

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 |
|---|--|
| Unit I | PROSE 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) (15 Periods) |
| Unit II | POETRY 1) The Railway Clerk (Nissim Ezekiel) 2) Trees (Keshav Meshram) 3) Stopping by Woods on a Snowy Evening (Robert Frost) 4) Prospice (Robert Browning) (15 Periods) |
| Unit III | LETTER WRITING 1) Application for a Job 2) Letter to Field Work Agency 3) Letter to Principal (15 Periods) |
| Unit IV | GRAMMAR 1) Articles 2) Prepositions (15 Periods) |
| *SEM | |
| * 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 | ejkBh laHkk''ku dkS'kY | 60 |

मराठसंभाजन कौशलय

पाठयपुस्तक - वैखरभाग - 1 (संत गाडगेबाबा अमरावती ढणयापीठ संपादत)

ढषय ङणपती -

1. या अणयासण माणया अंती ढदयाथमराठभाषेत कौशलयपुणसंवाद साधू शकतील.
 2. नोकरणया ढटक्रोणातून पणयवहार कसा करावा याढषयी कौशलय ढणत करेल
 3. मराठणयाकरणाणया चुकांची पुनरावृती टाळणया जाईल
 4. अहवाल लेखनात सुधारणा होतील.
 5. कायण मांचे सुणसंचालन, ढयासाठणलागणारे कौशलय हणतगत करेल
 6. लेखन कौशलय ढणत होवून ढयामणयमातून लेख, नाटक्रा, पथनाटय अशा ढवयपाचे लेखन कणन ढयावसायीक संधी ढणत होतील
 7. वृणत पण लेखन, बातमी तयार करणे अषा ढशयांणये ढदयाथणतण ढहणून कायक्रायला लागेल.
- अणयासण म

अ) वैचाणक ढभाग

1. हा ढणयेचा समय आहे! 6 शाहू महाराज
2. इण्ट असेल ते बोलणार व साणय असेल ते करणार - गो. ग. आगरकर
3. ढवत: सुधारणयाशीवाय इतरांना तुणहणकाय ढशकाढणार? 6 डॉ बाबासाहेब आंबेडकर
4. साण र कणसाथक - ढनोबा भावे
5. राणसंतांचा देव - सुदाम सावरकर
6. पुणश ढहणजे सूयढ्राण ढिणया सूयफूल ? - ढाया दातार

ब) लणलत ढभाग

7. महासपण ढवाकर
8. ढवाळी - उण व शेळके
9. उपभोगण ढत समाज सुसणकृत असू शकतो काय? - भा. ल. भोळे
10. चटके - बाबाराव मुसळे
11. सवाण ढस्रमा इंगोले
12. आईचे डोळे - ढवीण दवणे

क) कणवता ढभाग

13. संतवाणी - 1. ढनेणवर 2. नामदेव 3. जनाबाई 4. चोखामेळा
14. नवा शीपाई 6 केशवसुत
15. ढरस्राचं देनं घेनं - बाहणाबाई चैधरण
16. स्रलाव - कुसुमा ढज
17. जीवनाचा ढघरणवासी - भाऊ भालेराव
18. वेदनेचा वेद झाला - मधुकर केचे
19. या जीवनात केणहा - उ. रा. ढरण
20. खापराचे ढवे - ढणल वाघ
21. पेटवूनका देश - ढझाणफणअहमद बेग
22. माणसे गेलणकुठे ? - बबन सराडकर

ड) ढयावहाणक मराठण

- अ. ढनबंध लेखन (कोणणयाहणसामाजिक ढशयावर 300 शणदांचा एक ढनबंध)
- ब. पणलेखन - आढनंदन पण, आभार पण, ढनमणण पण, आढणाय पण (यापैकणदोन पण स्रहावयास येतील)

इ) कौशलय सुधारणा ढशयक बाबी

हा अंतगत्त गुणांसाठछा भाग असेल. या मध्ये 20 व्रण्यायांचा एक गट तयार केला जाईल व या माध्यमातून व्रण्यायांच्या कौशळ्य व्रशयक गुणांचा व्रकास करणा-या बाबींचे ँन कण व्रण्या जाईल.)

