

Sant Gadge Baba Amravati University, Amravati
Syllabus Prescribed for 2023-24/ UG programme

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	Introduction and History of Group Work : ▪ 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 (15 Periods)
Unit-II	Group Processes, Dynamics and use of Program in Group Work. ▪ 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 (15 Periods)
Unit-III	Skills & Techniques in group work. ▪ 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	Group work interventions in specific groups & settings.

	▪ 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) –
	▪ 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: Macmillan 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 Free Press.
 11. Siddique H.Y., (2008) Group Work: Theories and Practice, Rawat Publication.
 12. Toseland R.W., (1984), An Introduction to Group Work Practice, New York: Macmillan Publication Co.
 13. TreckerHarleigh B. (1990), Social Group Work: Principles and Practice, New York: Association Press
 14. Robert f. Rivas, Ronald w. Toseland, 1995 introduction to group work practice, Mc Milan publishing company.
 15. Marianne Schneider Corey: 1971, Groups Processes And Practice third edition Brooks/Cole publishing company.
 16. Konopka, Gisela, 1970 Group work in the Institution, Association press, New York
 17. Bhattacharya, S. (2003). Social Work: An Integrated Approach. New Delhi: Deep and Deep Publications.
 18. Corey, M., & Corey, G. (1987). Groups: Process and Practice (3rd ed.). California: Brooks/Cole.
 19. Coyle, G. L. (1947). Group Experience and Democratic Values. New York: The Women's Press.
-
20. Mishra, P.D. 1985, SamajikSamuhikSewaKarya (Hindi); Lucknow: Uttar Pradesh Hindi Sansthan.
-

21^प लक्कावार नीलप्रभा(2009). व्यावसायिक शालेय समाजकार्य. नागपूर. रेखा लक्कावार

22. Vedamanickam, L. & Kulkarni, V.V. (2022). *Professional Social Work skills(2022)*. Current Publications, Agra. ISBN: 978-93-93496-28-7.

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 : ▪ 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 : ▪ 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 : ▪ 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.

	- 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	Developmental Programmes : - 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 –
	- 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.
5. Naidu, U. &Parasuraman, S. (1982) : Health Situation of Youth in India. Bombay: Tata Institute of Social Sciences.
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.
9. GolpelwarManohar, Project Work: A Method of Training Youth Workers, VishwaYuvak Kendra, 1974
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.
14. Saraswathi S., Youth in India, ICSSR, 1988.
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 theatrical 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 ▪ 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. ▪ 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 ▪ Behaviour Therapy ▪ Cognitive Therapy ▪ Humanistic Therapy ▪ Rational Therapy ▪ Integrative or Holistic Therapy (15 Periods)
Unit IV	Important inCounselling ▪ Skills of Good Counsellors ▪ Rights of Client in Counselling ▪ Coping mechanism in Counselling

	▪ Empathy in Counselling ▪ Importance of Record keeping in Counselling Process (15 Periods)
Unit V	Skill Enhancement Module (Any One)
	▪ 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. Mukhopadhyay, 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
6. Miller Ewan (2007) Person Centered Counselling Psychology, New Delhi : Sage Publication
7. PatriVasanth (2001) Counselling Psychology, New Delhi : Authors Press
8. Rao, Narayan (1995) Counselling and Guidance, New Delhi : Tata McGraw – Hill Publishing Co, Ltd.
9. Mehta, Nilima (1992) Ours by Choice, Delhi, UNICEF
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 Merton (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, Oxon :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	The Concept of Tribe ▪ Meaning and Definition of Tribe ▪ Characteristics of Tribal Community ▪ Geographical classification of Indian Tribes ▪ Changing Nature of Tribal Community (15 Periods)
Unit II	Social Life of Tribal ▪ 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 (15 Periods)
Unit III	Introduction of main Tribal Communities in Vidarbha ▪ 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. (15 Periods)
Unit IV	Tribal Problems & Development Programmes ▪ 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 (15 Periods)
Unit V	Skill Enhancement Module
	▪ 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:

- 1) आगलावे, प्र.ना. (२०११). आदिवासीसमाजाचेसमाजशास्त्र. नागपूर: श्री.साईनाथप्रकाशन
- 2) देवगावकर, श.गो. (२००१). आदिवासीविश्व. नागपूर: आनंदप्रकाशन
- 3) गारे, जी.एन. (२००२). महाराष्ट्रातीलआदिवासीजमाती. पुणे: कॉन्टीनेन्टलप्रकाशन

- 4) खडसे, भा.कि. (२००४). आदिवासीसमाजचेसमाजशास्त्र. नागपूर: पिंपळापुरेपब्लिशर्स
- 5) लोटे, रा.ज. (२००४). आदिवासीसमाजचेसमाजशास्त्र. नागपूर: श्री.साईनाथप्रकाशन
- 6) निकम, रा.य. (२०१७). अनुसूचितजातीवजमातीचाविकास. जळगाव: प्रशांतपब्लिकेशन
- 7) राठोड, हो.ता. (२०१८). समाजशास्त्र. नागपूर: संकल्पपब्लिकेशन
- 8) साळवीकर, सं.स. (२०१४). भारतीयआदिवासीजीवनआणिसंस्कृती. नागपूर: मंगेशप्रकाशन
- 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 ▪ 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 (15 Periods)
Unit-II	Psychology of Health & Illness ▪ 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 (15 Periods)
Unit-III	Disorder, Rehabilitation and Community Problems ▪ Understanding the role of Psychologists in Disaster Management

	- and Rehabilitation ▪ Use of Psychological techniques in disaster Management ▪ Role of Psychology ▪ Use of Psychology in rehabilitation work ▪ Trauma and Post Traumatic Stress disorder (15 Periods)
Unit-IV	Psychological Disorder & Therapeutic Methods ▪ 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: (15 Periods)
Unit-V	Skill Enhancement Module : (Any one of the following activity)
	▪ 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. Note: - Above Mentioned activity should be related to Syllabus only.

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.
- 6) Keys, C. L. M., and Haidt, J. (Eds.) (2003). Flourishing: Positive Psychology and the life well-lived. Washington, DC : American Psychological Association.
- 7) Peterson, C. (2006). A primer in Positive Psychology. New York: Oxford University Press.
- 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.)
- 11) Snyder, C.R. and Lopez S.J. (2007). Positive Psychology. The Scientific and Practical Explorations of Human Strengths, Sage Publications India Pvt. Ltd.
- 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.
- 16) बडगुजरचुडामण, वरखेडेप्रभाकर (२०१६) सकारात्मकमानसशास्त्र, प्रशांतपब्लिकेशन, जळगाव

- 17) पंडित, कुलकर्णी, गोरे (२०००) पिंपळापुरेपब्लिशर्स, महालनागपूर.
- 18) जारोडेडी. आर. (२०१८) उपयोजितमानसशास्त्र, प्रशांतपब्लिकेशन, जळगाव.
- 19) नागरेश्रीधर, जाधवयोगिता, गायकवाडज्योती (२०१६) प्रशांतपब्लिकेशन, जळगाव.
- 20) मानसीराजहंस (२०१७) आरोग्यमानसशास्त्र,विश्लेषापब्लिकेशनमावळ , जी. पुणे
- 21) आहिरेएस. यु.(२०१९) मनोविकृतीमानसशास्त्र, अथर्वपब्लिकेशन, धुळे.
- 22) बर्वेबी. एन.(२०१०) चिकित्सामानसशास्त्र, विद्याप्रकाशन, नागपूर.
- 23) धोंडगे , गोरडेशरद, नागरेकल्पना (२०१९) अपसामान्यमानसशास्त्र, कैलाशपब्लिकेशन, औरंगपुराऔरंगाबाद.
- 24) जारोडेडी. आर. (२०१८) अपसामान्य /मनोविकृतमानसशास्त्र, प्रशांतपब्लिकेशन, 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	10	
	3) Quality of Work	10	
	4) Report Writing	10	
	Total	40	
4	Internal Viva- Voce		
	1) Seminar	05	
	2) Organizing Any one Training Programme/Workshop	05	
	3) Group Work	08	
	4) General Impression	02	
	Total	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.
- 2) Bhatt B.M. (1960), Records of Group Work Practice in India, Baroda University, Baroda.
- 3) Bumard D.- Counselling Skills Training, New Delhi, viva Books.
- 4) Corey Geral, (1977), Groups Process and Practice, USA : Brook/Code Publishing Company.
- 5) Delhi School of Social Work (1958), Field work records in Group Work and Community Organization, London, Tavistock Publication.
- 6) Douglas Tom (1977), Group and work Practice, London, Tavistock Publication.
- 7) Skill Training for Social Workers, (A Mannual for Social Training Worker), Published by Karve Institute of Social Services, Pune by RumaBavikar, GeetaRao.
- 8) Kulkarni, V.V. (2018). *Field Work Practicum*. School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE. ISBN: 978-93-89792-31-7.
- 9) तुप्पेकर शिवाजी. (2023). समाजकार्यातील क्षेत्रकार्य. अमरावती. मानस पब्लिकेशन.
- 10) साळवे संजय. (2022). व्यक्तित्व विकास और कौशल्य. जयपूर. केंब्रिज बुक हाऊस

