

Sant Gadge Baba Amravati University Amravati

Appendix- A-3

Scheme of teaching, learning & Examination leading to the Degree Bachelor of Social Work/BA in social Work(Three Years ... Six Semesters Degree Programme - C.B.C.S) Semester-III

Sr. No	Subjects	Subject Code	Teaching & Learning Scheme							Examination & Evaluation Scheme							
			Teaching Period				Credits			Duration of Exams Hrs	Theory + M.C.Q External	Skill Enhancement Module Internal	Practical		Total Marks	Minimum Passing	
			Per week				Theory/Tutorial	Practical	Total				Internal	External		Marks	Grade
			L	T	P	Total											
1	DSC-I (Theory) Social Group Work		4	-	--	4	—	--	4	3	80	20	--	--	100	40	P
2	DSC-II (Theory) Youth Development		4	-	--	4	—	--	4	3	80	20	--	--	100	40	P
3	DSC-III (Theory) Counseling Theory & Practice		4	-	--	4	—	--	4	3	80	20	--	--	100	40	P
4	DSC-IV (Theory) Sociology		4	-	-	4	—	—	4	3	80	20	-	—	100	40	P
5	DSC-V Psychology		4	-	-	4	—	—	4	3	80	20	—	—	100	40	P
6	DSC-VI- Field Work		-	-	8	8	—	—	4				80	20	100	50	P
7	AEC-3 (Environmental Studies- I)		2	--	--	2	2	--	2	--	Internal Assessment at college/Institute/Department level				50	20	P
	Total								26						650		

L: Lecture, T: Tutorial, P: Practical

Note: Internship /Field Work / Work Experience will be conducted after I semester till Vth semester in vacations for minimum 150 hrs. Its credits and grades will be reflected in final semester IV credit grade report.

- OEC (Optional) can be studied during semester I to VI, Its credits and grades will be reflected in final semester VI credit grade report

Sant Gadge Baba Amravati University Amravati

Appendix- A-4

Scheme of teaching, learning & Examination leading to the Degree Bachelor of BA in social Work (Three Years ... Six Semesters

Degree Programme - C.B.C.S) Semester-IV

Sr. No	Subjects	Subject Code	Teaching & Learning Scheme							Examination & Evaluation Scheme							
			Teaching Period				Credits			Duration of Exams Hrs.	Maximum Marks					Minimum Passing	
			Per week				Theory/ Tutorial	Practical	Total		Theory + M.C.Q External	Skill Enhancement Module Internal	Practical		Total Marks	Marks	Grade
			L	T	P	Total							Internal	External			
1	DSC-I (Theory) Fields of Social Work		4	--	--	4	4	--	4	3	80	20	--	--	100	40	P
2	DSC-II (Theory) Situation of Women		4	--	--	4	4	--	4	3	80	20	--	--	100	40	P
3	DSC-III (Theory) Sociology		4	--	--	4	4	--	4	3	80	20	--	--	100	40	P
4	DSC-IV Psychology		4	--	-	4	4	--	4		80	20	--	--	100	40	P
5	DSC-V Communication Skills in English		2	--	-	2	2	--	2		40	10			50	20	P
6	DSC-VI Communication Skills in Marathi		2	-	-	2	2	--	2		40	10			50	20	P
7	DSC-VII Field Work		-	-	8	8	-	4	4		--	--	80	20	100	50	P
8	AEC-4 (Environmental Studies- II)		2	--	--	2	2	--	2	--	35	15	--	--	50	20	P
	Total								26						650		

L: Lecture, T: Tutorial, P: Practical

Note: Internship /Field Work / Work Experience will be conducted after I semester till Vth semester in vacations for minimum 150 hrs. Its credits and grades will be reflected in final semester IV credit grade report.

- OEC (Optional) can be studied during semester I to VI, Its credits and grades will be reflected in final semester VI credit grade report

Part B

Faculty- Interdisciplinary Studies

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

Semester– III

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-1	Social Group Work	60

Course Outcomes:-

- 1) Student will be able to gain knowledge about Social Group Work.
- 2) Student will be able to create specific Group.
- 3) Student will be able to improve basics Skills for working with people.
- 4) Student will develop leadership qualities.
- 5) Student will acquire skills in organizing Program.

Unit	Content
Unit-I	<p>Introduction and History of Group Work :</p> <ul style="list-style-type: none"> ▪ History and Development of group work ▪ Concept, definitions & significance of group work ▪ Characteristics and types of groups ▪ Values & Principles of group work ▪ Factors in group formation ▪ Identification of problems and formulation of goals <p align="right">(15 Periods)</p>
Unit-II	<p>Group Processes, Dynamics and use of Program in Group Work.</p> <ul style="list-style-type: none"> ▪ Importance of group processes ▪ Group dynamics like group bond, sub groups, role of leadership, isolation, decision making, conflict, communication, Relationship etc. and role of social worker ▪ Characteristics of initial phase ▪ Facilitation & Communication in initial phase ▪ Role of social worker in initial phase ▪ Characteristics of middle phase, role of group worker in middle phase. ▪ Program media suitable to different client groups-characteristics & Importance. ▪ Group structure and Steps in planning sessions for the group. ▪ Characteristics of termination phase & role of Social Worker <p align="right">(15 Periods)</p>
Unit-III	<p>Skills & Techniques in group work.</p> <ul style="list-style-type: none"> ▪ Facilitation. ▪ Leadership and personality development. ▪ Skills for resource Mobilization. ▪ Skills for Democratic functioning. ▪ Role Play ▪ Importance and Principles of recording in group work. ▪ Types of recording in group work. ▪ Evaluation in group work.(15 Periods)
Unit-IV	<p>Group work interventions in specific groups & settings.</p>

	<ul style="list-style-type: none"> ▪ Application of group work techniques in the context of working with specific groups like women, children, youth, senior citizens, special groups and specific settings such as hospitals, children's institutions, schools etc. ▪ Role of a group worker in various settings & Role of Social Worker in group. (15 Periods)
Unit-V	Skill Enhancement Module (Any one) –
	<ul style="list-style-type: none"> ▪ To write report on Formation and Process of self help Group by visiting any SHG Group. ▪ Lead in one of the college events related to Skill Development of Student Social Worker and write on report. ▪ Visit and Interview any one Farmer or Group of Farmers and write experience. ▪ Visit and Interview any Group Worker and write his/her experiences of group work.