अ. वाचन कौशळ्य, लेखन कौशळ्य, भाशण कौशळ्य, संभाषण कौशळ्य, संचालन कौशळ्य, मुलाखत, भूमका लेखन, अहवाल लेखन, शुभ लेखन या संबंधी व्रण्यायांना आवयक ँया बाबी गटाया माध्यमातून शीकव्रया जातील. जेणेकण ँयांचा कौषळ्य व्रकास होईल.

ब. ँथुलवाचन - यामध्ये 20 व्रण्यायांच्या ँयेकएका गटास खालव्रपैकएक पुतक वाचयकव्रता व्रले जाईल व ँया पुतकाचे पव्रण कण घेयात येईल. जेणेकण ँयांना वाचनाची आवड व्रमाषा होईल व वाचन कौशळ्य व्रकव्रत होईल.

- 1.शामची आई - साने गुणजी
2. युवकांना आवाहन - ँवामी व्रवेकानंद
3. ँमगीता - तुकडोजी महाराज
4. अण्णपंख - डॉ. ए. पी. जे. अदूल कलाम
5. छावा 6 शीवाजी सावंत यांची कादंबरा

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 |
|-----------------|---|
| Unit I | <p>Introduction</p> <p>concept, history, and definition of psychology, goals of Psychology, branches of Psychology (Clinical, educational, Counseling, Development, Social industrial, development, comparative)</p> <p>Perspectives in Psychology:- Structuralism, Functionalism, Gestalt, Psychoanalysis, Behavioral, Humanistic, Cognitive, Socio-cultural, Bio psychological.</p> <p>Relation of psychology to social work,</p> <p style="text-align: right;">(15 periods)</p> |
| Unit II | <p>Perception: Nature & Definition of Perception, laws of Perceptual Organization, Perceptual Constancies ó Size, Shape, and Brightness, Depth perception, Factors influencing Perception.</p> <p>Attention – Definition, Types of attention, Determinants of attention, Span of Attention, Fluctuation of attention, Division of attention, and distraction of attention.</p> <p>Illusion</p> <p>Communication Nature & definition of Communication, Process of communication Forms of Communication: Verbal, Written, Oral, Paralanguage. Types of communication: One way, Two way, Direct & indirect. Barriers in communication Effective ways of Communication: By sender & By Receiver</p> <p style="text-align: right;">(15 periods)</p> |
| Unit III | <p>Motivation- Definition, Concept of Homeostasis, Motivational Cycle, Types of Motivation, Theories of Motivation- Arousal theory, Expectancy Theory, Cognitive Theory, and Maslow's hierarchy of need,</p> <p>Emotion – Definition, types of emotion, External & Internal Bodily Response Theories of Emotion ó James-Lange, Cannon-bard, Lazarus Theory, The facial feedback hypothesis,</p> <p>Learning – Definition, types of learning, Theories of Learning:- (Classical conditioning ó Pavlov's theory, Operant conditioning ó Skinner's theory, Cognitive learning ó Tolman, Observation Learning ó Bandura) Transfer of Learning & Types.</p> <p style="text-align: right;">(15 periods)</p> |

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| Unit IV | <p>Memory-</p> <ol style="list-style-type: none"> 1. Definition, 2. types of memory, 3. Methods of measuring memory. 4. Forgetting ó Definition, 5. Curve of forgetting, 6. Causes of forgetting, 7. Theory of forgetting (Decay Theory, Interference Theory, State dependence, 8. Memory Improvement techniques <p>Intelligence</p> <ul style="list-style-type: none"> o Intelligence: ó Definition, Theories of intelligence (Gardner, Sternberg, J. P. Das) o Concept and Distribution of IQ. o Emotional Intelligence:-Definition & its Components. <p>Personality:-Definition of Personality</p> <ul style="list-style-type: none"> o Personality Development: Heredity & Environment o Determinants of Personality o Personality assessment o Define self-concept, o Aspects of self-concept, o Component of self-concept, o development of positive self-concept, o Self-esteem, and improving self-esteem. <p style="text-align: right;">(15 periods)</p> |
| *SEM | |
| Skill Enhancement Module -(Any one of the following activities) | |
| <ol style="list-style-type: none"> 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 | |