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.	Maximum Marks					Minimum Passing	
											Theory + M.C.Q External	Skill Enhancement Module Internal	Practical		Total Marks	Marks	Grade
			L	T	P	Total	Theory/ Tutorial	Practical	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

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	Community Development & Welfare of Weaker section ▪ 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	Family & Child Welfare ▪ 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	Medical & Psychiatric Social work & Correctional Social Work ▪ 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	Human Recourse Management ▪ Human Resource- concept, human factor in management, importance of human resource

	- 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. (15 Periods)
Unit- V	Skill Enhancement Module (Any one of the following activity)
	- 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. समाजकार्य पद्धती, क्षेत्रविविचारधारा - डॉ. संजयसालीवकर, मंगेशप्रकाशन नागपूर
8. एकात्मिक समाजकार्य - प्राजक्ताटांकसाळे, मंगेशप्रकाशन नागपूर
9. व्यावसायिक समाजकार्य - प्राजक्ताटांकसाळे, साईनाथप्रकाशन नागपूर
10. समाजकार्य - जीआर. मदन, विवेकप्रकाशन दिल्ली
11. सालीवकर संजय (2017), समाजकार्याच्या प्रत्यक्ष स्वरूपाच्या पद्धती, नागपूर: श्री.मंगेश प्रकाशन.
12. लक्कावार नीलप्रभा.(एनडी).वैद्यकीय समाजकार्य व्याप्ती व संधी नागपूर. रेखा रेक्कावार.
13. लक्कावार नीलप्रभा.(२००९). समाजकार्याची रूपरेषा. नागपूर. रेखा रेक्कावार.

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	Situation and Status of Women in India: ▪ 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) (15 Periods)
Unit-II	Women's Movements: ▪ 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 (15 Periods)
Unit-III	Problems of Women & Provisions for Empowerment: ▪ 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. (15 Periods)
Unit-IV	Women Empowerment Programme in India: ▪ Beti Bachao-Beti Padhao Scheme, Asmita Yojana, One Stop Centre Scheme, Women Helpline Scheme, UJJAWALA.

	▪ 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 PURASKARA awardees, NIRBHAYA, Manodhairya Scheme. (15 Periods)
Unit-V	Skill Enhancement Module (Any one) 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:

1. Agnes, Flavia (1999) Law and Gender Inequality – The Politics of Women's Rights in India, New Delhi: Oxford University Press.
2. Agrawal, Namita (2002) Women and Law in India, Women Studies and Development Centre, December, New Century Publication.
3. Desai Murli (1986) Family and Intervention – Some Case Studies, Mumbai: TISS.
4. Djetch, Galmele (1992) Reflections on the Women's Movement in India – Religion, Ecology, Development, New Delhi: Horizon India Books.
5. Goel, Aruna (2004) Organisation and structure of Women Development and empowerment, New Delhi: Deep and Deep Publication Pvt. Ltd.
6. Kumar, A. (2006) Women and Family Welfare Institute for sustainable Development, Lucknow, New Delhi: Anmol Publications Pvt. Ltd.
7. Laxmi Devi (1996) Women & Family Welfare Institute for sustainable Development: Lucknow, New Delhi: Anmol Publications Pvt. Ltd.
8. Maitreyi, Krishna Raj (1980) Women and Development – The Indian Experience Pune: Shubhada Saraswat Prakashan
9. Naomi Neft & Ann D. Levine (97-98) Where Women Stand – An International Report on the status of women in 140 countries, New York: Random House.
10. Sen, Ilina (1990): A space within the struggle women's participation in people's movement, Kalika for women, New Delhi
11. Seth, Mira (2001) Women and Development The Indian Experience, New Delhi: Sage Publications.
12. Sinha, Niroj (1998) Women and Violence, New Delhi: Vikas Publishing House Pvt. Ltd.
13. Upadhyay, Lalit (2007) Women in Indian Politics, Panchculla: Better Books.

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	Concept of Rural Community ▪ 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	Major Problems in Rural Community ▪ Challenges and solutions facing agriculture and farmers. ▪ Casteism :- Causes, problems and solutions ▪ Illiteracy :- Causes, problems and solutions ▪ Gender inequality:- Areas in gender inequality (15 Periods)
Unit III	Panchayat Raj System in Rural Community ▪ Panchayat Raj: History, Objectives, Functions and Its Duties ▪ Importance of peoples participation in Panchayat Raj ▪ . (15 Periods)
Unit IV:	Rural Local Government ▪ Gram Panchayat, Panchayatsamiti and ZillaParishad ▪ Role Administrative Officer in Rural Development- Block Development Officer, Gram Sewaketc Important Rural Development Programme in Post-Independent India (15 Periods)
Unit V:	Skill Enhancement Module (Any One) ▪ Write an article on Rural community issues ▪ Conduct a survey on needs and problems of the rural community. ▪ 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.

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
- 4) घाटोळे, रा.ना. (२०००). ग्रामीणसमाजशास्त्र. नागपूर: श्रीमंगेशप्रकाशन
- 5) लोटे, रा.ज. (२००४). ग्रामीणवनागरीसमाजशास्त्र. नागपूर: पिंपळापुरेपब्लिशर्स
- 6) महाजन, सं.बा. (२०१३). ग्रामीणविकासाचेआयाम. परभणी: राजवीरपब्लिकेशन
- 7) निंबर्ते, गो.ना. (२०१५). भारतीयग्रामीणसमाजआणिसमस्या. नागपूर: श्रीमंगेशप्रकाशन
- 8) Natoo, M.S. (2017). Rural Industrialisation in India. Jalgaon: Prashant Publication
- 9) पंत, डी.सी. (२००९). भारतमेग्रामीणविकास. नवीदिल्ली: विश्वभारतीप्रकाशन
- 10) रडे, का.रा. (२००४). ग्रामीणविकास. चंद्रपूर: प्रशांतपब्लिकेशन
- 11) साळवीकर, सं.स. (२०१९). नागरीवग्रामीणसमुदाय. नागपूर: श्रीमंगेशप्रकाशन
- 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

Learning Outcomes:

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	Nature, Scope & Methods of Social Psychology ▪ Definition, Nature Subject Matter of Social Psychology ▪ Levels of Social Behaviour ▪ Methods of Studying Social Psychology 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 (15 Periods)
Unit-II	Attitude & Prejudice ▪ Nature & definition of Attitude ▪ Components of Attitude ▪ Attitude & Behaviour ▪ Nature & definition of Prejudice ▪ Cause & Types of prejudice ▪ Remedies of Prejudice (15 Periods)
Unit-III	Interpersonal attraction & Close Relation ▪ 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	Therapy in Psychology ▪ Behavioural Psychotherapy ▪ Rational Emotive Behavioural therapy ▪ Cognitive Psychotherapy ▪ Person Centered Psychotherapy ▪ Gestalt Psychotherapy (15 Periods)
Unit-V	Skill Enhancement Module : (Any one of the following activity) ▪ 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. Note: Above Mentioned activity should be related to Syllabus only.

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.
- Feldman, R. S. (1985), Social Psychology : Theory, Research and Applications, McGraw Hill, New York.
- Taylor, Pepleau & Sears. (2005), Social Psychology (12thedi.) Pearson Publication, New Delhi.
- Weiten, W., & Lloyd, M. (2007), Psychology Applied to Modern Life : Adjustment in the 21th Century, Indian Adaptation. Thomson Publication.
- अकोलकर, वि. वि. आणि गोगटे, श्री. ब. (१९७१), सामाजिक मनोसशास्त्र कॉन्टिनेन्टल प्रकाशन, पुणे.
- इनमंडर, मु., गडिकर, के. आणि पटील, अ. (२०१३), सामाजिक मनोसशास्त्र, डब्ल्यूमंड पब्लिकेशन, पुणे.
- होरमण्डी अभिमन्यू रसडि पुंडलिक (२०१५) सामाजिक मनोसशास्त्र उन्मेष प्रकाशन पुणे.
- दिल्ली, प. (अनुवदिक) (२००४), सामाजिक मनोविज्ञान पिअरसन पब्लिकेशन, दिल्ली.
- तडसरे, वि. दि., पटील, ए. के., तंबळी, के. बी. आणि देकर, डी. जे. (२००१), सामाजिक मनोसशास्त्र, फडके प्रकाशन, कोल्हापूर.
- देशपांडे, चं.; सिन्हा, रीत्य, म. आणि वैद्य, अ. (२०००), सामाजिक मनोसशास्त्र भगि दोन. उमप्रकाशन, पुणे.
- पलसडि म. न. आणि नवरे, सु. (संपदिक) (१९९३), उपयोजित मनोसशास्त्र, वयली इस्टर्न लि., दिल्ली.

