values are as follows;

- 1) Interpersonal Skills
- 2) Personal Qualities
- 3) Critical Thinking Skills
- 4) Applied Academics Skills
- 5) Resource Management Skills
- 6) Information Use
- 7) Technology Use
- 8) System Thinking
- 9) Communication Skills
- 10) Leadership Skills

#### **Values of Social Work Programme**

- 1) Service.
- 2) Social justice.
- 3) Dignity and worth of the person.
- 4) Importance of human relationships.
- 5) Integrity.
- 6) Competence

#### **Employment Opportunities for Students of Social Work Programme**

There are plenty of employment opportunities in social work sector depending the skills set and employability of Social Worker. These opportunities are available in both the sector private and public. At National & International Level. These courses also develop the skills of entrepreneurship of students for building their capacities to work in social entrepreneurship sector. Some Employment opportunities for Students of Social Work Programme as follows; Student can work as independent professional Social Worker, Labour Welfare Specialist, Teacher, Social Security Officer, Criminology specialist, Family Counselor, Social Entrepreneur, Women & Child Welfare Officer, Social Welfare Officer, CSR executive, Human Resource Manager, Project Officer, Research Officer, Superintendent in Govt. Hostels, Departments, content writer etc.

**Syllabus Prescribed for 2022-23 year**

**Programme: B.S.W./B.A. in social work**

**Semester-I**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC/AEC-1	Communication Skills in English	60

**COs:**

The students would be able to

- 1) Communicate in fluent English.
- 2) Debate in English.
- 3) Seek information in English regarding his/her study.
- 4) Perform effectively using English grammar.
- 5) Write columns in media

Unit	Content
<b>Unit I</b>	<b>PROSE</b> 1) A Tiger of Malgudi (R. K. Narayan) 2) Child Marriage (M. K. Gandhi) 3) Seeing Mr. Emerson (Ralph Ellison) 4) Monday Morning (Mark Twain) <b>(15 Periods )</b>
<b>Unit II</b>	<b>POETRY</b> 1) The Railway Clerk (Nissim Ezekiel) 2) Trees (Keshav Meshram) 3) Stopping by Woods on a Snowy Evening (Robert Frost) 4) Prospice (Robert Browning) <b>(15 Periods )</b>
<b>Unit III</b>	<b>LETTER WRITING</b> 1) Application for a Job 2) Letter to Field Work Agency 3) Letter to Principal <b>(15 Periods )</b>
<b>Unit IV</b>	<b>GRAMMAR</b> 1) Articles 2) Prepositions <b>(15 Periods )</b>
<b>*SEM</b>	
* Arrange dialogue practice for students. * Arrange programme for building English words power. * Write letters to agency in English to seek permission for visit. * Arrange programme for reading news-papers to enhance reading-skill * Prepare news of paper-reading programme in English to publish in news-paper	

Syllabus Prescribed for 2022-23 year

Programme: B.S.W./B.A. in social work

Semester-I

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC/AEC-2	ejkHh laHkk''ku dkS'kY	60

मराठी संभाषण कौशल्य

पाठ्यपुस्तक - वैखरी भाग - 1 ( संत गाडगेबाबा अमरावती विद्यापीठ संपादित )

विषय निश्चिती -

1. या अभ्यासक्रमाच्या अंती विद्यार्थी मराठी भाषेत कौशल्यपूर्ण संवाद साधू शकतील.
2. नोकरीच्या दृष्टीकोणातून पत्रव्यवहार कसा करावा याविषयी कौशल्य प्राप्त करेल
3. मराठी व्याकरणाच्या चुकांची पुनरावृत्ती टाळल्या जाईल
4. अहवाल लेखनात सुधारणा होतील.
5. कार्यक्रमांचे सुत्रसंचालन, त्यासाठी लागणारे कौशल्य हस्तगत करेल
6. लेखन कौशल्य प्राप्त होवून त्यामध्यमातून लेख, नाटिका, पथनाटय अशा स्वयंपाचे लेखन करून व्यावसायिक संधी प्राप्त होतील
7. वृत्त पत्र लेखन, बातमी तयार करणे अशा विशयांमध्ये विद्यार्थी तज्ञ म्हणून कार्य करायला लागेल.

अभ्यासक्रम

अ) वैचारिक विभाग

1. हा विद्येचा समय आहे! - शाहू महाराज
2. इश्ट असेल ते बोलणार व साध्य असेल ते करणार - गो. ग. आगरकर
3. स्वतः सुधारल्याशीवाय इतरांना तुम्ही काय शिकविणार? - डॉ. बाबासाहेब आंबेडकर
4. साक्षर की सार्थक - विनोबा भावे
5. राष्ट्रसंतांचा देव - सुदाम सावरकर
6. पुरुष म्हणजे सूर्य आणि स्त्रिया सूर्यफूल? - छाया दातार

ब) ललित विभाग

7. महासर्प - दिवाकर
8. दिवाळी - उद्धव शेळके
9. उपभोगग्रस्त समाज सुसंस्कृत असू शकतो काय? - भा. ल. भोळे
10. चटके - बाबाराव मुसळे
11. सर्वा - प्रतिमा इंगोले
12. आईचे डोळे - प्रवीण दवणे

क) कविता विभाग

13. संतवाणी - 1. ज्ञानेश्वर 2. नामदेव 3. जनाबाई 4. चोखामेळा
14. नवा शीपाई - केशवसुत
15. हिरीताचं देनं घेनं - बहिणाबाई चौधरी
16. लिलाव - कुसुमाग्रज
17. जीवनाचा चिरप्रवासी - भाऊ भालेराव
18. वेदनेचा वेद झाला - मधुकर केचे
19. या जीवनात केव्हा - उ. रा. गिरी
20. खापराचे दिवे - विठ्ठल वाघ
21. पेटवू नका देश - मिर्झा रफी अहमद बेग
22. माणसे गेली कुठे? - बबन सराडकर

ड) व्यावहारिक मराठी

- अ. निबंध लेखन ( कोणत्याही सामाजिक विशयावर 300 शब्दांचा एक निबंध )
- ब. पत्रलेखन - अभिनंदन पत्र, आभार पत्र, निमंत्रण पत्र, अभिप्राय पत्र ( यापैकी दोन पत्र लिहावयास येतील )

इ) कौशल्य सुधारणा विशयक बाबी

हा अंतर्गत गुणांसाठीचा भाग असेल. या मध्ये 20 विद्यार्थ्यांचा एक गट तयार केला जाईल व या माध्यमातून विद्यार्थ्यांच्या कौशल्य विशयक गुणांचा विकास करणा-या बाबींचे ज्ञान करून दिल्या जाईल. )

अ. वाचन कौशल्य, लेखन कौशल्य, भाषण कौशल्य, संभाषण कौशल्य, संचालन कौशल्य, मुलाखत, भूमिका लेखन, अहवाल लेखन, शुद्धलेखन या संबंधी विद्यार्थ्यांना आवश्यक त्या बाबी गटाच्या माध्यमातून शिकविल्या जातील. जेणेकरून त्यांचा कौशल्य विकास होईल.