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. Cicarelli, 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
5. Wadsworth Publishers.
6. Morgan, C.T., King, R.A., Weisz, J.R. &Schopler, J. (1986). Introduction to psychology (7th ed).
7. New Delhi: McGraw-Hill Book Company.
8. Introduction Psychology- Ernest R. Hilgard, Richard C Atkinson, Rita L. Atkinson, Oxford and IBH Publishing Co. New Delhi.
9. Introduction to Psychology- (seventh edition)- Clifford T. Morgan, Richard A. King. John R. Weisz, John Schopler.-Tata-McGraw-Hill.
10. Cicarelli, S.K., & Meyer, G.E. (2007). Psychology. New Delhi: Pearson Publishers.
11. Coon, D. &Mitterer, J.O. (2007). Introduction to Psychology (11th ed). New Delhi: ThomsonWadsworth Publishers.
12. Morgan, C.T., King, R.A., Weisz, J.R. &Schopler, J. (1986). Introduction to psychology (7th ed).New Delhi: McGraw-Hill book company.
13. Source Books ó
14. Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology. (Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd.
15. Ciccarelli, S. K. & Meyer, G. E. (2006). Psychology. Pearson Education inc. and Dorling Kindersley Publishing inc. New Delhi; first Indian reprint
16. Coon, D., & Mitterer, J. O. (2007). Introduction to Psychology: Gateways to Mind and Behaviour. (11th ed.) Wadsworth/Thomson Learning Publications, New Delhi; first Indian reprint 2007
17. Lahey, B. B. (2007). Psychology: An Introduction. (9th ed.). McGraw- Hill Publications, New York
18. Feldman, R. S. (2008). Understanding Psychology. (8th ed.). McGraw- Hill Publications, New York
19. पंडीत, वृहत्कण ँ गौरे (1999). सामांय मानसशां , नागपुर- पंपंमपलापूरे पंतीवेशन .
20. पांये ँडी. एस. (2004). मानसशां -एक पररचय, औंआबाद, पिं I बुक पंलंलशसस
21. बडगुजर ि शंदे (2001). सामांय मानसशां नाशीक- वंयंभू ँकाशन
22. इनामदान एम. के. गाडेकरे के. एन पाटील ए. एम (2005). आधूपनक मानसशां , पुणं ó डायमेंड पंतीवेशन
23. अंयंकर एस. अमं ता ओ. गोंीलीकर एस. (2006). मानसशां निंी पदंती-पीयरसन पंतीवेश
24. पंडीत, वृहत्कण ँ गौरे (२००४). सामांय मानसशां , नागपुर- पंपंमपलापूरे पंतीवेशन .
25. पांये ँडी. एस. (2004). मानसशां -एक पररचय, औंआबाद श्णुसका ँकाशन
26. बडगुजर ि शंदे (2001). सामांय मानसशां नाशीक- वंयंभू ँकाशन
27. इनामदान एम. के. गाडेकरे के. एन पाटील ए. एम (2005). आधूपनक मानसशां पूणं ó डायमेंड पंतीवेशन
28. अंयंकर एस. अमं ता ओ. गोंीलीकर एस. (2006). मानसशां निंी पदंती-पीयरसन पंतीवेशन
29. वेशि गाडेकर, मुतुंइ इनामदार, डॉ. अपनता पाटील, (२०१९) मानसशां ँवी मुलतंवे, डायमेंड पंतीवेशन , पुणं
30. डॉ. पज. बी. चौधरी डॉ. बी. एस. पार (२०१३) मानसशां ँवी मुलतंवे, शांत पंलंलवेशन , जळगांि.
31. म. न. पालासाने (२००६) संपापदत मानसशां , कॉंलिनैिल ँकाशन पुणं

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

Reference Book:

- (१) समाजशास्त्र की संकल्पना व व्याप्ति – डॉ.जोती डोईफोडे
- (२) समाजशास्त्र की मूलभूत संकल्पना – डॉ.सज्जद सादुल्लाह
- (३) समाजशास्त्र की मूलभूत संकल्पना – रा.ज.लोटे
- (४) समाजशास्त्र के मूलतत्त्व – डॉ. संजीव महाजन
- (५) भारतीय समाजशास्त्र – डॉ. ए.ए.ना.घाटगे
- (६) समाजशास्त्र की संकल्पना आणि सिद्धांत – डॉ. ए.दीप आगलावे
- (७) An Introduction to Society of Vidya Bhushan
- (८) Indian Society of S.C.Dube
- (९) Fundamentals of Sociology of Distance Education
- (१०) समाजशास्त्र की मूलभूत संकल्पना – डॉ.आ.कि.खडसे
- (११) Sociology of 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 | INTRODUCTION TO PROFESSIONAL SOCIAL WORK | 60 |