- पलसाने, म. न. आणि तळवलकर, वि. (संपादक), (२०००), सामाजिक मानसशास्त्र, कॉन्टिनेन्टल प्रकाशन, पुणे.
- राजहंस, मा. आणि पाटील, अ. (२००४), जीवनोपयोगी मानसशास्त्र, उन्मेष प्रकाशन, पुणे.
- श्रीवास्तव, रा. एवं. अन्य. (२००१), समाज मनोविज्ञान, मोतीलाल बनारसीदास, नई दिल्ली.
- श्रीवास्तव, आलम एवं आनंद. (२००८), आधुनिक सामाजिक मनोविज्ञान, मोतीलाल बनारसीदास, दिल्ली.
- सिंह अरुण कुमार. (२००३), समाज मनोविज्ञान की रूपरेखा, मोतीलाल बनारसीदास, दिल्ली.

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

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-6	Communication Skills in Marathi मराठी संभाषण कौशल्य	30

विषय निष्पत्ती :

- अभ्यासक्रमातून विद्यार्थी मराठी भाषेत कौशल्यपूर्ण संवाद साधू शकतील.
- नोकरीच्या दृष्टिकोनातून व सामाजिक व्यवहारासाठी कौशल्यप्राप्ती साधली जाईल.
- मराठी व्याकरणाची व चुकांची पुनरावृत्ती टाळली जाईल.
- सामाजिक संशोधन करताना अहवालातील चुका काढल्या जातील
- कार्यक्रमाचे सूत्रसंचालनासाठी लागणारे संवाद कौशल्य प्राप्त करता येईल.
- लेखन कौशल्य प्राप्त होऊन त्या माध्यमातून लेख नाटिका पथनाट्य अशाप्रकारे लेखन कौशल्य येऊन त्यासाठीच्या व्यावसायिक संधी प्राप्त होतील.
- वृत्तपत्र लेखन बातमी तयार करणे जाहिरात तयार करणे यासाठीचे व्यावसायिक कौशल्य प्राप्त करता येईल.

Unit	Content
------	---------

Unit-I	पाठ्यपुस्तक वैखरी भाग- 2 संत गाडगेबाबा अमरावती विद्यापीठ संपादित वैचारिक विभाग:- स्त्री : पुरुष तुलना-ताराबाई शिंदे अखेरचे कीर्तन :संत गाडगेबाबा बुद्धीचा महिमा :साने गुरुजी जीवनाच्या सुगंधी मिठीसाठी :बाबा आमटे डॉ. पंजाबराव देशमुख:- एक जमा खर्च - मधुकर केचे
Unit - II	ललित विभाग - आज्ञापत्र रामचंद्र पंत अमात्य पंगु - व. पु. काळे बरस रे राजा रोज बरस स्वातीला - नागो महानोरे मातीचे धन - नामदेव कांबळे एका साध्या सत्यासाठी - चंद्रकांत वानखेडे शेतकऱ्याचा तिका दुःख श्वास का
Unit-III	कविता : आम्ही वारिक वारीक - संत सेना नाव्ही जे का रंजले गांजले - संत तुकाराम पाठराखी - पा.श्रा . गोरे घेता- वि.दा . करंदीकर जमाखर्च स्वातंत्र्याचा मंगेश पाडगावकर हे अंतरात्मा - तुळशीराम काजे दंगल शांततेत पार पडली - लोकनाथ यशवंत जखमा अजून ओल्या - सिद्धार्थ भगत
Unit-IV	व्यावहारिक मराठी निबंध -:३०० शब्द)सामाजिक विषय(पत्रलेखन -:मागणीपत्र, तक्रारपत्र नोंदिलेखन -:एखाद्या व्याख्यान विषय देऊन त्यावर १०० शब्दात नोंदी लिहावयास सांगणे कथा विस्तार -: दिलेल्या मुद्द्याच्या आधारे १५० शब्दात कथा विस्तार सृजनशील लेखन -: एखाद्या शब्दाभोवतीचा कल्पनाविस्तार १०० शब्दात
Unit-V	स्थूलवाचन -: मौखिक परीक्षा तथा प्रकल्प कामासाठी कार्यासाठी असणाऱ्या २० गुणांसाठी खालील पुस्तकांचे वाचन नोंदी घेणे ,वाचन करणे, पुस्तक विशेष सांगणे. 1) वयात येताना - मंगला गोडबोले डॉ. वैजयंती खानविलकर राजहंस प्रकाशन व्दारा : दिलीप माजगाव कर १०२५सदाशिव पेठ पुणे ४१०१०३० 2) आता आमच्या हाडावर आमचे डोके - डॉ.आ. ह. साळुंखे 3) एका साध्या सत्यासाठी -चंद्रकांत वानखेडे 4) देहबोली, अंजली पेंडसे

संदर्भ :

- वयातयेताना - मंगला गोडबोले डॉ. वैजयंती खानविलकर राजहंस प्रकाशन व्दारा : दिलीप माजगाव कर १०२५सदाशिव पेठ पुणे ४१०१०३०
- आताआमच्याहाडावरआमचेडोके- डॉ.आ. ह. साळुंखे
- एकासाध्या सत्यासाठी -चंद्रकांत वानखडे
- देहबोली, अंजली पेंडसे

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-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	Evaluation of any one government Scheme through FGD/ Survey 1) Attendance 2) Collection of information 3) Presentation 4) Report Writing Total	05 05 05 05 20	Group Activity
2	IEC Material Development for Social Issues 1) Efforts in Developing IEC Material 2) Quality of IEC Material 3) Presentation Total	04 06 10 20	Group Activity
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	05	Individual Activity
	2) IEC Material Development for Social Issues	08	
	3)Village Placement / Village Camp/ Relief Work	05	
	4) General Impression	02	
	Total	20	

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:

- 11) Battacharya Sanjay, Social Work in Integrated Approach, New Delhi, Deep & Deep Pub. Pvt. Ltd.
- 12) Bhatt B.M. (1960), Records of Group Work Practice in India, Baroda University, Baroda.
- 13) Bumard D.- Counselling Skills Training, New Delhi, viva Books.
- 14) Corey Geral, (1977), Groups Process and Practice, USA : Brook/Code Publishing Company.
- 15) Delhi School of Social Work (1958), Field work records in Group Work and Community Organization, London, Tavistock Publication.
- 16) Douglas Tom (1977), Group and work Practice, London, Tavistock Publication.
- 17) Skill Training for Social Workers, (A Mannual for Social Training Worker), Published by Karve Institute of Social Services, Pune by RumaBavikar, GeetaRao.
- 18) तुप्पेकर शिवाजी. (2023). समाजकार्यातील क्षेत्रकार्य. अमरावती. मानस पब्लिकेशन.
- 19) साळवे संजय. (2022). व्यक्तित्व विकास और कौशल्य. जयपूर. केंब्रिज बुक हाऊस

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)
AEC-4	Environmental Studies	30

Sant Gadge Baba Amravati University, Amravati



(Structure and Syllabus of BSW/BA in Social Work V& VI as per CBCS Pattern)

Subject: Social Work

-Under the Faculty of-
Interdisciplinary Studies

Part -A

Faculty- Interdisciplinary Studies

Programme – (Bachelor of Social Work /B.A. in Social Work)BSW-III (Sem V)

Semester– V

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-1	Working With Community	60

Course Outcomes: -

- 1) Learners will be able to demonstrate knowledge & skills for Community Organization & Social action as methods of social work practice.
- 2) Learners will be able to demonstrate understanding & skills about different community system strategies for organizing different types of communities & roles of a community organizer.
- 3) Learner will be able to identify & differentiate various approaches strategies & models used in Community Organization practice.
- 4) Learner will be able to improve of personal skill & professional skill in Community Organization.
- 5) Learner will be able to develop of the perspectives of community development in India.