ब. स्थूलवाचन - यामध्ये 20 विद्यार्थ्यांच्या प्रत्येकी एका गटास खालीलपैकी एक पुस्तक वाचण्याकरिता दिले जाईल व त्या पुस्तकाचे परिक्षण करून घेण्यात येईल. जेणेकरून त्यांना वाचनाची आवड निर्माण होईल व वाचन कौशल्य विकसित होईल.

1. शामची आई - साने गुरुजी
2. युवकांना आवाहन - स्वामी विवेकानंद
3. ग्रामगीता - तुकडोजी महाराज
4. अग्निपंख - डॉ. ए. पी. जे. अब्दूल कलाम
5. छावा - शीवाजी सावंत यांची कादंबरी

**Syllabus Prescribed for 2022-23 year**

**Programme: B.S.W./B.A. in social work**

**Semester-I**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC 3	Fundamentals of Psychology	60

**COs:**

At the end of the course, Students would be able to

1. To analyze the basic concept of human behavior and its relevance to social work.
2. To gain and apply knowledge of the psychological base of human behavior
3. Describe various psychological situations and the use of social work in handling Dysfunctional/unhealthy behavioral patterns/ situations.
4. Create the goal for the psychology and social work profession
5. Practice as Counselor

Unit	Content
<b>Unit I</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> concept, history, and definition of psychology,</li> <li><input type="checkbox"/> goals of Psychology,</li> <li><input type="checkbox"/> branches of Psychology (Clinical, educational, Counseling, Development, Social industrial, development, comparative)</li> <li><input type="checkbox"/> Perspectives in Psychology:- Structuralism, Functionalism, Gestalt, Psychoanalysis, Behavioral, Humanistic, Cognitive, Socio-cultural, Bio psychological.</li> <li><input type="checkbox"/> Relation of psychology to social work,</li> </ul> <p style="text-align: right;"><b>(15 periods)</b></p>
<b>Unit II</b>	<p><b>Perception:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nature &amp; Definition of Perception,</li> <li><input type="checkbox"/> laws of Perceptual Organization,</li> <li><input type="checkbox"/> Perceptual Constancies – Size, Shape, and Brightness, Depth perception, Factors influencing Perception.</li> </ul> <p><b>Attention –</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition, Types of attention,</li> <li><input type="checkbox"/> Determinants of attention, Span of Attention, Fluctuation of attention, Division of attention, and distraction of attention.</li> <li><input type="checkbox"/> Illusion</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nature &amp; definition of Communication, Process of communication</li> <li><input type="checkbox"/> Forms of Communication: Verbal, Written, Oral, Paralanguage.</li> <li><input type="checkbox"/> Types of communication: One way, Two way, Direct &amp; indirect.</li> <li><input type="checkbox"/> Barriers in communication</li> <li><input type="checkbox"/> Effective ways of Communication: By sender &amp; By Receiver</li> </ul> <p style="text-align: right;"><b>(15 periods)</b></p>
<b>Unit III</b>	<p><b>Motivation-</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition, Concept of Homeostasis,</li> <li><input type="checkbox"/> Motivational Cycle,</li> <li><input type="checkbox"/> Types of Motivation,</li> <li><input type="checkbox"/> Theories of Motivation- Arousal theory, Expectancy Theory, Cognitive Theory, and Maslow’s hierarchy of need,</li> </ul> <p><b>Emotion –</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition,</li> <li><input type="checkbox"/> types of emotion,</li> <li><input type="checkbox"/> External &amp; Internal Bodily Response</li> <li><input type="checkbox"/> Theories of Emotion – James-Lange, Cannon-bard, Lazarus Theory, The facial feedback hypothesis,</li> </ul> <p><b>Learning –</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition,</li> <li><input type="checkbox"/> types of learning,</li> <li><input type="checkbox"/> Theories of Learning:- (Classical conditioning – Pavlov’s theory, Operant conditioning – Skinner’s theory, Cognitive learning – Tolman, Observation Learning – Bandura)</li> <li><input type="checkbox"/> Transfer of Learning &amp; Types.</li> </ul> <p style="text-align: right;"><b>(15 periods)</b></p>

<b>Unit IV</b>	<p><b>Memory-</b></p> <ol style="list-style-type: none"> <li>1. Definition,</li> <li>2. types of memory,</li> <li>3. Methods of measuring memory.</li> <li>4. Forgetting – Definition,</li> <li>5. Curve of forgetting,</li> <li>6. Causes of forgetting,</li> <li>7. Theory of forgetting ( Decay Theory, Interference Theory, State dependence,</li> <li>8. Memory Improvement techniques</li> </ol> <p><b>Intelligence</b></p> <ul style="list-style-type: none"> <li>o Intelligence: – Definition, Theories of intelligence ( Gardner, Sternberg, J. P. Das)</li> <li>o Concept and Distribution of IQ.</li> <li>o Emotional Intelligence:-Definition &amp; its Components.</li> </ul> <p><b>Personality:-</b>Definition of Personality</p> <ul style="list-style-type: none"> <li>o Personality Development: Heredity &amp; Environment</li> <li>o Determinants of Personality</li> <li>o Personality assessment</li> <li>o Define self-concept,</li> <li>o Aspects of self-concept,</li> <li>o Component of self-concept,</li> <li>o development of positive self-concept,</li> <li>o Self-esteem, and improving self-esteem.</li> </ul> <p style="text-align: right;"><b>(15 periods)</b></p>
<b>*SEM</b>	
<p><b>Skill Enhancement Module -( Any one of the following activities)</b></p> <ol style="list-style-type: none"> <li>1. Seminar presentation on any of the relevant topics from the syllabus</li> <li>2. Agency Visit &amp; Report Submission</li> <li>3. Case studies &amp; Report Submission</li> <li>4. Visits to special schools (Observations and reports)</li> <li>5. □ Any other activity &amp; Report Submission</li> </ol>	