Reference Books:

1. Alissi A.S., (1980), Perspectives on Group Work Practice: A Book of Readings, New York: The Free Press.
 2. Balgopal P.R. and Vassil, (1983), Group in Social Work- An Ecological Perspective, New York: Macmilan Publishing Co. Inc.
 3. Brandler S. and Roman C.P., (1999) Group Work Skills and Strategies for Effective Interventions, New York: The Haworth Press
 4. Charles H. Zastrow (2009) , Social Work with Groups, New Delhi: Rawat Publication, (Indian Reprint 2010)
 5. Garwin C. (1987), Contemporary Group Work, New York: Prentice- Hall inc.
 6. Kemp C.G. (1970), Perspectives on Group Process: School of social welfare, Albany: State University of New York.
 7. Konopka G. (1963), Social Group Work: A Helping Process: Englewood cliff. NJ , Prentice-Hall inc.
 8. Northen H., (1969), Social Work with groups, New York: Columbia University Press.
 9. Pepil C.P. and Rothman B., Social Work with groups, New York: The Haworth Press
 10. Sundel M. Glasser P. Sarri R. Vinter, (1985), Individual Change Through Small Groups, New York: The Pree Press.
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 15. Marianne Schneider Corey: 1971, Groups Processes And Practice third edition brooks/Cole publishing company.
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22. Vedamanickam, L. & Kulkarni, V.V. (2022). *Professional Social Work skills(2022)*. Current Publications,

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Faculty- Interdisciplinary Studies

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

Semester– III

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-2	Youth Development	60

Course Outcomes:-

- 1) Student will be able to understand issues of Youth.
- 2) Student will be able to analyze Youth Development schemes and programmes.
- 3) Student will be able to intervene for Youth Development.
- 4) Student will be able to understand the role of Youth in National Development.

Unit	Content
Unit-I	Concept of Youth : <ul style="list-style-type: none">▪ Youth: Definition; Demographic profile of youth in India; Characteristics, needs, and aspirations of youth;▪ The Values and Life Styles of Youth: Youth and Modernization; the period of youth in the life cycle;▪ Emotional problems of the Youth; Parent youth conflicts and issues; Intergeneration conflicts and issues. (15 Periods)
Unit-II	Issues & Challenges of Youth : <ul style="list-style-type: none">▪ Issues related to youth in India: Student youth, non-student youth, educated youth, uneducated youth, urban youth, and rural youth.▪ Youth and Poverty: Challenges of poverty and unemployment; Challenges before youth with disabilities▪ Absence of facilities for healthy recreation; Alcoholism and drug dependency among youth; Youth and pornography; Youth and migration. Youth involvement in crime▪ Exploitation of Youth: Exploitation of youth for communalism, terrorism and fatalism.▪ Young Girls-Issues and Challenges▪ Youth unrest in India. Youth and Social media, such as Whats App, Facebook, YouTube, etc. (15 Periods)
Unit-III	Development Policies for Youth : <ul style="list-style-type: none">▪ Concept of youth Development: Factors influencing youth development; Constraints in youth development; Importance of Youth Development.▪ Policies: National Policy for Youth; National Commission for Youth; Youth Welfare Programmes; Policies for mitigating alcohol and substance abuse.

	<ul style="list-style-type: none"> ▪ Organizations for Youth Development - National, International, Government and Voluntary. ▪ Role of NSS, Nehru Yuva Kendra, NCC, etc in Youth Development. ▪ Role of Indian constitution in Youth Development. ▪ Role of Higher Education in Youth Development.(15 Periods)
Unit-IV	<p>Developmental Programmes :</p> <ul style="list-style-type: none"> ▪ Schemes and programmes for youth development, Five year plans & youth Development; ▪ Schemes for NonStudent youth-Non-formal Education; Schemes and Programmes by various Ministries, ▪ Training and Capacity Building programme for Youthdevelopment. ▪ Social Work Intervention– concept and definitions; Need and importance of social work intervention for the youth development; ▪ Role of Social worker as Mentor, Coach, Counsellor, Guide, Trainer etc.(15 Periods)
Unit-V	Skill Enhancement Module –
	<ul style="list-style-type: none"> ▪ Visit any one Nehru Yuva Kendra and write experience. ▪ Visit any one NSS camp and write Report. ▪ Write an article on youth icon. ▪ To write report on changing youth generation. ▪ To take the seminar of student on ethics for nation. ▪ Visit any one an organization that works for youth.

Reference Books:

1. Bajpai, P. (1992): Youth, Education and Unemployment. New Delhi: Ashish Publishing.
2. Gore, M. S. (1977): Indian Youth. New Delhi: VishwaYuvak Kendra.
3. Jayaswal, R. (1992) : Modernization and Youth in India. Jaipur: Rawat Publications.
4. Hassan, M. K. (1981): Prejudice in Indian Youth. New Delhi: Classical Publishing.
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6. Nair, P. S., et al (1989): Indian Youth: A Profile. New Delhi: Mittal Publications.
7. Unesco (1981) Youth in the 1980s. Paris: The Unesco Press.
8. Ahuja ram, Youth and Crime Indian Youth in Perspective, Rawat Publications; New Delhi, 1996.
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10. Gore M.S., Indian Youth Processes of Socialization, VishwaYuvak Kendra, 1977.
11. Indian Council of Youth in India Social Welfare, Indian Council of Social Welfare,1985
12. Kuriakose P.T., Approach to Youth Work in India, Young Asia Pub., New Delhi,1972
13. Reddy N.Y., Values and Attitudes of Indian Youth: a psychological study of rural and urban students, Light and life Publishers, New Delhi, 1980.
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15. SimhadriYedla, youth in the Contemporary World, Mittal Pub., Delhi, 1989.
16. SimhadriYedla, CamplingProgramme for youth, Training, Orientation and Research Centres NSS, New Delhi, 1994.
17. SimhadriYedla, International Youth Year 1985, Gandhiji University, Kottayam,1985

Faculty- Interdisciplinary Studies**Programme – BSW Bachelor of Social Work /B.A. in Social Work****Semester– III**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-3	Counselling Theory & Practice	60

Course Outcomes:

- 1) Learner will be able to gain theoretical knowledge of Counselling & Its Practice.
- 2) Learner will be able to understand the skills need for Counselling.
- 3) Learner will be able to understand variation of Personality of human being
- 4) Learner will be Improve his/ her Communication.