Unit	Content
Unit – I	: Understanding Community • Meaning & Definition of Community • Structure & Functions of Community • Types of Communities • Virtual Communities(15 Periods)
Unit – II	Community Organization • Concept, Definition, Objectives, Principles, Community practice & community development, Community Organization as a primary method of social work. • Community Organization- Community Relationship, Study, Analysis, Assessment, Discussion, Organization, Action, Evaluation, Modification & continuation. • Role & Characteristics of a good community organizer • Similarities & Differences between community organization & community development. (15 Periods)
Unit – III	Strategies in Community Organization Practice

	• Models of Community Organization – Weil & Gamble’s Eight models of Community Practice. • Approaches of Community Organization – Social Work Approach, The Political Activist Approach, Neighborhood Maintenance / Community Development Approach. • Strategies & Techniques in Community Organization – PRA, KRA & related techniques, formation & capacity building of CBO’s, capacity building of community level institutions, (SHG), strategies for capacity building of the marginalized groups, committee formations, Organizing conferences, training programs, consultation, negotiation, leadership & cadre building & networking. • Skills required in community organization practice (15 Periods)
Unit – IV	Settings of Community Organization Practice • Health, Education, Residential institutions, Livelihood & work, Natural resource management, Sustainable development, Working with tribal population, Working with rural & urban vulnerable communities, Displaced population & rehabilitation, Community Organization in risk education & disaster response, Peace & peace building. (15 Periods)
Unit – V	Skill Enhancement Module - Any One • Visit and study of Tribal Community • Visit and study of Urban Community • Visit and study of Rural Community • Create Jack Rothman’s Community Development Module • Create chart of Role of Community Organizer. • Survey and PRA of Nearest village

References:

1. Ross, M.G. (1955). Community Organization: Theory & Principles. New York; Harper & Row Publication.
2. Christopher, A.J., & William, A.T. (2009). Community Organization & Social Action. New Delhi: Himalaya Publication.
3. Rothman, J. (2001). Strategies of Community Interventions & Macro Practices (6th Ed.). Illinois: Peacock Publications.
4. Patil, A.R. (2013). Community Organization & Development: An Indian Perspective. New Delhi: PHI Learning.
5. Rubin, H.J., & Rubin, I.S. (2008). Community Organizing & Development. New York: Pearson Publishers.
6. Gamle, D.N. & Weil M. (2010). Community Practice Skills: Local to Global Perspectives. New York:

Columbia University Press.

7. Bennur Yusuf & Gaikwad N.A. (2021). Social Work Practice in Community, Current Publication, Agra.

8. Cox F (1987). Community Organization, Michigan, FE Peacock Publishers.

9. Gangrade, K.D. (1971). Community Organization in India, Bombay, Popular Prakashan.

10. Hardcastle, David A., Stanley Wenocur, & Patricia Powers (1996). Community Practice: Theories & Skills for Social Workers. New York: Oxford University Press.

DSC-II Social Welfare & Development Administration

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-II	Social Welfare and Developmental Administration	30

Course Outcomes :-

- 1) Student will be able to understand the concept of welfare and administration.
- 2) Student will be able to study the administrative system.
- 3) The Student will know about the organizations working in the social sector.
- 4) It will help the student to become a skilled administrator.
- 5) Students will develop the ability to present project proposals.

Unit	Content
Unit – I	Unit-I Social Welfare Administration: a) Concept and meaning of Administration b) Concept, Purpose, Principles of social welfare administration. c) Functions of Department of Social Justice & Special Assistance (Government of Maharashtra). d) Nature and Functions of Central & State level Social Welfare Board. e) Flaws in Social Welfare Administration. f) Challenges for social welfare Administration. (08 Periods)
Unit -II	Welfare Organization: a) Concept, Significance & Role of Welfare Organizations. b) Present Situation of Non – Governmental Organizations in India. c) Societies Registration Act, 1860, Bombay Public Trust Act, 1950, Foreign Contribution Act-1976. d) Classification of NGO's - service providers, empowerment NGOs, Funding NGOs. (07 Periods)
Unit -III	Tasks & Processes of Social Welfare & Development Administration: a) Planning - Importance, principles, steps involved in planning.

	b) Organizing:fundamentalprinciples&processes. c) Staffing:Processesinvolvedinstaffing,importance. d) Direction:importanceandstrategiesofdirectionandsupervision e) Coordination:PrinciplesandTechniques. f) Reporting:ImportanceandStepsinvolvedinReporting. g) Budgeting:TypesandStepsinvolvedin Budgeting. (08 Periods)
Unit -VI	Skills ofanAdministrator: a) Communicationskills, Resourcemobilization, FundRaising,Timemanagement,Conductingmeetings,Teambuilding, Monitoring&Evaluation. b) Project Proposal: Guidelines, Structure and format of Project Proposal. Salient features of Research project and fundingproject. c) Role of Administrator in Social Justice & Social Development. (07 Periods)
Unit -V	Skills Enhancement Module : Any One 1) Visit any one Government Office and write its structure. 2) Visit any one welfare working NGO's and evaluate its work. 3) To write article on present working NGOs. 4) Prepare a report on the facilities provided to the administrative staff. 5) To write Report on various schemes of Social Justice and Special Assistance Department.

Reference Books :-

- 1) Arora,S.P.(1980)OfficeorganizationandManagement,Sahibabad, UP:VikasPublishingHouse
- 2) Charactcetroul(1982)Introduction toSocialWelfareInstitution,Homeword:TheDorseyPress.
- 3) DPaulChoudhari(1962) SocialWelfareAdministration,Delhi:AtmaRam&Sons.
- 4) FredLuthans(1977)(IIndEd.):OrganisationalBehaviour,McGraw, HillKogakusha,Ltd.
- 5) Goal &R. K. Jain(1988)SocialWelfareAdministrationVol. 2.5, NewDelhi:
Deep&DeepPublications.
- 6) JohnM.Romnyshyn(1971)SocialWelfare:CharitytoJustice.
- 7) L.Littlefield, FrankM.Rachel, DonaldL.Caruth(1974):Office&
- 8) AdministrativeManagement (SystemsAnalysis,
Dataprocessing&OfficeService,PrenticeHallofIndiaPvt;Ltd;NewDelhi.
- 9) Max
D.Richards&WilliamANielandev(1971):ReadingsinManagement,D.B.TaraporevalaSons&C
ompanyPvt;Ltd;Bombay.
- 10) N.Y.LolitaSmadhaKohai(1989)FinancialAssistancetoVoluntaryOrganization,NewDelhi:N

ationalInstituteofPublicanCooperation&ChildDevelopment.

- 11) O.
P.Dhama&O.P.Bhatnager(1994)Education&CommunicationforDevelopment,NewDelhi:Oxford&IBHPub.CoPvt.Ltd. Padaki, Vijay,
Vaz,Manjulika(2005)ManagementDevelopmentinNon-Profitorganization–
AProgrammeforGoverningBoards, NewDelhi:SagePublications.
- 12) Ray, Reuben(1998)TimeManagement, Mumbai:Himalaya PublishingHouse.
- 13) RajeshwarPrasad,G.C. Hallen,
KusumPathak(1975)ConspectusofIndianSociety,SatishBookEnterprises,Agra.
- 14) RomeshThapar(1978)Change&ConflictinIndia,NewDelhi:Macmillan Co.ofIndiaLtd.
- 15) Robert Dubin(1970)(3rdedition):
HumanRelationsinAdministration,PrenticeHallofIndiaPvt;Ltd,NewDelhi.
- 16) S.Neelamegham(1973):ManagementDevelopmentNewPerspectivesandViewPoints
KalyaniPublishers,Delhi,Ludhiayana,Bhopal.
- 18) S.Dubey&KalnaMuskseOrganisationalDesigns&ManagementMethodsforHumanserviceOrganisations.
- 19) Vohar,Manish(2006)ManagementtrainingandDevelopment,NewDelhi:AnmoPublicaitonsPvt.Ltd

DSC-III Corporate Social Responsibility

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-III	Corporate Social Responsibility	30

Course objectives:

- To provide the knowledge of Corporate Social Responsibility in the professional social work context
- To enable the students to understand the business ethics and Corporate Social Responsibility in global scenario
- To enable an understanding of sustainable development, SDGs and development in the context of corporate citizenship
- To impart to the students' project management skills crucial for CSR
- To introduce to the students' concepts of social audit, social accounting, social entrepreneurship and social marketing
- To understand global reporting initiatives and standards essential for CSR

Unit	Content
Unit-I	1- Introduction to Corporate Social Responsibility (CSR): Meaning & Definition of CSR, Chronological evolution of CSR in India. 2. Concept of Charity, Corporate philanthropy, Corporate Citizenship, CSR through triple bottom line and Sustainable Business. 3. Relation between CSR and Corporate governance; Models of CSR. 4. Scope & Limitation of CSR, Benefit Of CSR. (07 Periods)
Unit-II	1. CSR Legislation in India: Section 135 of Companies Act 2013, 2. Scope for CSR Activities under Schedule VII, Appointment of Independent Directors on the Board. 3. CSR in India, CSR Activities In Maharashtra carried out by different corporates and their outcomes . 4. Preparation of CSR policy & process of policy formulation(08 Periods)]
Unit-III	1. Identifying Key Stakeholder of CSR & Their Roles, CSR & Stakeholder. 2. CSR & sustainable development Goals 3. Meaning of Corporate Governance, Need of Corporate governance. 4. Role of Public Sector in corporate, Role of Social Worker in non profit & local self governance in implementing CSR . (07 Periods)
Unit-IV	1. CSR Strategies business tool for sustainable development, review of successful CSR initiatives and challenges of CSR. 2. Case Studies of Major CSR Initiatives by any two Industrial Unit in India 3. The Emerging Trends in CSR, The Future of CSR 4. Global Perspective of CSR . (08 Periods)
Unit-V	Skill Enhancement Module : Any One ● Prepare one success story from any CSR project. ● Visit to any CSR project in (Education Sector, Health Sector, Agriculture Sector, Livelihood) ● Visit any CSR project and discuss the work done through it. ● Interview the beneficiary of the CSR project. ● Prepare your own analysis on one CSR Initiatives. ● Interview the HR manager / Project Coordinator who is implementing the CSR Project. Note – Above Mentioned activity should be related to syllabus only .