**Reference Books:**

1. Baron, R.A. (2003). Psychology (5th ed). Delhi: Pearson Education.
2. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.
3. Ciccarelli, S.K., & Meyer, G.E. (2007). Psychology. New Delhi: Pearson Publishers.
4. Coon, D. & Mitterer, J.O. (2007). Introduction to Psychology (11th ed). New Delhi: Thomson Wadsworth Publishers.
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6. Morgan, C.T., King, R.A., Weisz, J.R. & Schopler, J. (1986). Introduction to psychology (7th ed). New Delhi: McGraw-Hill Book Company.
7. Introduction Psychology- Ernest R. Hilgard, Richard C Atkinson, Rita L. Atkinson, Oxford and IBH Publishing Co. New Delhi.
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19. पाध्ये व्ही. एस. (2004). मानसशास्त्र-एक परचय, औरंगाबाद, पिटा बुक पब्लिशर्स
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21. इनामदान एम. के. गाडेकरे के. एन पाटील ए. एम (2005). आधुनिक मानसशास्त्र, पुणे – डायमॅन्ड पब्लीकेशन
22. अभ्यंकर एस. अमरुता ओ. गोळीकर एस. (2006). मानसशास्त्र नि पदल्ली-पीयरसन पब्लीकेशन
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29. डॉ. पज. बी. चौधरी डॉ. बी. एस. पार (२०१३) मानसशास्त्राची मुलतत्वे, प्रशांत पब्लिकेशन, जळगां.
30. म. न. पालासाने (२००६) संपादित मानसशास्त्र, कॉब्लिनेिल प्रकाशन पुणे.

**Syllabus Prescribed for 2022-23 year**

**Programme: B.S.W./B.A. in social work**

**Semester-I**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC- 4	Sociology for Social Work	60

**COs:**

The students would be able to:

1. Describe basic sociological concept, tools and techniques in sociology
2. Apply the scientific knowledge
3. Develop the ability to critically analyze the problems of individual and community
4. Interpret social happenings
5. Relate sociology and social work

Unit	Content
<b>Unit I</b>	<b>Sociology and its Relationship to other Social Sciences</b> <ul style="list-style-type: none"> <li>• Introduction of Sociology</li> <li>• Meaning and Definition of Sociology</li> <li>• Subject Matter of Sociology</li> <li>• The Origin and The Development of Sociology</li> <li>• Sociology: Relationship with other Social Sciences</li> </ul> <p style="text-align: right;"><b>(15 periods)</b></p>
<b>Unit II</b>	<b>Basic Sociological Concepts</b> <ul style="list-style-type: none"> <li>• Social Interaction</li> <li>• Society</li> <li>• Community</li> <li>• Social Structure</li> <li>• Social Institution</li> </ul> <p style="text-align: right;"><b>(15 periods)</b></p>
<b>Unit III</b>	<b>Social Group and Social Life</b> <ul style="list-style-type: none"> <li>• Meaning and Definition of Social Group</li> <li>• Characteristics of Social Groups</li> <li>• Bases Classification of Social Groups</li> <li>• Primary and Secondary Groups</li> <li>• Importance of Primary and Secondary Groups</li> </ul> <p style="text-align: right;"><b>(15 periods)</b></p>
<b>Unit IV</b>	<b>Social Process and Social Interaction</b> <ul style="list-style-type: none"> <li>• Meaning and Definition of Social Process</li> <li>• Essential Elements of Social Process</li> <li>• Meaning and Definition of Social Interaction</li> <li>• Basics of Social Interaction</li> <li>• Types of Social Interaction</li> </ul> <p style="text-align: right;"><b>(15 periods)</b></p>
<b>Skill Enhancement Module</b> <ul style="list-style-type: none"> <li>• To write an assignment on basic sociological concept</li> <li>• To write report on changing social relationship</li> <li>• To write an article on social structures and issues</li> <li>• To write syllabus based innovative project</li> <li>• To do group discussion</li> <li>• To take the seminar of students on social concept</li> <li>• Critical analysis of the documentaries, films, books on social issues.</li> </ul>	

**Reference Book:**

- (१) समाजशास्त्रीय संकल्पना व व्याप्ति - डॉ.जोती डोईफोडे
- (२) समाजशास्त्रातील मुलभूत संकल्पना - डॉ.सर्जेयव साळुंखे
- (३) समाजशास्त्रातील मुलभूत संकल्पना - रा.ज.लोटे
- (४) समाजशास्त्र के मुलतत्व - डॉ. संजीव महाजन
- (५) भारतीय समाजव्यवस्था - प्रा.रा.ना.घाटोळे
- (६) समाजशास्त्रीय संकल्पना आणि सिद्धांत - डॉ. प्रदीप आगलावे
- (७) An Introduction to Society – Vidya Bhushan
- (८) Indian Society – S.C.Dube
- (९) Fundamentals of Sociology – Distance Education
- (१०) समाजशास्त्र मुलभूत संकल्पना - डॉ.भा.कि.खडसे
- (११) Sociology – U.S.Singh

**Syllabus Prescribed for 2022-23 year**

**Programme: B.S.W./B.A. in social work**

**Semester-I**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-5	<b>INTRODUCTION TO PROFESSIONAL SOCIAL WORK</b>	<b>60</b>

**COs:**

The students would be able to:

1. Describe traditional background and history of social work
2. Analyze Professional Concept ,Need, Objectives, Ethics in Social Work
3. Evaluate Professional terms in Methods and Fields of Social work
4. Apply personal skills, professional skill for social workers as a Professional
5. Develop of the perspectives of social worker practice in India

Unit	Content
<b>Unit I</b>	<b>Social service in India</b> -Traditional social work in India -Professional social work –Concept, Need, Definition, Objectives, Values, Goals, Principles -History of Social Work in India ,Social work in Ancient period ,Medieval period and Modern period  <b>(15 periods)</b>
<b>Unit II</b>	<b>Social vision of social Reformers</b> - Mahatma Gandhi, Mahatma Jyotiba Fule, Dr.B.R.Ambedkar, Sant Gadge Baba, Sant Tukdoji Maharaj, Dr. Panjabrao Deshmukh, Dr.Baba Amte, Anna Hazare -Social work related term - Social service, Social justice, Social Security, Human Rights, Social Development, Social Welfare  <b>(15 periods)</b>
<b>Unit III</b>	<b>Social Work as a Professional-</b> -Introduction to Method of social work -Introduction to Field of social work -Similarities and differences between professional and Voluntary social work  <b>(15 periods)</b>
<b>Unit IV</b>	<b>Role of social Work-</b> -Role of social work in various methods of social work - Role of social work in various fields of social work -Various approaches in social work education -Social work Scope in modern era  <b>(15 periods)</b>
<b>Skill Enhancement Module</b> <b>skill enhancement module-</b> -Life skill, public speaking skill, decision making skill, Communication skill - Interviewing skill, Report writing and Recording skills, presentation skill -Digital literacy for educational purpose ex.www,google,ppts -Fact finding through survey, home visit and observation - Visit to any Government or NGO Agencies in your area	

**References:**

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 2½Lkektkd;Z ifjp; Hkkjrh “kgk ¼1999½ fon;k izdk”ku Jukxiqj  
 3½O;kolk;hd lektdk;Z ¼ 2000 ½ izktDRkk VkdIkGs lkbZUkkFk izdk”ku Jukxiqj  
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 5½Lkektkd;ZdrkZ ¼,d O;olk; ½¼ 2004 ½ izktDRkk VkdIkGs Jh eaxs”k izdk”ku Jukxiqj  
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 1½Sing, k. 1998 *Social work Theory and Practice* : Prakashan Kendra ,Jaipur  
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,Mumbai.