Unit	Content
Unit-I	Introduction of Counselling <ul style="list-style-type: none"> ▪ Meaning and Concept of Counselling & Definition of Counselling ▪ Types of Counselling ▪ Goal of Counselling ▪ Essential of an effective counselling ▪ Benefits, of counselling. & Need of Counselling. ▪ Techniques of Counselling ▪ Principles of Counselling, Important of counselling ▪ Difference Between Guidance and Counselling ▪ Skills & steps of Counselling (15 Periods)
Unit II	Fields of Counselling. <ul style="list-style-type: none"> ▪ Individual Counselling ▪ Group Counselling ▪ Child Counselling ▪ Pre Marriage-Counselling ▪ marriage and Spouse Counselling ▪ Family Counselling ▪ Counselling for Addiction Person ▪ Carrier Counselling ▪ Prisoners Counselling / counselling of Criminals ▪ Educational Counselling. ▪ Counselling in Hospitals ex. HIV, T.B., Covid Leprosy ▪ Old age / Elderly counselling ▪ Youth Counselling(15 Periods)
Unit III	Counselling Therapy <ul style="list-style-type: none"> ▪ Behaviour Therapy ▪ Cognitive Therapy ▪ Humanistic Therapy ▪ Rational Therapy ▪ Integrative or Holistic Therapy (15 Periods)
Unit IV	Important inCounselling <ul style="list-style-type: none"> ▪ Skills of Good Counsellors ▪ Rights of Client in Counselling ▪ Coping mechanism in Counselling

	<ul style="list-style-type: none"> ▪ Empathy in Counselling ▪ Importance of Record keeping in Counselling Process (15 Periods)
Unit V	Skill Enhancement Module (Any One)
	<ul style="list-style-type: none"> ▪ Any Activity related to Communication skill. ▪ Any Activity related to Rapport Building Skill. ▪ Any Activity related to Personality, Assessment skill. ▪ Any Activity related to Body Language Reading skill . ▪ Visit To Any Counselling centre i.e. Family Counselling centre and write report. ▪ Syllabus related any activity.

Reference

1. Barki, B. G. Mukhopadyay, B. (1991) Guidance and Counselling, New Delhi : Sterling Publishers, Pvt. Ltd.
2. Colin, Feltham (1995) What is Counselling, New Delhi : Sage Publication
3. Gibson Robert, Mitchell Marianne (2005) Introduction to Counselling and Guidance (6th Edition), New Delhi :Person Education Pvt. Ltd.
4. Hackney Harold, Sherilyn Cormier (1979) Counselling Strategies and Objectives, New Jersey :Prentice – Hall Inc.
5. Madhukar Indira (2000) Guidance and Counselling, New Delhi : Authors Press
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10. Paul, Gilbert (2004) Counselling for Depression, New Delhi : Sage Publication

General Reading:

1. Pandey, V. C. (2004) Child Counselling and Education (2 Volumes), New Delhi :Isha Books
2. Pauline, Cohen C Krause Mertan (1971) Case Work with Wives of Alcoholics, New York : Family Service Association of America
3. Pritchard, Colin (2006) Mental Health Social Work: evidence based practice, Oxan :Routledge
4. Ravindra, R. P., Sadani, Harish Geetzli, V. M., Mukund, S. N. (2007): Breaking the moulds, Delhi :Books for Change
5. The Journal of Marriage Counselling Insert Year Published by Marriage Counsellors working in Family Courts in the State of Maharashtra.
6. WHO (2003) Training of Trainers in Voluntary Counselling and Testing (Facilitators Manual –Part 1).
- 7- राजुस्कर चित्रलेखा (2022). विशेष ऋतुरंग. भुवनेश्वर वॉलनट पब्लिकेशन.

Faculty- Interdisciplinary Studies

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

Semester– III

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

Course Outcomes:-

Students will be able to-

- 1) Understand Meaning and Definition, Characteristics of Tribe.

- 2) Critically evaluate the changing life of tribal community.
- 3) Identify Socio-cultural, Economic Problems of Tribal Community.
- 4) Understand and gain the knowledge about Tribal Community in Vidharbha.

Unit	Content
Unit-I	<p>The Concept of Tribe</p> <ul style="list-style-type: none"> ▪ Meaning and Definition of Tribe ▪ Characteristics of Tribal Community ▪ Geographical classification of Indian Tribes ▪ Changing Nature of Tribal Community <p style="text-align: right;">(15 Periods)</p>
Unit II	<p>Social Life of Tribal</p> <ul style="list-style-type: none"> ▪ Tribal Family:- Definition and characteristics ▪ Tribal Economy:- Definition, Characteristics and Types of economic activity ▪ Tribal Marriage:- Meaning, Characteristics and Types ▪ Tribal Religion:- Definition, Characteristics & Religious Beliefs ▪ Customs of Tribal Community <p style="text-align: right;">(15 Periods)</p>
Unit III	<p>Introduction of main Tribal Communities in Vidarbha</p> <ul style="list-style-type: none"> ▪ Gond :-Socio-cultural, Educational,Health,Economic,life and changes ▪ Kolam :-Socio-cultural, Educational,Health,Economic,life and changes ▪ Korku :-Socio-cultural, Educational, Health, Economic, life and changes ▪ Bhilla :-Socio-cultural, Educational,Health,Economic,life and changes ▪ Aandh :-Socio-cultural, Educational,Health,Economic,life and changes. <p style="text-align: right;">(15 Periods)</p>
Unit IV	<p>Tribal Problems & Development Programmes</p> <ul style="list-style-type: none"> ▪ Socio, Economic, Cultural and Educational, Health related problems. ▪ DisplacementThe Problem of religion and superstition, Struggle with Forest officers. ▪ Developmental Projects in tribal Area and its impact on Tribal Community. ▪ Employment Generation Programmes for Tribal Community. ▪ Govt. Policies and Programmes for Tribal Community Development <p style="text-align: right;">(15 Periods)</p>
Unit V	<p>Skill Enhancement Module</p> <ul style="list-style-type: none"> ▪ Writing assignment on a course component ▪ Write Report on Employment Generating Programmes for Tribal Community. ▪ Visit at any Tribal Community and Write brief report. ▪ Presentation on Tribal Problems in India.