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 |
|--|---|
| Unit I | Social service in India -Traditional social work in India -Professional social work óConcept, Need, Definition, Objectives, Values, Goals, Principles -History of Social Work in India ,Social work in Ancient period ,Medieval period and Modern period (15 periods) |
| Unit II | Social vision of social Reformers - 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 (15 periods) |
| Unit III | Social Work as a Professional- -Introduction to Method of social work -Introduction to Field of social work -Similarities and differences between professional and Voluntary social work (15 periods) |
| Unit IV | Role of social Work- -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 (15 periods) |
| Skill Enhancement Module skill enhancement module- -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:

- 1½Llekttdk;Z MkW-th-vkj enu ¼1996½foods izdk+ku JfnYyh
- 2½Llekttdk;Z ifjp; Hkkjrh %gk ¼1999½ fon;k izdk+ku Jukxiqj
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- 8½ekuohgDd vkf.k llekftd U;k; ih-ds-dqGd.khZ¼2013½Mk;EkaM lkCYkhds+ku Jiq.ks
- 9½lekttdk;Z fl/nkar vkSj O;ogkj Jdqaojflag frykjk] izdk+ku dsanz Jy[kuÅ
- 1½Sing, k. 1998 *Social work Theory and Practice* : Prakashan Kendra ,Jaipur
- 2½ Harbert ,Stroup .*Social Work* :Evrasis publication Hous óDelhi
- 3½ Wadi,A.R. 1961 *History &Philosophy of Social Work in India*,Allied Publishers Private Limited

,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 | Orientation Visits (Agency Visits) *No. of Visit ó at least 3 1) Attendance 10 2) Behaviour & Performance during Visits 10 3) Report Writing 20 | 40 | |
| 2 | Skill Laboratory (Minimum 1 activity for one group) (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 | GroupWise (Supervisors are advised to assign different activity to each group) |
| 3 | Internal Viva-Voce 1. Agency Visits 8 2. Skill Laboratory 8 3. General 4 | 20 | Individual Activity |
| | Total Marks | 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 |
|-----------------|--|
| Unit I | <p>Introduction to Human Growth & development</p> <ol style="list-style-type: none"> 1. Meaning, importance, characteristics & the principle of growth & development 2. Periods /Stages of life span 3. Difference between growth & development, 4. Role of heredity & environment in growth & development, 5. Approaches to study of human development: Longitudinal, Cross-Sectional Studies, Sequential Study. 6. Theories of Human Development: Freud: Psychoanalytical / Psychosexual, Erikson: Psychosocial development, Piaget: Cognitive Development, Maslow: Self actualization 7. Reproduction system of Male & female, beginning of life 8. Prenatal: conception, Characteristics of Prenatal development, Stages of prenatal development, 9. Types of birth: Natural or Spontaneous Birth, Breech Birth, Transverse Birth, Instrumental Birth, and Caesarean Section 10. Factor affecting prenatal development <p style="text-align: right;">(15 periods)</p> |
| Unit II | <p>Infancy</p> <ol style="list-style-type: none"> 1. Characteristic of Infancy, 2. Major adjustment in infancy period, 3. Physical, Social, & Cognitive development. 4. Developmental task & problem <p>Babyhood</p> <ol style="list-style-type: none"> 1. Nature of Babyhood 2. Nature of Child: Feeding, bath, cloth, sleep 3. Characteristic of babyhood 4. Physical development; Physical Growth, Central nervous system, sensory capacities, motor development, Cognitive development: 5. Speech & language development: Pre speech development, Learning of Language, 6. Factors influences on early language development 7. Emotional development: Major emotions during babyhood & Social Development 8. Application : Parenting style & Its Effects on Child development <p style="text-align: right;">(15 periods)</p> |
| Unit III | <p>Childhood</p> <ol style="list-style-type: none"> 1. Nature of Childhood 2. Characteristic of early & late Childhood 3. Physical, cognitive, social development 4. Mental health of child and its treatment technique 5. Developing self : Self-concept, understanding emotion, self esteem 6. Application- Behavioral problem in childhood. <p>Puberty & Adolescent</p> <ol style="list-style-type: none"> 1. Characteristic of Puberty & adolescent 2. Physical, Social & Cognitive Development Milestone 3. Challenges & Issues in adolescence Development 4. Relationship with family & peer |