4½Choudhari D.Paul,1964 *Introduction to Social Work*,Atmaram and Sons,Delhi

5½Skill Training for Social Workers,(A Mannual for Social Training Workers),Published by Karve Institute of Social Services,Pune by Ruma Bavikar,Geeta Rao.

**Syllabus Prescribed for 2022-23 year**

**Programme: B.S.W./B.A. in social work**

**Semester-I**

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(No. of Periods/Week)
DSC-6	Field Work (Social Work Practicum)	60

**Notes :**

A) No Grace Marks shall be allowed for Passing in Social Work Practicum.

B) The social work practicum of student shall be supervised by the Social Work Faculty Supervisor

Sr.No.	Components	Marks Allowed	Type of Activity
1	<b>Orientation Visits (Agency Visits)</b> *No. of Visit – at least 3 1) Attendance 10 2) Behaviour & Performance during Visits 10 3) Report Writing 20	40	
2	<b>Skill Laboratory (Minimum 1 activity for one group)</b> (Personality Development, Communication Skill, Stage Dairing, Presentation Skill, Goal Setting, Analysis Of News etc.) 1) Attendance 10 2) Behaviour & Performance 10 3) Report Writing 20	40	<b>GroupWise (Supervisors are advised to assign different activity to each group )</b>
3	<b>Internal Viva-Voce</b> 1. Agency Visits 8 2. Skill Laboratory 8 3. General 4	20	<b>Individual Activity</b>
	<b>Total Marks</b>	100	

**References:**

- 1) Skill Training for Social Workers , (A Mannual for Social Training Worker), Published by Karve Institute of Social Services, Pune by RumaBavikar, Geeta Rao.
- 2) Battacharya Sanjay, Social Work in Integrated Approach, New Delhi, Deep & Deep Pub. Pvt. Ltd.
- 3) Bhatt B.M. (1960) , Records of Group Work Practice in India, Baroda University, Baroda.
- 4) Delhi School of Social Work (1958), Field work records in Group Work and Community Organization, London, Tavistock Publication.
- 5) Corey Geral, (1977), Groups Process and Practice, USA : Brook/Code Publishing Company.
- 6) Douglas Tom (1977), Group and work Practice, London, Tavistock Publication.
- 7) Bumard D.- Counselling Skills Training, New Delhi, viva Books.

**Part- B****Syllabus Prescribed for 2022-23/ UG programme****Programme - BSW /B.A. in Social Work****Semester- II**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC 7	Human growth & Development	60

**COs:**

The students would be able to:

1. Describe the Characteristic Needs and normal development stages of the human life cycle.
2. Develop an overall understanding of principles of human growth.
3. Apply the knowledge of human growth & behavior in social work practice.
4. Analyze the interaction of development & behavior

Unit	Content
<b>Unit I</b>	<p><b>Introduction to Human Growth &amp; development</b></p> <ol style="list-style-type: none"> <li>1. Meaning, importance, characteristics &amp; the principle of growth &amp; development</li> <li>2. Periods /Stages of life span</li> <li>3. Difference between growth &amp; development,</li> <li>4. Role of heredity &amp; environment in growth &amp; development,</li> <li>5. Approaches to study of human development: Longitudinal, Cross-Sectional Studies, Sequential Study.</li> <li>6. Theories of Human Development: Freud: Psychoanalytical / Psychosexual, Erikson: Psychosocial development, Piaget: Cognitive Development, Maslow: Self actualization</li> <li>7. Reproduction system of Male &amp; female, beginning of life</li> <li>8. Prenatal: conception, Characteristics of Prenatal development, Stages of prenatal development,</li> <li>9. Types of birth: Natural or Spontaneous Birth, Breech Birth, Transverse Birth, Instrumental Birth, and Caesarean Section</li> <li>10. Factor affecting prenatal development</li> </ol> <p style="text-align: right;"><b>(15 periods )</b></p>
<b>Unit II</b>	<p><b>Infancy</b></p> <ol style="list-style-type: none"> <li>1. Characteristic of Infancy,</li> <li>2. Major adjustment in infancy period,</li> <li>3. Physical, Social, &amp; Cognitive development.</li> <li>4. Developmental task &amp; problem</li> </ol> <p><b>Babyhood</b></p> <ol style="list-style-type: none"> <li>1. Nature of Babyhood</li> <li>2. Nature of Child: Feeding, bath, cloth, sleep</li> <li>3. Characteristic of babyhood</li> <li>4. Physical development; Physical Growth, Central nervous system, sensory capacities, motor development, Cognitive development:</li> <li>5. Speech &amp; language development: Pre speech development, Learning of Language,</li> <li>6. Factors influences on early language development</li> <li>7. Emotional development: Major emotions during babyhood &amp; Social Development</li> <li>8. Application : Parenting style &amp; It's Effects on Child development</li> </ol> <p style="text-align: right;"><b>(15 periods )</b></p>
<b>Unit III</b>	<p><b>Childhood</b></p> <ol style="list-style-type: none"> <li>1. Nature of Childhood</li> <li>2. Characteristic of early &amp; late Childhood</li> <li>3. Physical, cognitive, social development</li> <li>4. Mental health of child and its treatment technique</li> <li>5. Developing self : Self-concept, understanding emotion, self esteem</li> <li>6. Application- Behavioral problem in childhood.</li> </ol> <p><b>Puberty &amp; Adolescent</b></p> <ol style="list-style-type: none"> <li>1. Characteristic of Puberty &amp; adolescent</li> <li>2. Physical, Social &amp; Cognitive Development Milestone</li> <li>3. Challenges &amp; Issues in adolescence Development</li> <li>4. Relationship with family &amp; peer</li> </ol>

	5. Adjustment in adolescence 6. Physical & Mental Health in adolescence <p style="text-align: right;"><b>(15 periods )</b></p>
<b>Unit IV</b>	<b>Adulthood &amp; Aging 20 marks</b> 1. Early, Middle & Late Adulthood: Characteristic, development Problem & adjustment 2. Physical Development in Early Adulthood, 3. Behavioural Influence on Health & fitness 4. Starting a career Foundation of Intimate Relationship 5. Marriage, Divorce,& Remarriage 6. Nature & Physical Development in Middle adulthood, Health in Middle adulthood 7. Work in middle Adulthood, Change in Relationship at Middle Life 8. Physical Changes in Aging /Late Adulthood 9. Physical & Mental Health Aging /Late Adulthood 10. Relationship in late life (Aging) Death & Bereavement 11. Challenges & problem in Aging <p style="text-align: right;"><b>(15 periods )</b></p>
<b>*SEM</b>	
<b>Skill Enhancement Module:- (Any one of the following activities)</b> 1. Seminar presentation on any of the relevant topics from the syllabus 2. Agency Visit & Report Submission 3. Case studies & Report Submission 4. Visits to special schools (Observations and reports) 5. Any other activity & Report Submission.	