References:

1. Andres R (2005) The Sustainability Revolution: Portrait of a Paradigm Shift. New

Society Publishers: New Delhi

2. Benn & Bolton, (2011). *Key concepts in corporate social responsibility*. Australia: Sage Publications Ltd.
3. Bradshaw, T. and D. Vogel. (1981). *Corporations and their critics: Issues and answers to the problems of corporate social responsibility*. New York: McGraw Hill Book Company
4. Brummer, J.J. (1991). *Corporate Responsibility and Legitimacy: An interdisciplinary analysis*. Westport, CT: Greenwood Press.
5. Cannon, T. (1992). *Corporate responsibility* (1st ed.) London: Pitman Publishing.
6. Crane, A. et al., (2008). *The Oxford handbook of corporate social responsibility*. New York: Oxford University Press Inc.
7. Ellington, J. (1998). *Cannibals with forks: The triple bottom line of 21st century business*. New Society Publishers
8. Grace, D. and S. Cohen (2005). *Business ethics: Australian problems and cases*. Oxford: Oxford University Press.
9. Reddy, Sumati and Stefan Seuring. (2004). *Corporate Social Responsibility: Sustainable Supply Chains*. Hyderabad: ICFAI University Press.
10. Sakhare Harish. Corporate Social Responsibility. in India Issues & Challenges
11. Werther, W. B. & Chandler, D. (2011). *Strategic corporate social responsibility*. Thousand Oaks, CA: Sage
12. [http://www.die-gdi.de/CMS-Homepage/openwebcms3.nsf/%28ynDK_contentByKey%29/E%20R-7BMDUB/\\$FILE/Studies%2026.pdf](http://www.die-gdi.de/CMS-Homepage/openwebcms3.nsf/%28ynDK_contentByKey%29/E%20R-7BMDUB/$FILE/Studies%2026.pdf)
13. Sustainable development in India: Stocktaking in the run up to Rio+20: Report prepared by TERI for MoEF, 2011.
14. Report of the Department for Policy Coordination and Sustainable Development (DPCSD), United Nations Division for Sustainable Development.

DSC-IV Elderly Care and Social Work Intervention

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-1V	Elderly Care and Social Work Intervention.	30

Course Outcomes :-

- 1) Student will understand the concept of Aged.
- 2) Student will be able to understand Issues and challenges of aged person in family and society.
- 3) Student will learn laws, policies and welfare programmes for aged.
- 4) Students will be able to understand their roles in various developmental programmes and institutions for the development of aged.
- 5) The subject will help to reduce the problems of aged and further will not need of old care centres.

Unit	Content
Unit-I	Concept and Scenario of Old Age: a) Concept of old age b) Definition of old age in legal, social, cultural and medical views. c) Physical changes in old age d) Scenario of old age people in India and Maharashtra. (08 Periods)
Unit-II	Issues of Aged Person: a) Issues of division of property, housing and social security. b) Issues of neglect, abuse, violence and abandonment. c) Physical health: periodical check-up, information and awareness about prevention of problems, d) Mental and emotional health: depression and dementia (07 Periods)
Unit-	Welfare provisions for Aged Person: a) Laws affecting aged persons: The maintenance and welfare of Parents and

III	SeniorCitizensAct-2007. b) Nationalpolicyandplanforaged persons. c) Differentprogrammesandschemesrelatedtooldage,retirementplanning,raisingfamily andcommunityawarenessaboutageinganddeath (08 Periods)
Unit-IV	SocialWorkInterventions: a) CaregivingRolesbetweenagedPersonsandtheFamily. b) RoleofSocialWorkersinInstitutionalCareofAgedPerson:daycarecentres,home/familybasedservices,telephonehelplines, mobileMedicareunits,referralservicesandcounselling c) RoleofSocialWorkersinCommunityCareofAgedPerson: Non-institutionalservices,communityservices:Continuingeducationsmutual/self-helpgroups. (07 Periods)
Unit-V	Skills Enhancement Module : Any One 1) Visit to the any old care centre 2) 10 days work in any old care institution 3) Write an article on challenges of aged 4) Write a report on rights as well as services and facilities for aged 5) Interview of 05 aged persons for knowing the emerging issues and challenges.

References :

- 1) Bergatta,E.F.and:AgingandSociety:currentResearchMoluckey,N.G.1980.andPolicyperspectives:BenereelyHills:LondonSagePublications.
- 2) Berkman,B.2015Social workinHealthandaging,Rawat Publications, Jaipur
- 3) Binstock, R.H.: Handbook of Aging and the social and Shahas, E.1976. Sciences, New York: Van Nostrand ReinholdCol.
- 4) Crawford,K.,2004.:SocialWorkwitholderpeople, Jaipur,RawatPublications.
- 5) Dandekar,K.(1996)TheElderlyinIndia,NewDelhi:SagePublications
- 6) Desai,M.andSivaRaju(2000)GerontologicalSocialWorkInIndiasomeIssuesandPerspectives,Delhi:B.R.Publishers.
- 7) Desai, M.M. and: Inter Strategies for the Aged in India Khetani, M.D.1979. In Reaching The Aged-Social Services inFortyFourCountries, EditorsMorton, JTetc.
- 8) Desai. K.G.;Naik,R.D.*Problems of Retired People in Greater Bombay*,Bombay.

- 9) Gilbert, J.G. *Understanding Old Age*, New York, 1952.
- 10) Irudaya Rajan, S., Mishra, U.S. and Sarma, P.S. (1997) *Indian Elderly Asset or*
- 11) Kaplan, Jerome; Gordon, Aldridge, E.D. *Social Welfare of the Aging*, New York, 1962.
- 12) Khan, M.Z. (1997) *Elderly in Metropolis*, New Delhi: Inter India Publishers.
- 13) Kohli, A.S. 1996.: *Social Situation of the Aged in India*: Anmol Publications Pvt. Ltd.
- 14) Krishnan, P. and Mahadevan, K. (eds.) (1992) *The Elderly Population in the development World: Policies, Problems and Perspectives*, Delhi: B.R. Publishing.
- 15) Liability, New Delhi: Sage Publications.
- 16) Macheath, Jean, *Activity, Health and Fitness in Old Age*, 1984.
- 17) Payne, M. 2012 *Citizenship Social Work with Older People*, Rawat Publications, Jaipur
- 18) Riley, Matilda, *Aging and Society*, Vols. 1, 2, 3; New York, 1972.
- 19) Sebastian, D. 2014: *Ageing and Elder Abuse*, Rawat Publications, Jaipur
- 20) Singh, A.N. 2002.: *Enabling the Differently Able*, New Delhi: Shipra Publications.
- 21) Tibbitts, Clark, Ed. *Handbook of Social Gerontology: Social Aspects of Aging*, Chicago, 1960.
- 22) Townsend, P. *The Family Life of Old People*, London, 1977.
- 23) Vardhana Collective (1999) *Vardhana The Women of Age: A Consultation on the Status of Women and Ageing in India*. Mumbai; Vacha, A Women's Resource Centre.
- 24) World Assembly on Aging (1982) *International Plan of Action on Aging*, Vienna.
- 25) Khadse, B.K. (1991). *Bhartiya Samajik Samasya*. Nagpur

DSC-V Law and Social Work

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-V	Law & Social Work	30

Course Outcomes:-

- 1) The learners will get an orientation to laws and processes that specifically address social work issues.
- 2) The learners will be able to understand the basic concepts of law and their interpretation.
- 3) The learners will be able to demonstrate the ability to assess a case and write a technical legal report that could be submitted to a court.
- 4) The learners will be equipped with the intervention skills needed in legal settings.
- 5) The learners will be able to understand the functions of Legal Services Authorities.