| | |
|---|---|
| | 5. Adjustment in adolescence 6. Physical & Mental Health in adolescence <p style="text-align: right;">(15 periods)</p> |
| Unit IV | Adulthood & Aging 20 marks 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;">(15 periods)</p> |
| *SEM | |
| Skill Enhancement Module:- (Any one of the following activities) 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.
- Katkar, S. 1970 Conflict and Choice-Indian youth in a changing society, Bombay :somaiya publications Katkar, Sudhir. 1978 Images of the Life cycle and adulthood in India, in Anthony, E.G. and Colette, c. (Eds.) Thechild in his family wiley, 319-332.
- 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. बोडे , डॉ. मेघा तुमठेकर , डॉ. शीला गोळविलकर. (२०१३) िैकाविक मानािाशा , पुणे विाथ गृह ाकाशन, पुणे .
23. डॉ. शवशकांत खलाणे (२०१४) िैकाविक मानिशा , अथिा पलिलेश ास, धुळे.
24. डॉ. पु षोम बोरकर (२००९) मानिशा मालिी िाढ आवण विकारि, वपांपळापुरे बुक डीीीयूटिव
25. काांडलकर एल. मानि विकारि, (थम अिी २०००) िीविा ाकाशन, नागपूर. ाभू ाडी. वनरामय कामजीिन, (१९८२) मॅजेलरूक ाकाशन गुंबई.
26. भाियांत ऐ. आर. ; भाियांत, पी.आर.मानि िैकाविक मानिशा (थम अिी २००३) णुका ाकाशन, औरंगाबाद. .
27. िराडपाांडे एन. बाल विकारि, (वतिरी अिी २०००) पुणे विाथ गृह ाकाशन पुणे.
28. वहडे, आर. ऐ; तडिरे, ाडी.डी. िैकाविक मानिशा , (दुिरी अिी १९९९) फडके ाकाशन, 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 |
|---|--|
| Unit I | Concept of Social Change and Modernization <ul style="list-style-type: none"> • Meaning and Definition of Social Change • Characteristics of Social Change • Types of Social Change • Meaning and Definition of Modernization • Characteristics of Modernization • Urbanization, Westernization, <p style="text-align: right;">(15 periods)</p> |
| Unit II | Social Movement <ul style="list-style-type: none"> • Definition of Social Movement • Nature of Social Movement • Social Movements: Determinants • Causes and Consequences of Social Movements • Types of Social Movements <p style="text-align: right;">(15 periods)</p> |
| Unit III | Individual and Society <ul style="list-style-type: none"> • Culture- Definition, Characteristics and cultural diversity • Socialization- Definition, Stage, Re-socialization • Social Control- Definition of Social control • Social Mobility- Definition and Nature of Social Mobility <p style="text-align: right;">(15 periods)</p> |
| Unit IV | Types of Community <ul style="list-style-type: none"> • Meaning and Definition of Community • Tribal community- Meaning, Definition, Characteristics • Rural Community- Meaning, Definition, Characteristics • Urban Community- Meaning, Definition, Characteristics • The Changing nature of tribal, rural and urban communities <p style="text-align: right;">(15 periods)</p> |
| *SEM | |
| <ul style="list-style-type: none"> • To write an assignment on basic sociological concept • To write report on changing social movement • To write an article on social modernization and issues • To write syllabus based innovative project • To do group discussion • To take the seminar of students on social concept • To visit tribal and rural areas | |

Reference Book:

- (१) समाजशास्त्रीय संकल्पना व व्याप्ति – डॉ. जोती डोईफोडे
- (२) समाजशास्त्रीतील मुलभूत संकल्पना – डॉ. सजदराव साकुंखे
- (३) समाजशास्त्रीतील मुलभूत संकल्पना – रा. ज. लोटे
- (४) समाजशास्त्री के मुलतव – डॉ. संजीव महाजन
- (५) भारतीय समाजव्यवस्था – ए. ए. ना. घाटोळे
- (६) समाजशास्त्रीय संकल्पना आणि सिद्धांत – डॉ. ए. दीप आगलावे