Note: - Above Mentioned activity should be related to Syllabus only.

**Reference Books:**

- Baltes, P.B.(Ed.) (1978) Life Span Development and Behaviour, New York, Academic Press, Inc.  
Bronfenbrenner, U.1979 The Ecology of Human Development, Cambridge: Harvard University Press.  
Chowdary, D.P. 1992 Aging and the aged, New Delhi: Inter-India Publications. Clarke-Steward, A. Child Development: A Tropical Approach: ( Four Unit )
- S.and Kochi. J. 1985 Das and Dash The Psychology of Poverty.
- Gard, P.and Parikh, I. 1970 Indian Youth at the Crossroads: Profiles in identity.
- Gore, M.S. 1978 Changes in the family and the process of socialization in India in Anthony, E.J. & Colette, C.(Eds). The child in his family. Wiley, 365,374
- Gore, M.S. 1992 Aging and the future of the human being. The Indian journalof social work, 53(2),
- Gore, M.S.1978 Changes in the family and the process of socialization in India in Anthony, E.J.& Colette The child in his family, Wiley, 365-374.210-219. , C.(E and Development")
- Rogers, D. 1977 Child Psychology, Monterey, C.A. Brooks/cole Publishing company. ( For environmental effects, systems perspective personality development, emotional development and cultural influences See chapters 2,4,7,8,9,11,13,14.
- Kail, R. V. and Cavanagh, Human Development, Pacific Grove, CA: Brooks/CoreJ.C. 1996 Publishing compara  
Kakar, S.1979 Indian childhood, cultural ideals and social reality, Delhi oxford university Press.
- Katkar, S.1982 Identity and adulthood, Delhi: oxford University Press.
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- Kaplan, P.s. 1988 The Human odyssey : Lifespan development, St.Paul, Westpublishing company. Kapur, M. 1955 Mental Health of Indian Children, Delhi: Sage publications. Le francois, G.R. 1990 The Life Span, Third Edition, University of Alberta.
- Le francois, G.R.1990 The Life span, Third edition, university of Alberta. Magmesson, D and Allen. Human Development : An International Perspectives.

13. New V.C. 1983 York; Academic Press. Chapters 1.5,6,11,14,16,19,21. Maier, H.W.1965 Three theories of Child Development.
14. N.Y. Harper and Rows Misra. G.(Ed) 1990 Social Psychology in India, New Delhi: Sage Publications (For the topic "Deprivation Rapoport, Rhona and Growing through Life, Lifescycle Book, New York, Harper Rapoport, Robert 1980 Row, Publishers.
15. Schiamberg, L.B.1985 Human Development, N.Y. L. Macmillan Publishing Seifert, K.Hoffnug. Life Span development 2nd ed. New York Hoghton R.J.et.al. 2000 Mifflin co.
16. Berger, K.S. The Developing Person through Childhood and Adolescence (2nd Edition, 1980), Worth Publisher, Inc.
17. Berk, L.E. Development through the Life span (3rd Edition, 2007), Pearson Education, Delhi.
18. Goodman, S. You and Your Child: From Birth to Adolescence, Rand Mc Mally and Company.
19. Hurlock, E. B. Child Development (6th Edition 1978), Tata McGraw Hill Publishing Company Limited, New Delhi.
20. Hurlock, E. B. Developmental Psychology: A Life Span Approach (THM 5th Edition 1981), Tata McGraw Hill Publishing Company Limited, New Delhi.
21. Papalia,D.E.,Olds, S.W. & Feldman,R.D. Human Development (9th Edition, 2004), Tata Hill Publishing Company Limited, McGraw Hill publishing company Ltd. New Delhi.
22. डॉ. रा. र. बोरुडे , डॉ. मेघा कुमठेकर , डॉ. शीला गोलविलकर. ( २०१३) िैकाविक मानािाशात्र , पुणे विद्यार्थी गृह प्रकाशन, पुणे .
23. डॉ. शवशकांत खलाणे (२०१४) िैकाविक मानिशास्त्र, अर्थित पब्लिकेशन्स, धुळे.
24. डॉ. पुरुषोत्तम बोरकर (२००९) मानिशास्त्र मानिी िाढ आवण विकारि, वपांपळापुरे बुक डीस्ट्रीब्यूटिव
25. काांडलकर एल. मानि विकारि, (प्रथम अिृती २०००) श्रीविद्या प्रकाशन, नागपूर. प्रभू व्ही. वनरामय कामजीिन, (१९८२) मॅजेब्लस्टक प्रकाशन मुंबई.
26. भाबियांत ऐ. आर. ; भाबियांत, पी.आर.मानि िैकाविक मानिशास्त्र (प्रथम अिृती २००३) रेणुका प्रकाशन, औरंगाबाद. .
27. िराडपाांडे एन. बाल विकारि, (वतिरी अिृती २०००) पुणे विद्यार्थी गृह प्रकाशन पुणे.
28. वहरै, आर. ऐ; तडिरे, व्ही.डी. िैकाविक मानिशास्त्र, (दुिरी अिृती १९९९) फडके प्रकाशन, जळगाि.