Unit	Content
Unit-I	Concept of Law 1) Meaning and Sources of Law 2) Process of LAW formation in India. 3) Types of Law- Public Law, Private Law, Case Law, Statute Law, Criminal Law, Civil Law, Administrative Law. 4) Need and importance of LAW in Society. 5) Social Legislation as an instrument of Social Change. (07 Periods)
Unit-II	Laws for protecting of Human Rights 1) Need and Importance of Social Boycott Act, Provision for Prevention, Prohibition and Redressal under Social Boycott Act 2) Need and Importance of Law relating to eradication of untouchability, Prevention of atrocities on SC's and ST's and Protection of civil rights. 3) Procedure for complaint of human rights violation under the protection of Human Rights act 1993. 4) The Maharashtra Prevention and Eradication of Human Sacrifice and other Inhuman, Evil and Aghori Practices and Black Magic Act, 2013 (08 Periods)

Unit-III	Laws for Social Work Practice 1) Main provision of The Right to Information Act, 2005 2) Protection of Children from Sexual Offences Act 2012 (POCSO Act) 3) Main Provisions of The Viksit Bharat – Guarantee for Rozgar and Aajeevika Mission (Gramin) (VB-G RAM G) Act, 2025. 4) Child Marriage Prohibition Act, 2006 5) The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 6) JJ act 2015 (10 Periods)
Unit-IV	Laws for Para Legal Practice 1) Legal Service, Programme and other legal provision (National, State, District, Taluka- Legal Services Authority) under the Legal Services Authorities Act, 1987. 2) Concept & importance of LOKADALAT 3) Role of Social Worker in law making and Implementation of Social legislation. 4) Recording for Legal Purpose (05 Periods)
Unit-V	Skill Enhancement Module (Any one) – ▪ Visit and Interview MLA/ MLC/ MP and write a detailed visit report. ▪ Visit and Interview any Advocate / Police Personal and write his/her role in implementation of LAW. ▪ Prepare presentation or pictorial poster on any relevant topic of syllabus. ▪ Prepare a seminar on any relevant topic of the syllabus. ▪ Visit to Court/NGO-GO working on LAW/ to observed the court proceeding and write detail report about it. ▪ Visit to Village/ Organization/ Beneficiaries/Victims and write the details report the status of implementation of any one Law which is included in the syllabus.

Reference Books:

- 1) Brayne, H., & Carr, H. (2010). *Law for social workers* (11th ed.) Oxford University Press.
- 2) Davis, L. (2015). *See you in court. A social worker's guide to presenting evidence in care proceedings* (2nd ed). London: Jessica Kingsley.
- 3) Healy, K., & Mulholland, J. (2012). *Writing skills for social workers*. London: Sage.
- 4) Mathew P.D. (1996): Free Legal services for the poor, New Delhi Indian Social Institute.
- 5) Joshi, V.N. (2007). KaydestriyavaMulanche, Pune. MukundPrakashan
- 6) GrahakSanrskshanAdiniyam, Pune, MukundPrakashna
- 7) BharashtracharPraribandh, Pune, MukundPrakashna
- 8) Deshmukh.B.R.(2018). Atrocity. Amravati. Adhar Publication.
- 9) POSCO Act, Pune, Chaudhari Law Publication.
- 10) PralhadKachare / ShekharGaykwad (2016) KaydaMahitichaunAbhivyktiswatantryacha, Pune Yashada.
- 11) Deshmukh B.R.(2014) MahitichaAdhikar. Amravati, Aadhar Publication
- 12) Deshmukh B.R.(2018). RojgarachaAdhikarvasamijikAnkekshan. Amravati, Aadhar Publication

- 13) Lewis David & Wallace Tina: Development NGOs and the Challenge of Change; Rawat Publications, Jaipur, 2003
- 14) Ashok Kumar Sarkar : NGOs and Globalization Developmental and Organisational Facets, Rawat Publications. Mumbai. 2008
- 15) Aranha T. Social Advocacy – perspective of Social Work, Bombay: College of Social Work.
- 16) Buxi. U. 1982 Alternatives in Development: Law, the crisis of the Indian Legal System, New Delhi: Vikas Publishing House.
- 17) Desai, A.E (ed) 1986 Violation of Democratic Rights in India. Vol.1
- 18) Iyer, V.R.K. 1984 Justice in Words and Justice in Deed for Depressed classes, New Delhi: Indian Social Institute.
- 19) Iyer V.R.K. 1981 Law Versus justice: Problems and Solutions, New Delhi: Deep and Deep.
- 20) Mathew, P.D. Legal Aid Series, Delhi; Indian Social Institute.
- 21) Newman, G. 1999 Global Report on Crime and Justice, New York: Oxford University Press.
- 22) Nirmal Anjali. 1992 Role and Functioning of Central Police Organizations, New Delhi :Uppal.
- 23) Rahee.S.G (Oth) 2019 ApaleIcard, Unique Academy Publication:Pune

DSC-VIHRM & Unorganized Labour

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-VI	HRM & Unorganized Labour	30

Course objectives:

- To develop understanding of students about the role of HR in an organization.
- To enhance knowledge of students to develop HR policies and procedures
- To sharpen the skills of students regarding solving HR problems and challenges
- To provide opportunities to students to apply the principles of HRM in different organizational contexts.

Unit	Content
Unit-I	<u>Human Resource Management :</u> ● Human Resource : Concept, Human factor in Management, importance of Human Resource in Industry ● Human Relations Movement, evolution of HRM in India, Functions of HRM ● Role and Functions of HRM :Structure of HRM department, changing forms, Essential qualities, core competencies, specific functions and HR as business partner. ● Changing role and emerging challenges before HR managers in the context of HRM. (08 Periods)

Unit-II	HR policies, role of personnel / HR manager : • Meaning, objectives & contents of HR policies, principles & essentials of sound policies • Role & importance of HR policies in managing human resource. • Essential qualities, core competencies, role, Functions and importance of Personnel Managers / H R managers in industrial organizations (07 Periods)
Unit-III	<u>Unorganised sector</u> • Concepts & Definition of unorganized sector • Magnitude, Globalization and the unorganized sector ,Characteristics of unorganized labour • Socio economic profile of the unorganized labour in Rural and Urban areas : Employment pattern, Wage pattern, Skill formation, Gender perspective • Profile of the migrant workers: areas of migration, wages, workplaces & living condition Problems faced by migrant workers (08 Periods)
Unit-IV	<u>Social security :</u> • National labour commission reports • Social security measures by government - The Unorganized Workers Social Security Act 2008, Schemes & Programmes for unorganized workers • Role of Government Labour Welfare officer for unorganized sector workers. • Organizing the unorganized workforce through NGOs, Trade Union, Cooperative movements, Micro-credits, Social entrepreneurship, • Role of Social worker in organizing unorganized workforce (07 Periods)
Unit-V	Skill Enhancement Module (Any one) –
	1) To write report on Unorganized Labour 2) Visit any HR department and prepare the profile 3) Visit any one construction sites and write report on workers facilities' 4) prepare a case study on unorganized sector (bounded labour / women and child labour / contract labour / agriculture labour / mathadi worker)

Reference Books:

- 1) Mamoria, C. B. (1994) Personnel Management. Mumbai : Himalaya Pub. House.
- 2) Monappa, Arun&Saiyadain, Mirza, S. (1999) Personnel Management; New Delhi : Tata McGraw Hill.
- 3) Moorthy, M. V. (1992) Human Resource Management, Bangalore : R & M Associates.
- 4) Rao, P. Subba (1999) Essentials of Human Resource Management & I. R; Mumbai : Himalaya Publication..
- 5) aiyadain, Mirza S. (1988) Human Resource Management; New Delhi : Tata McGraw Hill Publication 6)Sarma, A. M. (1998) Personnel & Human Resource Management; Mumbai :

Himalaya Publication House 7) Sehgal, Seema (2006) Handbook on Competency Mapping, New Delhi : Sage Publications.

- 8) Singh, M. K. & Bhattacharya, A. (Eds.) (1990) Personnel Management, New Delhi : Discovery Publishing House.
- 9) Tripathi, P. C. (1978) Personnel Management; Theory & Practice; New Delhi : Sultan Chand & Sons.
- 10) SarathDavala, 1994, Unprotected Labor In India'
- 11) Dutt .R&Sundharam -Indian Economy (2006 edition) .S.Chand&Co, New Delhi.
- 12) Desai, Vasant, Small scale industries and Entrepunership (2001) .Himalaya publishing house mumbai.
- 13) Abdul Aziz (1984), 'Urban poor and urban informal sector' Ashish publishing house, New Delhi
- 14) Report of the national commission on labor (2002-1991-1967), Economic Indian Informal Services, 2003 .