Reference Book:

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- 3) गारे, जी.एन. (२००२). महाराष्ट्रातीलआदिवासीजमाती. पुणे: कॉॅन्सीनेन्सलप्रकाशन

- 4) खडसे, भा.कि. (२००४). आदिवासीसमाजाचेसमाजशास्त्र. नागपूर: पिंपळापुरेपब्लिशर्स
- 5) लोढे, रा.ज. (२००४). आदिवासीसमाजाचेसमाजशास्त्र. नागपूर: श्री.साईनाथप्रकाशन
- 6) निकम, रा.य. (२०१७). अनुसूचितजातीवजमातीचाविकास. जळगाव: प्रशांतपब्लिकेशन
- 7) राठोड, हो.ता. (२०१८). समाजशास्त्र. नागपूर: संकल्पपब्लिकेशन
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- 9) Sing, K.S. (1992). People of India. Delhi: Oxford University Press
- 10) Sing, M.K. (2002). Tribal Situation in India, Shimla:IIAS Publication
- 11) Vidyarthi, L.P. and Roy,B.K. (1976). Tribal Culture in India. Delhi: Concept Publishing House

Faculty- Interdisciplinary Studies

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

Semester– III

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-5	Psychology (Applied Psychology for Social Workers)	60

Learning Outcomes

Student will be able to

1. Develop an understanding regarding individual and collective behaviour and determinants Of social behaviour
2. Acquire knowledge regarding the concept of mental health and mental health issues in the contemporary society.
3. Gain basic knowledge regarding various mental disorders and dysfunctions.

Unit	Content
Unit-I	Positive Psychology <ul style="list-style-type: none"> ▪ Nature of Positive Psychology ▪ Positive Psychology Definition, Assumption & Goals ▪ Why a psychology of Well Being ▪ What is Happiness? ▪ Subjective Well Being : The Hedonic Basis of Happiness ▪ Self-Realization : The Eudemonic Basis of Happiness ▪ Positive Emotion and Well – Being <p style="text-align: right;">(15 Periods)</p>
Unit-II	Psychology of Health & Illness <ul style="list-style-type: none"> ▪ Health Psychology ▪ Health Hazards, Coping with Illness & Promoting Wellness ▪ Stress : definition, Causes & Classification of Stress ▪ Major Effects of Stress ▪ Stress Management ▪ Importance of Yoga ▪ Meditation & Types of Meditation <p style="text-align: right;">(15 Periods)</p>
Unit-III	Disorder, Rehabilitation and Community Problems <ul style="list-style-type: none"> ▪ Understanding the role of Psychologists in Disaster Management

	<p>and Rehabilitation</p> <ul style="list-style-type: none"> ▪ Use of Psychological techniques in disaster Management ▪ Role of Psychology ▪ Use of Psychology in rehabilitation work ▪ Trauma and Post Traumatic Stress disorder <p style="text-align: right;">(15 Periods)</p>
Unit-IV	<p>Psychological Disorder & Therapeutic Methods</p> <ul style="list-style-type: none"> ▪ Definition & Difference of Normal & Abnormal ▪ Types of Disorder : Neurotic and Psychotic Disorder ▪ Neurotic Disorder :- Anxiety disorder, Phobic disorder, Dissociative disorder, Obsessive compulsive disorder ▪ Psychotic Disorder : Schizophrenia ▪ Personality disorder : Antisocial Personality, ▪ Therapeutic Methods: Psychoanalysis, Person Centred Therapy, Cognitive Therapies: <p style="text-align: right;">(15 Periods)</p>
Unit-V	<p>Skill Enhancement Module :(Any one of the following activity)</p> <ul style="list-style-type: none"> ▪ Seminar presentation on any of the relevant topics from the syllabus ▪ Assignment base question Answer ▪ Case studies & Report Submission ▪ Visits to Mental health program and write a report. ▪ Any other activity & Report Submission. <p>Note: - Above Mentioned activity should be related to Syllabus only.</p>

References:

- 1) Baumgardner, S. R. and Crothers, M. K. (2009). Positive Psychology, First Edition, Pearson Education, Inc., publishing as Prentice Hall.
- 2) Brannon, L. and Feist, Jess. (2007), Introduction to Health Psychology, Thomson Learning Inc., Wadsworth.
- 3) Fredrickson, B. L. (2001). The role of Positive emotions in Positive Psychology: The broaden-and-build theory of positive emotions. American Psychologist, 56, 218-226.
- 4) Fredrickson, B. L. (2002). Positive emotions. In C. R. Snyder and S. Lopez (Eds.), Handbook of Positive Psychology (pp. 120-134). New York: Oxford University Press.
- 5) Harter, S. (2002). Authenticity. In C.R.Snyder and S.J.Lopez (Eds.), Handbook of Positive Psychology (pp. 120-134). New York: Oxford University Press.
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- 8) Ryff, C. D., and Keyes, C. L. M. (1995). The structure of Psychological well-being revisited. Journal of Personality and Social Psychology, 57, 1069-1081.
- 9) Ryff, C. D., and Singer, B. (2000). The contours of positive human health. Psychological Inquiry
- 10) Seligman, M. E. P. (1998). Positive Social Science. APA Monitor, 29 (40,2, 5.)
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- 12) Sarason Irwin, Sarason Barbara (2006) Abnormal Psychology, Prentice Hall of India Private Limited, New Delhi.
- 13) Rajuskar Chitrallekha (2022). Social Environment and Relapse Walnut Publication India.
- 14) बडगुजरचुडामण, बच्छावअरुण, शिंदेविश्वनाथ (१९९९), सामान्यमानसशास्त्र, स्वयंभुप्रकाशन, काश्मिरेफार्म, सत्यमकॉलनी, इंदिरानगर, नाशिक.
- 15) शिंदेविश्वनाथ (२०१६) सकारात्मकमानसशास्त्र, डायमंडपब्लिकेशन्स, पुणे.
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- 21) आहिरेएस. यु.(२०१९) मनोविकृतीमानसशात्र, अथर्वपब्लिकेशन, धुळे.
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- 23) धोंडगे , गोरडेशरद, नागरेकल्पना (२०१९) अपसामान्यमानसशास्त्र, कैलाशपब्लिकेशन, औरंगपुराऔरंगाबाद.
- 24) जारोडेडी. आर. (२०१८) अपसामान्य /मनोविकृतमानसशास्त्र, प्रशांतपब्लीकेशन, जळगाव.
- 25) मानसीराजहंस, अनघापाटील, सुशीलसुर्वे (२०१२सुधारितआवृत्ती) अपसामान्यांचेमानसशास्त्र, उन्मेषप्रकाशन, पुणे.