**Part- B****Syllabus Prescribed for 2022-23/ UG programme****Programme - BSW /B.A. in Social Work****Semester- II**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-8	Sociology for Social Work	60

**COs:**

The students would be able to:

1. Describe basic sociological concept, tools and techniques in Sociology
2. Achieve the scientific knowledge
3. Develop the ability to critically analyze the problems of individual and community
4. Interpret social happenings
5. Correlate sociology and social work

Unit	Content
<b>Unit I</b>	<b>Concept of Social Change and Modernization</b> <ul style="list-style-type: none"> <li>• Meaning and Definition of Social Change</li> <li>• Characteristics of Social Change</li> <li>• Types of Social Change</li> <li>• Meaning and Definition of Modernization</li> <li>• Characteristics of Modernization</li> <li>• Urbanization, Westernization,</li> </ul> <p style="text-align: right;"><b>(15 periods )</b></p>
<b>Unit II</b>	<b>Social Movement</b> <ul style="list-style-type: none"> <li>• Definition of Social Movement</li> <li>• Nature of Social Movement</li> <li>• Social Movements: Determinants</li> <li>• Causes and Consequences of Social Movements</li> <li>• Types of Social Movements</li> </ul> <p style="text-align: right;"><b>(15 periods )</b></p>
<b>Unit III</b>	<b>Individual and Society</b> <ul style="list-style-type: none"> <li>• Culture- Definition, Characteristics and cultural diversity</li> <li>• Socialization- Definition, Stage, Re-socialization</li> <li>• Social Control- Definition of Social control</li> <li>• Social Mobility- Definition and Nature of Social Mobility</li> </ul> <p style="text-align: right;"><b>(15 periods )</b></p>
<b>Unit IV</b>	<b>Types of Community</b> <ul style="list-style-type: none"> <li>• Meaning and Definition of Community</li> <li>• Tribal community- Meaning, Definition, Characteristics</li> <li>• Rural Community- Meaning, Definition, Characteristics</li> <li>• Urban Community- Meaning, Definition, Characteristics</li> <li>• The Changing nature of tribal, rural and urban communities</li> </ul> <p style="text-align: right;"><b>(15 periods )</b></p>
<b>*SEM</b>	
<ul style="list-style-type: none"> <li>• To write an assignment on basic sociological concept</li> <li>• To write report on changing social movement</li> <li>• To write an article on social modernization and issues</li> <li>• To write syllabus based innovative project</li> <li>• To do group discussion</li> <li>• To take the seminar of students on social concept</li> <li>• To visit tribal and rural areas</li> </ul>	

**Reference Book:**

- (१) समाजशास्त्रीय संकल्पना व व्याप्ति - डॉ.जोती डोईफोडे
- (२) समाजशास्त्रातील मुलभूत संकल्पना - डॉ.सर्जेराव साळुंखे
- (३) समाजशास्त्रातील मुलभूत संकल्पना - रा.ज.लोटे
- (४) समाजशास्त्र के मुलतत्व - डॉ. संजीव महाजन
- (५) भारतीय समाजव्यवस्था - प्रा.रा.ना.घाटोळे
- (६) समाजशास्त्रीय संकल्पना आणि सिद्धांत - डॉ. प्रदीप आगलावे

- (७) An Introduction to Society - Vidya Bhushan  
 (८) सामाजिक विचारोंका इतिहास - आर.के.स्तोमी  
 (९) समाजशास्त्राची मुलतत्वे - प्रशांत कुमार  
 (१०) समाजशास्त्र मुलभूत संकल्पना - डॉ.भा.कि.खडसे

**Part- B**

**Syllabus Prescribed for 2022-23/ UG programme**

**Programme - BSW /B.A. in Social Work**

**Semester- II**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-9	<b>Working with Individual (Social Case Work)</b>	<b>60</b>

**COs:**

The students would be able to:

- 1) Analyze Concept, Case Work Process, tools and techniques and their application in Social Work Practice.
- 2) Develop skills of Observation, Listening, Interviewing and Home Visits, Rapport, Building, Resource, Mobilization and Recording.
- 3) Develop the ability to critically analyze the problems of Individuals & Families.
- 4) Develop appropriate skills and attitude to work with Individuals & Families.
- 5) Describe importance and use of case work recording, its types.
- 6) Apply Social Case Work methods in different settings of Social Work.

Unit	Content
<b>Unit I</b>	<b>Concept, History &amp; Development</b> <ul style="list-style-type: none"> <li>▪ Concept and Definition of Social Case Work</li> <li>▪ History &amp; Development of Social Case Work</li> <li>▪ Basic Assumptions, Values and Principal of Social Case Work</li> <li>▪ Importance &amp; Scope of Social Case Work</li> <li>▪ Components of Case Work: Person, Problem, Place, Process</li> </ul> <p style="text-align: right;"><b>(15 periods )</b></p>
<b>Unit II</b>	<b>Understanding Individuals &amp; Families</b> <ul style="list-style-type: none"> <li>▪ Individual Nature &amp; Needs</li> <li>▪ Stages of development with reference to Indian Families</li> <li>▪ Understanding family as social system</li> <li>▪ Problems Faced by Individual &amp; Families</li> <li>▪ Concept of Social Role, Functioning and Coping</li> </ul> <p style="text-align: right;"><b>(15 periods )</b></p>
<b>Unit III</b>	<b>I Therapeutic Approaches &amp; Process of Social Case Work</b> <ul style="list-style-type: none"> <li>▪ Phases of Case Work: Study, Assessment, Intervention, Evaluation, Termination, Follow Up</li> <li>▪ Client Worker Relationship</li> <li>▪ Social Diagnostic Approach, Problem Solving Approach, Crisis Intervention Approach, Functional Approach, Holistic Approach</li> </ul> <p style="text-align: right;"><b>(15 periods )</b></p>
<b>Unit IV</b>	<b>Tools, Techniques, Skills &amp; Intervention in Social Case Work</b> <ul style="list-style-type: none"> <li>▪ Skills: Communication, Rapport Building, Listening, Observation, Home Visit</li> <li>▪ Interviewing &amp; Its types &amp; process in Social Case Work</li> <li>▪ Recording: Intake Sheet, Narrative Report, Process Report, Problem Oriented Report &amp; Importance of Record Keeping</li> <li>▪ Techniques: Supportive techniques, Environment Modification, Enhancing Information, Resource Enhancement, Referral.</li> <li>▪ Social Case Work Intervention in different settings: Medical, Correctional &amp; Rehabilitation Centers, Schools, Elderly Care Homes</li> </ul> <p style="text-align: right;"><b>(15 periods )</b></p>
<b>*SEM</b>	
<b>Skill Enhancement Module (any two of the following)</b> <ul style="list-style-type: none"> <li>▪ Subject based Innovative Activity / Project.</li> <li>▪ Take any example &amp; prepare a comprehensive treatment plan for client in any setting.</li> <li>▪ Interview a person having problem and prepare an Interview report.</li> <li>▪ Home visit in any setting and prepare Home Visit Report.</li> <li>▪ Visit any Children in difficult situation and prepare an Individual Care Plan (ICP).</li> <li>▪ Identify &amp; List out Rehabilitation Services and Agencies in your area for any</li> </ul>	

one of the following: Drug abuser/ Victim of Domestic Violence/ Children in difficult situation/ terminally ill patients/ person with disability