- (७) An Introduction to Society – Vidya Bhushan
 (८) सामाजिक विचारोंका इतिहास – आर.के.र.तोगी
 (९) समाजशास्त्र की मूलतथे – शांत कुमार
 (१०) समाजशास्त्र मूलभूत 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 | Working with Individual (Social Case Work) | 60 |

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

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 | Case Study *No. of Case – 01 1) Selection of Case 10 2) Quality of Work & outcome 10 3) Report writing 20 | 40 | Individual |
| 2 | Skill Laboratory (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 | 40 | GroupWise (Supervisors are advised to assign different activity to each group) |
| 3 | Internal Viva-Voce 1. Case Study 8 2. Skill Laboratory 8 3. General 4 | 20 | Individual Activity |
| | Total Marks | 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.
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 (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 |
|-----------------|--|
| Unit I | Family as an Institution its Function and Importance. <ul style="list-style-type: none"> • Meaning, Concept and Objectives of Family Welfare. • Problems related to Family and Types of Family. • Impact of Modernization on Family. • Family dynamics ó Power, role and patriarchy in family. <p style="text-align: right;">(15 periods)</p> |
| Unit II | Social work Practice with Families. <ul style="list-style-type: none"> • Crisis Intervention and Family advocacy. • Creating public awareness for promoting family rights and responsibilities. • Family life education and family counseling. • Current family planning programmes, and role of social worker in relation to family planning. <p style="text-align: right;">(15 periods)</p> |
| Unit III | Legislation and Policy Issues in Family and Child Welfare. <ul style="list-style-type: none"> • Constitutional provisions for protection and welfare of children. • National policy for children ó Salient features, priority areas and gaps. • National policy for women ó National Perspective Plan for Women's Development, National Commission on Women. Juvenile Justice Act ó 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;">(15 periods)</p> |
| Unit IV | Working with Family and Children. <ul style="list-style-type: none"> • Family Therapy. • Child Welfare ó Concept, Definition and Importance. • Problems faced by Children - Child Labour, Child Abuse and Neglect and Female Feticide. • Child Welfare Services ó Adoption, Foster Care, Integrated Child Welfare Services. <p style="text-align: right;">(15 periods)</p> |
| Unit V | 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 & child), Awareness Campaign of government schemes related to Child and Family, Child & Family related project- Training design</p> <p style="text-align: right;">(15 periods)</p> |
|--|--|

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.
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5. Govt.of India ó National Perspective Plan for Women ó Deptt. of Women & Development.
6. Hartman,A and Laird, J. ó Family Centred Social Work Practice, New York: The Free Press.
7. Harris, C. C. (1969) The Family an Introduction, London : George Allen and Unwin Ltd.
8. India: Ministry of Welfare (1994) ó 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 ó Vol. I, New Delhi: AtlanticPublishers & Distributors.
11. Khasgiwala.A. (1993) ó 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 ó 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.
16. Philips Belanard S. (1969) Sociology Social Structure & Change, London : Macmillan Co.

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 |
|-----------------|--|
| Unit I | <p>Definition and meaning of skills in the social work profession. Importance, Objectives, Goals, and Characteristics of Personal and professional skills for social workers in the social work profession Components of professional Social work- knowledge, skills, Attitudes, values, and ethical consideration 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.</p> <p style="text-align: right;">(15 periods)</p> |
| Unit II | <p>Personal and life skills - 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;">(15 periods)</p> |
| Unit III | <p>Professional skills- 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;">(15 periods)</p> |
| Unit IV | <p>Hard skills- 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;">(15 periods)</p> |
| *SEM | |

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**

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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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- SudhaDatar and at. al. (ed) (2009) Skill Training for social workers: A Manual, Sage Publication, New Delhi.

मराठी संदर्भ -

- मिना शकू क नका ! - डॉ. आ. ह. साळुखे, लोकायत काशन, सातारा
- पखतनः शा ही, कलाही - डॉ. आ. ह. साळुखे, लोकायत काशन, सातारा
- षित - खलील जि ान

Online references

- The Social Dilemma(2020) documentary on Netflix
 - The social networking(2020) 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,