Faculty- Interdisciplinary Studies

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

Semester– III

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-6	Field Work(Social Work Practicum)	120

Notes:

- A) No grace marks shall be allowed for passing in Field Work.
- B) The Field work of student shall be supervised by the Social Work Faculty Supervisor.
- C) The Field work shall comprise of the following components.

Sr.No.	Components	Marks Allotted	Activity Type
1	Seminar on Social Issues (On Primary & Secondary Data both) 1) Preparation 2) Quality of Paper 3) Presentation 4) Attendance to other students seminars Total	05 05 05 05 20	Group Activity
2	Organizing Any one Training Programme/ Workshop for marginalized groups 1) Module Design 2) Implementation of Training/ Workshop 3) Report Writing Total	08 08 04 20	Group Activity
3	Group Work in Agency Setting (20) (Youth/Farmer/SHG/ Schools/Hospitals/ Correctional Institutions etc) 1) Attendance	10	Individual Activity

	2) Performance 3) Quality of Work 4) Report Writing Total	10 10 10 40	
4	Internal Viva- Voce 1) Seminar 2) Organizing Any one Training Programme/Workshop 3) Group Work 4) General Impression Total	05 05 08 02 20	Individual Activity

General Instructions regarding Field Work:

Students placed for the field work activities should understand the social issues in the following perspectives.

He/ She should understand the micro and macro level context of the issues, stakeholders involved in it, legalities in the social issues, the roles and responsibilities of the administrative machinery at the local level, agencies involved in the issues, barefoot components involved in it, transfer of technology and the skills required for the social work professionals while working in the team approach.

Reference:

- 1) Battacharya Sanjay, Social Work in Integrated Approach, New Delhi, Deep & Deep Pub. Pvt. Ltd.
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- 3) Bumard D.- Counselling Skills Training, New Delhi, viva Books.
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- 7) Skill Training for Social Workers, (A Manual for Social Training Worker), Published by Karve Institute of Social Services, Pune by Ruma Bavikar, Geeta Rao.
- 8) Kulkarni, V.V. (2018). *Field Work Practicum*. School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE. ISBN: 978-93-89792-31-7.
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Faculty- Interdisciplinary Studies

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

Semester– III

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
AEC-3	Environmental Studies -I	30

Scheme of teaching, learning & Examination leading to the Degree Bachelor of BA in social Work (Three Years ... Six Semesters Degree Programme - C.B.C.S) Semester-IV

Sr. No	Subjects	Subject Code	Teaching & Learning Scheme							Examination & Evaluation Scheme							
			Teaching Period				Credits			Duration of Exams Hrs.	Theory + M.C.Q External	Skill Enhancement Module Internal	Practical		Total Marks	Minimum Passing	
			Per week				Theory/ Tutorial	Practical	Total				Internal	External		Marks	Grade
			L	T	P	Total											
1	DSC-I (Theory) Fields of Social Work		4	--	--	4	4	--	4	3	80	20	--	--	100	40	P
2	DSC-II (Theory) Situation of Women		4	--	--	4	4	--	4	3	80	20	--	--	100	40	P
3	DSC-III (Theory) Sociology		4	--	--	4	4	--	4	3	80	20	--	--	100	40	P
4	DSC-IV Psychology		4	--		4	4	--	4		80	20	--	--	100	40	P
5	DSC-V Communication Skills in English		2	--		2	2	--	2		40	10			50	20	P
6	DSC-VI Communication Skills in Marathi		2			2	2	--	2		40	10			50	20	P
7	DSC-VII Field Work				8	8	-	4	4		--	--	80	20	100	50	P
8	AEC-4 (Environmental Studies- II)		2	--	--	2	2	--	2	--	35	15	--	--	50	20	P
	Total								26						650		

L: Lecture, T: Tutorial, P: Practical

Note: Internship /Field Work / Work Experience will be conducted after I semester till Vth semester in vacations for minimum 150 hrs. Its credits and grades will be reflected in final semester IV credit grade report.

- OEC (Optional) can be studied during semester I to VI, Its credits and grades will be reflected in final semester VI credit grade report

Faculty- Interdisciplinary Studies**Programme – BSW Bachelor of Social Work /B.A. in Social Work****Semester– IV**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-1	Fields of Social Work	60

Course Outcomes:**Students will be able to**

1. Learn and understand the various fields of social work
2. Familiarize with the problems in fields of social work
3. Acquire skills for working in different settings of social work
4. Create awareness about enlarging scope of social work profession