#### References:

- 1) व्यक्तिसहअर्थ) कार्य-, व्याख्या, सिद्धांत- 1-भाग (डॉप्राजक्ता टांकसाळे ., श्रीमंगेश प्रकाशन ., नागपुर.
- 2) व्यक्तिसह- 2-भाग (विविध घटक व दृष्टिकोण) कार्य-डॉप्राजक्ता टांकसाळे ., श्रीमंगेश प्रकाशन ., नागपुर .
- 3) व्यक्तिसहमुलाखतीचे टप्पे) कार्य-, नाते संबंध, अहवाल लेखन- 3-भाग (डॉप्राजक्ता टांकसाळे ., श्रीमंगेश प्रकाशन ., नागपुर.
- 4) व्यावसायिक समाजकार्य - (शिक्षण व व्यवसाय) डॉ.ेवानंद शिंदे, डायमंड प्रकाशन, पुणे .
- 5) समाजकार्य सिद्धांत और व्यवहारसिंह प्रकाशन केंद्र .के - , सीतापुर रोड, लखनऊ.
- 6) समाजकार्य पद्धती, क्षेत्र, विचारधारा व समाजसुधार - डॉसंजय साळीवकर ., श्रीमंगेश प्रकाशन ., नागपुर.
- 7) Skill Training for Social Workers (A Manual for Social Training Worker), Published by Karve Institute of Social Sciences, Pune by RumaBawikar, GeetaRao.
- 8) Mathew, Grace. 1992. *An Introduction to Social Case Work*. Bombay: Tata Institute of Social Sciences.
- 9) Perlman, H. H. 1957. *Social Case Work: A Problem Solving Process*. Chicago: The University of Chicago Press.
- 10) Upadhyay, R.K. 2010. *Social Case Work: A Therapeutic Approach*. Jaipur: Rawat Publications.
- 11) Banerjee G.R. (1967), *Concept of being and Becoming in the Practice of Social Work*, Mumbai :Tata Institute of Social Science.
- 12) Rameshwari Devi, Ravi Prakash (2004) *Social Work Methods, Practices and Perspectives (Models of Casework Practice)*, Vol.II, Ch. 3, Jaipur :Mangal Deep Publication.
- 13) Friendlander W.A. (1987) *Concept and Methods of Social Work*, Englewood Cliffs, PrenticeHall.
- 14) Keats, Daphne (2002) *Interviewing—A Practical Guide for Students and Professionals*, New Delhi: Viva Books Pvt. Ltd
- 15) Fischer Joel, (1978), *Effective Case Work Practice : An Eclectic Approach*, New York : McGrawHill book Com.
- 16) Mathew G. (1987), *Case Work in Encyclopaedia of Social Work in India*, Delhi : Ministry of Social Welfare.
- 17) Pippins J. (1990) *Developing Case Work Skills*, Caliph : Sage Publication.
- 18) Richmond M.E. (1922), *What is Social Case Work ? An Introductory description*, New York :Russell, Sage Publication.
- 19) Hamilton, Gordon (2013) *The Theory and Practice of Social Case Work*, Rawat Publication, New Delhi
- 20) Timms N., (1972), *Recording in Social Case Work*, London :Routledge and Kegan Paul.

**Part- B**

Syllabus Prescribed for 2022-23/ UG programme

Programme - BSW /B.A. in Social Work

Semester- II

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(No. of Periods/Week)
DSC-10	Field Work (Social Work Practicum)	60

**Notes :**

A) No Grace Marks shall be allowed for Passing in Social Work Practicum.

B) The social work practicum of student shall be supervised by the Social Work Faculty Supervisor

Sr.No.	Components	Marks Allowed	Type of Activity
1	<b>Case Study</b> *No. of Case – 01 1) Selection of Case 10 2) Quality of Work & outcome 10 3) Report writing 20	<b>40</b>	Individual
2	<b>Skill Laboratory</b> (Minimum one activity to one group) (Paper Presentation, PPT Making, Poster Presentation, Role Play, News Making, Creative Thinking, Book Review, Conversation Skill etc.) 1) Attendance 10 2) Performance 10 3) Report Writing 20	<b>40</b>	<b>GroupWise</b> (Supervisors are advised to assign different activity to each group )
3	<b>Internal Viva-Voce</b> 1. Case Study 8 2. Skill Laboratory 8 3. General 4	<b>20</b>	<b>Individual Activity</b>
	<b>Total Marks</b>	100	

**References:**

1. Skill Training for Social Workers , (A Manual for Social Training Worker), Published by Karve Institute of Social Services, Pune by RumaBavikar, Geeta Rao.
2. Battacharya Sanjay, Social Work in Integrated Approach, New Delhi, Deep & Deep Pub. Pvt. Ltd.
3. Bhatt B.M. (1960) , Records of Group Work Practice in India, Baroda University, Baroda.
4. Delhi School of Social Work (1958), Field work records in Group Work and Community Organization, London, Tavistock Publication.
5. Corey Geral, (1977), Groups Process and Practice, USA : Brook/Code Publishing Company.
6. Douglas Tom (1977), Group and work Practice, London, Tavistock Publication.
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**Part- B****Syllabus Prescribed for 2022-23/ UG programme****Programme - BSW /B.A. in Social Work****Semester- II**

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(No. of Periods/Week)
DSC-11	Family and Child Welfare	60

**COs:**

The students would be able to:

- 1) Define the concept of Welfare of family and child
- 2) Recognize skills to work with Family and Child
- 3) Identify Family and Child issues in the society
- 4) Apply techniques of practice with family and child
- 4) Create Awareness Campaign of Government schemes related to Child and Family

Unit	Content
<b>Unit I</b>	Family as an Institution its Function and Importance. <ul style="list-style-type: none"> <li>• Meaning, Concept and Objectives of Family Welfare.</li> <li>• Problems related to Family and Types of Family.</li> <li>• Impact of Modernization on Family.</li> <li>• Family dynamics – Power, role and patriarchy in family.</li> </ul> <p style="text-align: right;"><b>( 15 periods)</b></p>
<b>Unit II</b>	Social work Practice with Families. <ul style="list-style-type: none"> <li>• Crisis Intervention and Family advocacy.</li> <li>• Creating public awareness for promoting family rights and responsibilities.</li> <li>• Family life education and family counseling.</li> <li>• Current family planning programmes, and role of social worker in relation to family planning.</li> </ul> <p style="text-align: right;"><b>(15 periods)</b></p>
<b>Unit III</b>	Legislation and Policy Issues in Family and Child Welfare. <ul style="list-style-type: none"> <li>• Constitutional provisions for protection and welfare of children.</li> <li>• National policy for children – Salient features, priority areas and gaps.</li> <li>• National policy for women – National Perspective Plan for Women’s Development, National Commission on Women.</li> </ul> Juvenile Justice Act – 2015, Child labour (Prohibition and Regulation) Act ,1986 (Amendment , 2016), Hindu Adoptions and Maintenance Act, 1956, and Need for developing Comprehensive family policy in India. <p style="text-align: right;"><b>( 15 periods)</b></p>
<b>Unit IV</b>	Working with Family and Children. <ul style="list-style-type: none"> <li>• Family Therapy.</li> <li>• Child Welfare – Concept, Definition and Importance.</li> <li>• Problems faced by Children - Child Labour, Child Abuse and Neglect and Female Feticide.</li> <li>• Child Welfare Services – Adoption, Foster Care, Integrated Child Welfare Services.</li> </ul> <p style="text-align: right;"><b>( 15 periods)</b></p>
<b>Unit V</b>	Basic Skill enhancement module (Any one of the following )