RenanaJhabvala, RKA Subramanya 'The Unorganized Sector work security and social protection.

DSC-VII Social Research

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-VII	Social Research	30

Course Outcomes:-

- Gain proper knowledge about indirect method of social Research
- Introduced basic concept use in Research method
- Acquire adequate scientific knowledge of process of study about particular problem
- Acquire research writing skills

Unit	Content
Unit-I	Introduction of Research • Scientific method – Meaning, Definitions, Characteristics, steps • Research – Meaning, Definitions, • Social Research – Meaning, definitions, objectives, steps, Utility, Importance • Social Work Research- Meaning, Definitions, Need, Scope (07 Periods)
Unit-II	Basic concept in Research • Problem formulation • Objective preparation • Hypothesis – meaning and importance in research process • Operational definitions, concept, Area & Universe of study • Review of literature • Research design- meaning & types (Exploratory, Descriptive, Diagnostic, Experimental) (08 Periods)

Unit-III	Methods of study - case study method - Meaning, definitions, characteristics - survey/census method - Meaning, definitions, characteristics - sampling method- Meaning, definitions, characteristics & types (07 Periods)
Unit-IV	Data Collection & Report Writing - Data/fact- meaning, Types of data/fact - Methods/ sources of Data collection- primary (Interview, Questionnaire, Observation, schedule) & Secondary (Books, Journals, dairies, Biography, Autobiography, News Paper, Letters, Case Studies, Records, Reports, Magazine, Periodicals, CDs/ DVDs, Websites etc.) - Research Report- Meaning, Content and Importance - References, Bibliography, Foot Notes (08 Periods)
Unit-V	Skill Enhancement Module (Any one) – - Develop an interview schedule / questionnaire consisting 20 questions to study any social problem. - Survey on any social Issues - Develop Case Study - Write down- Review of Literature on any one Research Topic - Prepare Research Synopsis - Prepare a Research Article of 1000 words on any Social Issue in your area. - Prepare a seminar on any relevant topic of the syllabus.

Reference Books:

- Ahuja Ram, (2003), Research Methods, (2nd Eds.) New Delhi: Rawat Publication
- Alston, M. Bocoles, W. (Indian Edition 2003) Research for Social Workers-An Introduction to Methods, Jaipur :Rawat Publications
- Rubin, and Babbie, E, (2001) Research Methods for Social Work, Wadsworth, Belmont (USA)
- Coolidge, Frederick L. 2000 Statistics: A Gentle Introduction, New Delhi: Sang Publications.
- Foster, J.J. 1998 Data Analysis Using SPSS for Windows: A Beginner's Guide, New Delhi: Sage Publications.
- Yin, Robert, K. 1994. Case Study Research: Design and Methods, New Delhi: Sage Publications
- Wilkinson T.S., Bhandarkar P.L.: Methodology and Techniques of Social Research, Himalaya Publishing House, Bombay.
- G. S. Sudan :- Social Work Research

DSC-VIII

Sociological Perspective on National Social Problems

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
----------------------------	-----------------------------	---------------------------

DSC-VIII	Sociological Perspective on National Social Problems	30
-----------------	---	-----------

Course Outcome:

CO 1: Students will be aware of various social issues.

CO 2: Get acquainted with the contemporary burning social issues of Indian society.

CO 3: After studying this Subject students will be able to understand the Complex social structure of India and causality of social problems.

CO 4: Evaluate the efforts taken by Government and Non-Governmental organization to eradicate the social problems.

CO 5: Students will be able to critically analyze social issues in the Subject from a sociological perspective.

CO 6: This Subject will certainly help social workers while working on Social issues.

Unit	Contain
Unit I:	Nature of Social problems • Definition and characteristics of Social Problems • Causes and Roots of Social Problems • Definition, meaning, Causes and Consequences of Social Disorganization • Theoretical perceptive in social problems. (07 Periods)
Unit II:	National Social Problems • Youth and Drug Addiction:- Causes and consequences • Unemployment :- Causes, and remedies • White Collar Crime:- Causes, consequences and remedies • Corruption:- meaning, causes, effect and Type (07 Periods)
Unit III:	Problems of Women • Domestic violence:- causes and remedies • Rape and Sexual harassment:- causes and remedies • Divorce:- causes and consequences • Dowry:- Causes, consequences and remedies (08 Periods)
Unit IV:	Displacement and Rehabilitation • Definition and meaning of Displacement • Causes, consequences and measures of Displacement • Meaning and Definition of Rehabilitation • Problems and measures of Rehabilitation (08 Periods)

Unit V:	Skill Enhancement Module • Writing assignment on a course component • Employment, Generating Programmes • Minor Research Project on Local Social issues • To Write Syllabus based Innovative Project • Writing research papers on local social issues • To do group discussion • To take the seminar of students on Course component • Conducting awareness programs on a social issue and writing
----------------	--

Reference Book:

- (1) कॉडेकर, ए.व. (१९९२). भारतीय सामाजिक समस्या. कोल्हापूर: फडके प्रकाशन
- (2) खडसे, भ.कि. (१९९७). भारततील सामाजिक समस्या. न.ग.पूर: श्री.मंगेश प्रकाशन
- (3) कचोळे, द.धो. (१९९६). भारतीय विघटनत्मक समस्या. औरंगाबाद: कलास प्रकाशन
- (4) आगलचै, प्र.न. (२००७). आधुनिक भारततील सामाजिक समस्या. न.ग.पूर: श्री विद्या प्रकाशन
- (5) मदन, जी.आर. (१९९७). भारतीय सामाजिक समस्या. दिल्ली: विवेक प्रकाशन
- (6) कुलकर्णी, पी.के. (१९९६). भारततील सामाजिक समस्या. न.ग.पूर: श्री.विद्या प्रकाशन
- (7) पट्टे, सुमन. (१९९१). भारततील सामाजिक समस्या. न.ग.पूर: विद्या प्रकाशन
- (8) Ahuja, Ram. (2001). Social Problems In India. Jaipur: Rawat Publications
- (9) shankar, Jogan. (1994). Socials problems in India. New Delhi: Ashish Publishing House.
- (10) Memoroa, C.B. (1981). Social problems and Social Disorganization in India. Allahabad: Kitab Mahal Publication
- (11) Madan, G.R. (1990). Indian Social problems Vol.I. Social Disorganisation. New Delhi: Alied Publishers
- (12) Merton and Nisbet, (1971). Contemporary Social Problems. New York: Harcourt Brace
- (13) Ministry of Home Affairs (1998): Crime in India. New Delhi: Govt of India

DSC-IX- Fieldwork-(Social Work Practicum)

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-1X	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 full time Faculty Supervisor.
 C) The Field work shall comprise of the following components.

Sr. No	Content	Marks Allotted	Distribution of Marks	Activity Type
1	Community Work (At least 20 visits to the allotted community setting like Anganwadi, KamgarKalyan Kendra, Gram Panchayat / Village, Govt. Departments, Govt. Projects and NGOs working in Community Organization or Social Action/ Movement)	40	▪ Attendance -10 ▪ Performance-20 ▪ Report Writing-10	Group
2	Research Proposal Development (Select any issue from the society & draft a detail research proposal which includes – Introduction, Description of Issue, Literature Review, Objectives, Research Methodology,Budget, TimeLine, Bibliography etc)	25	▪ Innovation - 05 ▪ Concept Note -10 ▪ Quality of Proposal -10	Group

3	Field Work Seminar (PPT Presentation of Community Work, Research Proposal)	15	▪ Attendance-05 ▪ Performance-05 ▪ PPT Design-05	Group
4	Internal Viva Voce	20	▪ Community Work-08 ▪ RPD - 06 ▪ Field Work Seminar-04 ▪ General-02	Individual
	Total	100		

Important Note:

- 1) There shall be no re-examination of field work. The failures will have to repeat the field work by seeking re- admission in college.
- 2) General Instructions about 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.

Sant Gadge Baba Amravati University, Amravati

Syllabus Prescribed for 2024-2025/ UG Programme

Part B

Faculty- Interdisciplinary Studies

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

Semester-VI

Semester– VI

DSC-I

(Criminology & Criminal justice system)

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-I	Criminology & Criminal Justice System	30

Course Outcomes:-

- 1) Learners will be able to explain fundamentals of criminology.
- 2) Learners will be able to understand concept, causes and classification of crime.
- 3) Learners will be able to understand the Process in Criminal Justice System.
- 4) Learners will be able to understand the victim of crime and rehabilitation of crime victim.
- 5) Learners will be able to describe the Indian Judiciary and Its Power and Functions.
- 6) Learners will be understand the correctional administration and able to develop a Crime Prevention Strategies.