Unit	Content
Unit-I	<p>Community Development & Welfare of Weaker section</p> <ul style="list-style-type: none"> ▪ Definition & meaning of Urban, Rural & Tribal Community, with its Characteristics ▪ Definition of Community Development & Factors involved in Development Process ▪ Issues of Urban, Rural & Tribal Community ▪ Brief introduction of weaker Section – Child, Women, Aged, Backward classes & mentally & physically Illness. Welfare Schemes for weaker section ▪ Role of Social Worker in Community Development (15 Periods)
Unit- II	<p>Family & Child Welfare</p> <ul style="list-style-type: none"> ▪ Definition, meaning & Scope of Family & Child Welfare ▪ Various Services for Family & Child Welfare – Residential & Non-Residential ▪ Various Organization & Institution working for Family & Child Welfare in Maharashtra ▪ Role of Social Worker in Family & child Welfare (15 Periods)
Unit- III	<p>Medical & Psychiatric Social work & Correctional Social Work</p> <ul style="list-style-type: none"> ▪ Definition, meaning & Importance of Medical Social Work And Psychiatric Social Work ▪ Various Program/ Schemes(like- Hospital social Work, Public Health Work , Vocational Rehabilitation& Hospice Care) & Role of Social Worker in Medical & Psychiatric Social Work ▪ Definition & Importance of Correctional Social Work ▪ Concept of Crime – Strategies for prevention & Control of Crime ▪ Role of Social worker In Correctional Services (15 Periods)
Unit- IV	<p>Human Recourse Management</p> <ul style="list-style-type: none"> ▪ Human Resource- concept, human factor in management, importance of human resource

	<ul style="list-style-type: none"> ▪ Human resource development – concept and meaning ▪ Labour welfare- concept & meaning ▪ Role of Social Worker in Industrial Social Work & labour Welfare ▪ Brief introduction Company Act 2013, Meaning of Corporate social Responsibility. <p style="text-align: right;">(15 Periods)</p>
Unit- V	Skill Enhancement Module (Any one of the following activity)
	<ul style="list-style-type: none"> ▪ Visit Tribal / Urban / Rural Community and write the report on it. ▪ Interview the Social Worker Working in the field of Family and Child Welfare and write report of it. ▪ Visit JJB/CWC/Children Home/ Observation Home and Identify the role of Social Worker in it, write brief report about it. ▪ Book Review related to Field of Social Work. ▪ Any Activity related to Syllabus.

References:-

1. Bhattacharya Sanjay: Social Work and Integrated Approaches; New Delhi Deep Publications.
2. Choudhary D. Paul: Introduction to Social work
3. Encyclopaedia of Social work (1987) Encyclopaedia of social Work in India; New Delhi, Publication division, Ministry of welfare
4. Choudhari, D. Paul (1983) Social Welfare Administration, Delhi: Atma Ram and Sons.
5. Goel, S. L. And Jain, R. K. (1988) Social Welfare Administration: Theory and Practice, Vol. I and II, New Delhi: Deep and Deep Publications.
6. Sachdeva, D. R. (1998) Social Welfare Administration in India, Allahabad, Kitab Mahal
7. समाजकार्यपद्धती, क्षेत्रवविचारधारा - डॉ. संजयसालीवकर, मंगेशप्रकाशननागपूर
8. एकात्मिकसमाजकार्य - प्राजक्ताटांकसाळे, मंगेशप्रकाशननागपूर
9. व्यावसायिकसमाजकार्य - प्राजक्ताटांकसाळे, साईनाथप्रकाशननागपूर
10. समाजकार्य - जीआर. मदन, विवेकप्रकाशनदिल्ली
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Faculty- Interdisciplinary Studies**Programme – BSW Bachelor of Social Work /B.A. in Social Work****Semester– IV**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-2	Situation of Women	60

Course Outcomes:

Student will be able to

- 1) Understand issues & problems of Women in India
- 2) Spread awareness of Gender Equality in Society.
- 3) Understand the Importance of Women’s Movements.
- 4) Gain knowledge about Women Development schemes and programmes.
- 5) Understand the role of women in Society and Nation Building.

Unit	Content
Unit-I	<p>Situation and Status of Women in India:</p> <ul style="list-style-type: none"> ▪ Historical review of status of women in Indian society ▪ Status of women in family and religion ▪ Educational, health, Political, economic status of women in contemporary India ▪ Regional Status (Rural, Urban, Tribal) <p style="text-align: right;">(15 Periods)</p>
Unit-II	<p>Women’s Movements:</p> <ul style="list-style-type: none"> ▪ Evolution of women’s movement at National and international level ▪ Women’s movements in India – in 19th and early 20th century; ▪ Nationalist movement; Post-1975 campaigns ▪ Issues addressed by women’s movement. ▪ challenges before women’s movements in India <p style="text-align: right;">(15 Periods)</p>
Unit-III	<p>Problems of Women & Provisions for Empowerments:</p> <ul style="list-style-type: none"> ▪ Physical and mental health problems, Dowry-Domestic violence, divorce, Rape, sexual abuse, sexual harassment, and prostitution. ▪ Problems related to Trafficking, Prenatal Diagnostic Test, and Sexual Harassment at workplace ▪ Provisions for empowerment women, family courts, National and State Commissions, Special Cells for women in police stations. ▪ Governmental efforts for women’s development - National and State level women’s Policy. <p style="text-align: right;">(15 Periods)</p>
Unit-IV	<p>Women Empowerment Programme in India:</p> <ul style="list-style-type: none"> ▪ Beti Bachao-Beti Padhao Scheme, Asmita Yojana, One Stop Centre Scheme, Women Helpline Scheme, UJJAWALA.

	<ul style="list-style-type: none"> ▪ A Comprehensive Scheme for Prevention of trafficking and Rescue, Rehabilitation and Re-integration of Victims of Trafficking and Commercial Sexual Exploitation, Working Women Hostel, SWADHAR Gruh (A Scheme for Women in Difficult Circumstances). ▪ Support to Training and Employment Programme for Women (STEP), NARI SHAKTI PURASKAR Awardees, NIRBHAYA, Manodhairya Scheme. <p style="text-align: right;">(15 Periods)</p>
Unit-V	<p>Skill Enhancement Module (Any one)</p> <ol style="list-style-type: none"> 1) Visit one stop Centre and write report. 2) Visit Family Counseling Centre and write the procedure of it. 3) Write article on Domestic violence act 2005. 4) Write article on Women's Movement in India. 5) Visit MAVIM (Mahila Arthik Vikas Mahamandal) and write work procedure. 6) Interview any Working Women and Write Down her experiences. 7) Any Activity related to Syllabus.