	<p>Visit to JJB, Visit to CWC, Visit to Balgruh, Survey of Street Children, Case study of victim (Women &amp; child), Awareness Campaign of government schemes related to Child and Family, Child &amp; Family related project- Training design</p> <p style="text-align: right;"><b>( 15 periods)</b></p>
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**References :**

1. Barooh,B. Child Welfare.
2. Devi, L. Encyclopedia of Child Welfare Vol (I - VI).
3. Gokkale, S.D & Lohani N.K. (1979), Child in India,Bombay: Lomaria Publication.
4. Govt.of India (2003) – India: A reference Annual, New Delhi: Ministry of Information and Broadcasting, Govt.of India.
5. Govt.of India – National Perspective Plan for Women – Deptt. of Women & Development.
6. Hartman,A and Laird, J. – Family Centred Social Work Practice, New York: The Free Press.
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8. India: Ministry of Welfare (1994) – India’s Commitment to Family well Being, An Overview of the Report of the National Seminar on International Year of the Family, Bombay: TISS.
9. Jharana Swain : Family and Child Welfare (FCW).
10. Jayapalan N. (2001) Indian Society & Social Institutions – Vol. I, New Delhi: AtlanticPublishers & Distributors.
11. Khasgiwala.A. (1993) – Family Dynamics: Social Work Prospective,New Delhi: Anmol.
12. Kohli A.S and Sharma S.R (1997), Health Family Planning and Social Welfare, New Delhi: Anmol Publication Pvt.Ltd.
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14. Larlton E, Munson (1983) Social Work with Families – Theory and Practice, New York:The Free Press.
15. Nichols,Michall P. & Richard, C (1991) (2nd edition), Family Therapy Concepts and Methods, London : Allyn and Bacob.
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**Part- B**

**Syllabus Prescribed for 2022-23/ UG programme**

**Programme - BSW /B.A. in Social Work**

**Semester- II**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC – 12	Personal and Professional skills for Social Work Intervention	60

**COs:**

The students would be able to:

1. Think critically about societal and ecological issues.
2. Develop appropriate skills and attitudes to work with Individuals, groups, and communities.
3. Develop personal and professional skills for a social worker in the social work profession.
4. Create awareness of the significance of soft skills in professional and interpersonal communications and facilitate the all-around development of the personality.
5. Identify, compare and relate interpersonal and management skills required for social work professionals.

Unit	Content
<b>Unit I</b>	<ul style="list-style-type: none"> <li>● Definition and meaning of skills in the social work profession.</li> <li>● Importance, Objectives, Goals, and Characteristics of Personal and professional skills for social workers in the social work profession</li> <li>● Components of professional Social work- knowledge, skills, Attitudes, values, and ethical consideration</li> <li>● Basics of Personal skills, Professional skills, Life Skills, Soft skills and Hard skills in the social work profession, acquiring barefoot technical knowledge for working in a Multidisciplinary team.</li> </ul> <p style="text-align: right;"><b>( 15 periods)</b></p>
<b>Unit II</b>	<p><b>Personal and life skills</b> - Self-awareness, Empathy, Assertiveness, Interpersonal relationship, Effective Communication, Creative thinking, Critical thinking, Decision making, Problem-solving, Coping with stress, Goal Setting, Organization, Active listening, Self-care, Cultural competence, Patience.</p> <p style="text-align: right;"><b>( 15 periods)</b></p>
<b>Unit III</b>	<p><b>Professional skills</b>- Active listening, Emotional Intelligence, Organization skills, Tolerance, setting boundaries, Objectivity, Analytical skills, Time Management, Persuasion, Counseling skills, Negotiating skills, Recordkeeping, Mediation skills, Advocacy skills, Evaluation and Basics of event management, making a CV and resume</p> <p style="text-align: right;"><b>( 15 periods)</b></p>
<b>Unit IV</b>	<p><b>Hard skills</b>- Initial Contact skills with client groups, Interviewing skills, recording skills, fundraising and resource mobilizing, writing skills, Report writing skills, Presentation skills, Leadership, Public speaking, communication skills,</p> <p style="text-align: right;"><b>( 15 periods)</b></p>
<b>*SEM</b>	

**Skill enhancement module**

Digital literacy and effective use of online tools for educational purpose(ex: use of google tools, email, docs,ppt,excel), referencing & types of referencing, pros and cons of social media and perspective building, Ethical consideration in digital literacy(Ex; record-keeping via camera, videography), Using MOOC portal (Ex: SWAYAM), Use of digital archives for educational purpose.

**References:****English references**

- Cournoyer, Barry (2000) Social Work Skills Workbook, Third Edition, California: Wordsworth Publishing Company.
- Deshmukh, Anant(2021) Life and Soft Skills Education For Social Worker,Current Publication Agra.
- Pawar,M. hunna, G. and shreedan, R.(2004) International Social Work Practicum in India Astrilian Social Work 53(3)
- PatkarPravin, (1999) Field Work, Granthali Publication, Mumbai
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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
- Singh R.R. (ed) (1985), Field Work in Social Work Education: A Perspective for Human Service Profession, New Delhi, Concept Publishing Company.
- SudhaDatar and at. al. (ed) (2009) Skill Training for social workers: A Manual, Sage Publication, New Delhi.

मराठी संदर्भ -

- मित्रांना शत्रू करू नका ! - डॉ. आ. ह. साळुंखे, लोकायत प्रकाशन, सातारा
- परिवर्तन: शास्त्रही, कलाही - डॉ. आ. ह. साळुंखे, लोकायत प्रकाशन, सातारा
- प्रेषित - खलील जि ब्रान

Online references

- ‘The Social Dilemma’ (2020) documentary on Netflix
- ‘The social networking’ documentary - Netflix
- ‘Tales by Light (2015) documentary - Netflix
- Minimalism: A Documentary About the Important Things (2015) - Netflix
- Explained (2018) • Documentary • 3 seasons - Netflix
- Swayam Central - <https://swayam.gov.in>

For Internal 20 Marks- Assignment, Subject-based Innovative Activity/Project,