Reference Books:

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2. Agrawal, Namita (2002) Women and Law in India, Women Studies and Development Centre, December, New Century Publication.
3. Desai Murlis (1986) Family and Intervention – Some Case Studies, Mumbai: TISS.
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12. Sinha, Niroj (1998) Women and Violence, New Delhi: Vikas Publishing House Pvt. Ltd.
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Programme – BSW Bachelor of Social Work /B.A. in Social Work

Semester– IV

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-3	Sociology	60

Course Outcomes:

Student will be able to

- 1) Gain Knowledge about Rural Communities and its characteristics.
- 2) Understand the rural sociology able to create employment opportunities to students.
- 3) Understand basic Rural sociological concept, tools and techniques
- 4) Understand the structure and role of local self-Government bodies in the development of rural areas.
- 5) Critically analyse the problems of individual and community in Rural Areas.

Unit	Content
Unit-I	<p>Concept of Rural Community</p> <ul style="list-style-type: none"> ▪ Meaning and Definition of Rural Community ▪ Characteristics of Rural Community ▪ Importance of the study of Rural Sociology ▪ Changing Nature of Rural Community (15 Periods)
Unit II	<p>Major Problems in Rural Community</p> <ul style="list-style-type: none"> ▪ Challenges and solutions facing agriculture and farmers. ▪ Casteism :- Causes, problems and solutions ▪ Illiteracy :- Causes, problems and solutions ▪ Gender inequality:- Areas in gender inequality <p style="text-align: right;">(15 Periods)</p>
Unit III	<p>Panchayat Raj System in Rural Community</p> <ul style="list-style-type: none"> ▪ Panchayat Raj: Objectives, Functions and Its Duties ▪ Gram Panchayat, Panchayat samiti and Zilla Parishad ▪ Importance of peoples participation in Panchayat Raj ▪ Role Administrative Officer in Rural Development- Block Development Officer, Gram Sewak etc. (15 Periods)
Unit IV:	<p>Rural Development Programmes In India</p> <ul style="list-style-type: none"> ▪ Rural Development Programme in Post-Independent India <ul style="list-style-type: none"> (I) Agriculture Development Programme (II) Employment Generating Programme (III) Educational and Health Development Programme (IV) Women’s Development Programme ▪ Contribution of Mahatma Gandhi in Rural Development <p style="text-align: right;">(15 Periods)</p>
Unit V:	<p>Skill Enhancement Module (Any One)</p> <ul style="list-style-type: none"> ▪ Write an article on Rural community issues ▪ Conduct a survey on needs and problems of the rural community.

	<ul style="list-style-type: none"> ▪ Study Educational / Health / Agricultural Development Programmes in Rural Community. ▪ Interview any one of the Following BDO, Gram Sewak, Sarpanch, Police Patil and write report about it ▪ Syllabus based innovative Activity.
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Reference Book:

- 1) आगलावे, प्र.ना. (२००२). ग्रामीणआणिनागरीसमाजशास्त्र. नागपूर: श्रीसाईनाथप्रकाशन
- 2) बारहाते, एन. (२०११). भारतीयनागरीसमुदायविकास. नागपूर: आर.बी. प्रकाशन
- 3) Chitambar, J.B. (1993). Introductory Rural Sociology. Madras: Wiley Eastern limited
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- 7) निंबर्ते, गो.ना. (२०१५). भारतीयग्रामीणसमाजआणिसमस्या. नागपूर: श्रीमंगेशप्रकाशन
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- 12) Journals of Kurukshetra; Yojna; Planing Commission Reports and Economic Survey of India

Faculty- Interdisciplinary Studies

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

Semester– IV		
Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-4	Psychology (Social Psychology for Social Workers)	60

LearningOutcomes:

1. Student will be able to acquire knowledge and Methods of Psychology.
2. Student will be able to understand various psychological disorders.
3. Student will be able to develop positive attitude towards Society.
4. Student will be able to gain knowledge about Interpersonal relationship and issues related to it.

Unit	Content
Unit-I	<p>Nature, Scope & Methods of Social Psychology</p> <ul style="list-style-type: none"> ▪ Definition, Nature Subject Matter of Social Psychology ▪ Levels of Social Behaviour ▪ Methods of Studying Social Psychology <ul style="list-style-type: none"> A. Experimental : i) Laboratory Experiments ii) Field Experiment iii) Quasi Experiments B. Field Methods : i) Ex-Post Facto Field Studies ii) Correlational Studies iii) Biographical Studies iv) Survey Method ▪ Tools for Collecting information : Observation, Self Report, inventories Sociometry , archival methods <p style="text-align: right;">(15 Periods)</p>
Unit-II	<p>Attitude & Prejudice</p> <ul style="list-style-type: none"> ▪ Nature & definition of Attitude ▪ Components of Attitude ▪ Attitude & Behaviour ▪ Nature & definition of Prejudice ▪ Cause & Types of prejudice ▪ Remedies of Prejudice <p style="text-align: right;">(15 Periods)</p>
Unit-III	<p>Interpersonal attraction & Close Relation</p> <ul style="list-style-type: none"> ▪ Interpersonal attraction: definition & Nature ▪ Determinants of Interpersonal attraction internal & external ▪ Close Relation : Family, Friendship, Love- Types of Love, Theories of Love ▪ Maintaining of close relation(15 Periods)
Unit-IV	<p>Therapy in Psychology</p> <ul style="list-style-type: none"> ▪ Behavioural Psychotherapy ▪ Rational Emotive Behavioural therapy ▪ Cognitive Psychotherapy ▪ Person Centered Psychotherapy ▪ Gestalt Psychotherapy(15 Periods)
Unit-V	<p>Skill Enhancement Module : (Any one of the following activity)</p> <ul style="list-style-type: none"> ▪ Seminar presentation on any of the relevant topics from the syllabus ▪ Interview the Counsellor and Write brief report about it. ▪ Any Activity related to Syllabus. <p>Note: Above Mentioned activity should be related to Syllabus only.</p>

References:

- Back, K. W. et. al. (1977), Social Psychology, John Wiley & Sons, New York.
- Baron, R., Byrne, D., Branscombe, N., and Bhardwaj, G. (2009), Social Psychology, Indian Adaptation (12th edition), Pearson Publication, New Delhi.
- Baron, R & Byrne, D. (1997), Social Psychology : Understanding Human Interaction, Prentice hall of India, New Delhi.
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Semester– IV

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-5	Communication Skills in English	30

Course Outcome:-

1. Student will be able to communicate in English.
2. Student will be able to read, write and speak in English.
3. Student will be able to seek information in English regarding his/her study.
4. Student will be able to understand English grammar.
5. This knowledge of English language will help him/her to seek jobs.

Unit	Content
Unit-I	<p>Text Prescribed: 'Fast Tracks: A Multi-Skill Course in English'</p> <p>PROSE</p> <p>1) Empowerment of Women (Pratibha Devising Patil)</p> <p>2) The Suitor and Papa (Anton Chekov)</p> <p>3) History of Chess (Barbara Mack)</p> <p>4) Uncle Podger Hangs A Picture (Jerome K Jerome)</p> <p style="text-align: right;">(08 Periods)</p>
Unit II	<p>POETRY</p> <p>1) Leave this Chanting, Singing and Telling of Beads (Rabindranath Tagore)</p> <p>2) All the World's Stage (William Shakespeare)</p> <p>3) Gather Ye Rosebuds While Ye May (Robert Herrick)</p> <p>4) Punishment in Kindergarten (Kamala Das)</p> <p style="text-align: right;">(08 Periods)</p>
Unit III	<p>GRAMMAR</p> <p>1) Subject-Verb Agreement</p>

	2) Punctuation 3) Use of Tense Forms.	(08 Periods)
Unit IV	CORRESPONDENCE 1) Business Letter 2) E-Communication 3) Letter for Referral 4) Official Letter	(06 Periods)
Unit V:	Skill Enhancement Module (Any One) <ul style="list-style-type: none"> ▪ Write E-mails to any Social Work agency in English. ▪ Write English article to publish in news-paper. ▪ Write letter to concerned Govt Department to draw their attention to Social Problem. ▪ Reviewing Movies / Books and write report of it. ▪ Preparing curriculum vitae or Resume. ▪ Translation Work/ Activity. ▪ Individual and group oral presentations ▪ Any Activity related to Syllabus. 	

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Semester– IV

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-6	Communication Skills in Marathi मराठी संभषण कौशल्य	30

विषय निष्पत्ती :

- 1) अभ्यसिक्रमन्तून विद्यार्थी मराठी भषण कौशल्यपूर्ण संवदिसधू शकतील.
- 2) नोकरीच्य वृष्टिकोनतून व समाजिक व्यवहरासठी कौशल्यप्रप्ति सधली जईत.
- 3) मराठी व्यक्तरणची व चुकची पुनरखिती टळिली जईत.
- 4) समाजिक संशोधन करतना अहवलिलील चुककडिल्यजिलील
- 5) कर्तिक्रमचि सूत्रसंचलिनसठी लगणरेसंवदिकौशल्य प्रप्ति करतयेईल.
- 6) लेखन कौशल्य प्रप्ति होऊन त्यमध्दमतून लेख नविकपथनट्म अशप्रकरेलेखन कौशल्य येऊन त्यसठीच्य व्यक्सयिक संधी प्रप्ति होतील.
- 7) वृत्तपत्र लेखन बतमी तयरेकरणे जद्विरतितयरेकरणे यसठीचे व्यक्सयिक कौशल्य प्रप्ति करत येईल.

Unit-V	<p>स्थूलवाचन :-</p> <p>मौखिक परीक्षा तिथि प्रकल्प कक्षासिद्धि कक्षासिद्धि असण ३० गुणसिद्धि खलिल पुस्तकसिद्धि वचन नोंदी घेणे ,वचन करणे, पुस्तक विशेष सण्णे.</p> <ol style="list-style-type: none"> 1) वयतिथेतनि मंगल गीडबोले डॉ. वैजयंती खनिविलकर रजिहंस प्रकशन वदर दिलीप मजिगविकर १०२५सदशिव पेठ पुणे ४१०१०३० 2) आत आमच्यहिडिवि आमचे डोके - डॉ.आ. ह. सखिखे 3) एकसिद्धिसिद्धिसिद्धि -चंद्रकतिवनिखडे 4) देहबोली, अंजली पेंडसे
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संदर्भ :

- वयतिथेतनि मंगल गीडबोले डॉ. वैजयंती खनिविलकर रजिहंस प्रकशन वदर दिलीप मजिगविकर १०२५सदशिव पेठ पुणे ४१०१०३०
- आत आमच्यहिडिवि आमचे डोके- डॉ.आ. ह. सखिखे
- एकसिद्धिसिद्धिसिद्धि -चंद्रकतिवनिखडे
- देहबोली, अंजली पेंडसे

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Semester– IV		
Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-7	Field Work	120

Notes:

- 1) No grace marks shall be allowed for passing in Field Work.
- 2) The Field work of student shall be supervised by the Social Work Faculty Supervisor.
- 3) The Field work shall comprise of the following components.

Sr.No.	Components	Marks Allotted	Activity Type
1	<p>Evaluation of any one government Scheme through FGD/ Survey</p> <ol style="list-style-type: none"> 1) Attendance 2) Collection of information 3) Presentation 4) Report Writing <p>Total</p>	<p>05</p> <p>05</p> <p>05</p> <p>05</p> <p>20</p>	Group Activity
2	<p>IEC Material Development for Social Issues</p> <ol style="list-style-type: none"> 1) Efforts in Developing IEC Material 	04	Group Activity

	2) Quality of IEC Material 3) Presentation Total	06 10 20	
3	Village Placement / Village Camp/ Relief Work 1) Attendance 2) Performance 3) Presentation 4) Report Writing Total	10 10 10 10 40	Group /Individual Activity
4	Internal Viva-Voce 1) Evaluation of any one government Scheme through FGD/ Survey 2) IEC Material Development for Social Issues 3)Village Placement / Village Camp/ Relief Work 4) General Impression Total	05 08 05 02 20	Individual Activity

General Instructions Regarding Field Work: Students placed for the field work activities should understand the social issues in the following perspectives.

- He/ She should understand the micro and macro level context of the issues, stakeholders involved in it, legalities in the social issues, the roles and responsibilities, of the administrative machinery at the local level, agencies involved in the issues, barefoot components involved in it, transfer of technology and the skills required for the social work professionals while working in the team approach.

Reference:

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Semester– IV

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
AEC-4	Environmental Studies	30