Unit	Content
Unit-I	Crime &Criminology ▪ Definition of Criminology: Social, Psychological and Legal Approaches. ▪ Nature and Scope of Criminology. ▪ Development of Criminology in India. ▪ Relevance of criminology to contemporary society.

	▪ Concept of Crime & Causes of Crime. ▪ Classification of Crime and Types of Criminal. ▪ Contemporary Forms of Crime. (08 Periods)
Unit-II	Concepts & Process in Criminal Justice System ▪ Definition of Accused, Suspected, Witness, Hostile Witness. ▪ Investigation Process - Procedure of FIR, Warrant, Arrest, Bail, Types of Bail, Charge sheet, Trial Process, Police Custody, Judicial Remand. ▪ Introduction of Bhartiya Nyay Sanhita (BNS) & Bhartiya Nagrik Suraksha Sanhita (BNSS) ▪ Rights of an arrested person under Bhartiya Nagrik Suraksha Sanhita (BNSS) ▪ Cyber Crime and Security. ▪ Juvenile Delinquency and trafficking. (07 Periods)
Unit-III	Victimology, Victim & Judicial System ▪ Victim –Definition, Need & significance of working with victims. ▪ Types of victim and impact of crime on them. ▪ Victim Compensation Scheme - Need and significance of scheme, Status of Victim Compensation Scheme in India. ▪ Judiciary - Structure, Powers, Function of Courts ▪ Salient Features of Indian Judicial System. (08 Periods)
Unit-IV	Correctional Administration ▪ Correctional Perspectives, Policies and Practice. ▪ Police Administration: Structure, Powers and Function of Police. ▪ Punishment –Types of Punishment & Theories of Punishment. ▪ Concept of Prison, Reformatory Programme in Prison. ▪ Contemporary Crime Prevention Strategies. ▪ Issues and Challenges in Criminal Justice Social Work. ▪ Role of Social Worker in Criminal Justice System (07 Periods)
Unit-V	Skill Enhancement Module (Any one) –
	▪ Visit and Interview any one Advocate or Group of Advocate and write detail visit report. ▪ Visit and Interview any Police Officer and write his/her experiences of working in criminal justice system. ▪ Prepare presentation or pictorial poster on any relevant topic of syllabus. ▪ Prepare seminar any relevant topic of syllabus.

	▪ Visit any organization (GO/NGO) working in the field of Criminal Justice System. ▪ Prepare an Individual Care Plan for Crime Victim of your choice. ▪ Take Interview of Social Worker working in the field of Criminal Justice System and write detail report of it.
--	--

Reference Books:

- 1) AfsalQuadri,S.M.(2018). Ahmad Siddique's 'Criminology, Penology and Victimology'. Eastern Book Company, Lucknow.
- 2) Ahmed Siddique, (1993), Criminology, Problems and Perspectives, III Edn. Eastern Book House: Lucknow.
- 3) Ahuja, Ram. (1996) Youth and Crime.Jaipur, Rawat Publications.
- 4) Bajpai, Asha. (2006) Child Rights in India: Law, Policy and Practice. New Delhi, Oxford University Press, Second Edition.
- 5) Bhattacharya, S.K. (1985) Social Defence: An Indian Perspective. Delhi; Manas Publications.
- 6) Billimoria, H.M. (1984) Child Adoption: A Study of Indian Experience. New Delhi, Himalayan Publishing House.
- 7) Chakrabarti, N.K. (Ed.). (1997) Administration of Criminal Justice (Vol.1). New Delhi, Deep and Deep Publications.
- 8) Chandra, D. (1984) Open Air Prisons in India□ A Sociological Study. Allahabad, Vohra Publishers and Distributors.
- 9) Dabir, Neela&Nigudjar, Mohua. (2005) Children in Conflict with Law. Mumbai, TISS.
- 10) Gupta, M.C. &K.Chockalingam, J.Guha Roy. (2001) Child Victims of Crime: Problems and Perspectives. New Delhi, Gyan Publishing house.
- 11) Khan, M.Z. (1978) Work by Jail Inmates. New Delhi, Inter□India Publications.
- 12) Mehta, Nilima. (1996) Non□Institutional Services for Children in Difficult Situations, Department of Women and Child Development, Government of Maharashtra.
- 13) Mir Mehruj□Ud□Din. (1984) Crime and Criminal Justice System in India. New Delhi, Deep and Deep Publications.
- 14) Panakal, J.J &Gokhale, S. D. (1989) Crime and Corrections in India. Mumbai, TISS.
- 15) Seen but not heard: India's Marginalized, Neglected and Vulnerable Children. Voluntary Health Association of India, New Delhi, 2002.
- 16) Reckless, W.C. (1987) Crime Problem. Bombay, Vaklis, Fetter & Simons.
- 17) Shankardass, Rani Dhavan. (2000). Punishment and Prison: India and International Perspectives.New Delhi, Sage Publications.

- 18) Teeters, N.K. & Barnes H.E. (1996) New Horizons in Criminology, Prentice Hall Inc. New York, 1996.
- 19) Vadackumchery, James. (1997). The Police, Court & Injustice. New Delhi, APH Publishing Corporation.
- 20) Paranjepe, N.V. (2020 Edition). Criminology & Penology including Victimology, Central Law Publications, Allahabad. Criminology & Penology Including Victimology

Web References:

- 1) Criminology: Trends and Perspectives - <https://www.youtube.com/watch?v=unR3y4QwgTA>.
- 2) Social Work Interventions in Criminal Justice System - <https://www.youtube.com/watch?v=o8yPM2Lp78E>.
- 3) ICT facilitated Crime and its prevention - <https://www.youtube.com/watch?v=eBGE568b96Q&list=PLnl4bzqH5QqKMiJojkqbtjcaOVm8xC0Y9>.
- 4) Objectives and Purpose of Punishment - <https://www.youtube.com/watch?v=2CFxM5QAKIQ>.
- 5) History of Criminal Justice System - <https://www.youtube.com/watch?v=yc0AqdetESA&list=PLnl4bzqH5QqLBIa6ZlhanfARZP1Jb29ao>.

DSC-II Participatory Approaches in Social Work

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-II	Participatory Approaches in Social Work	30

Course Outcomes:-

- 1) Student will be able to understand PRA.
- 2) Student will be able to analyse Govt. & NGO'S programs.
- 3) Student will be able to knowledge of Micro –Level Planning .
- 4) Student will be able to understand the role of peoples in Community Development.
- 5) Student will be able to understand Role of NGOs in Community development.

Unit	Content
Unit-I	Participatory Approaches in Social Work : a) Meaning & concept of people participation. Types of people participation. Need & Importance of people participation. Limitation of people participation b) Concept of Participatory Approaches in Social Work. c) Arnstein's Ladder of Participation d) Principles of people participation Dynamics of Participatory Approaches e) Challenges of PRA (08 Periods)

Unit-II	Strategies and Techniques of Participatory Approaches : a)Participatory rural Appraisal (PRA)/PLA b)Tools of Participatory rural appraisal & its importance c)Comparison of PRA and RPA d)Project Management PRA and RPA e)Purpose of PRA f)Micro –Level Planning g)Community Based Organization (CBO's) / FBO'S (07 Periods)
Unit-III	Introduction to New Concept of People Participation : a)Peoples Initiative and Involvement. b)Local Resources Mobilization c)Concept of Social Audit, Process, Jansunwai d) People participation in Various methods of Social Work- e) Community Participation in decision making, Planning, Implementation, Monitoring & Evaluation. f) People Participation in Social action. g) Role of Social Worker in PRA .(07 Periods)
Unit-IV	Govt. & NGO's Initiatives in People Participation : a)Changing approaches of People participation i) Programme approach ii) Project approach iii) Process approach b)People participation Oriented Programme in Maharashtra.(Govt. & NGO'S) (Like - Total Sanitation Campaign, Sant Gadgebaba Gram SwachhataAbhiyan, Watershed Development Programme, Digital School etc.) c) Development model through People participation (like-Ralegan Siddhi, HiwareBazar, Patoda, ManyachiwadLekhamendha etc.) (08 Periods)
Unit-V	Skill Enhancement Module – any one of following 1) Visit any one Model Village like Hiware bazar, Ralegan Siddhi. 2)Visit any one NGO that works for Rural Development and write report. 3) Write an article on a person who has contributed to Rural development 4) Participate in the work of any organization doing PRA 5) To take the seminar of student on PRA. 6) Write Assignment on CBO's work 7) Practice of PRA techniques

Reference Books:

1. JitendrakumarJha ,Encyclopedia of social work (Vol. No. 1,2,3,4,)
2. VivekRampal ,Social Work and Community Development, Alfa Publication, New Delhi.
3. Siddiqui H.Y:1997: Working with Communities – An Introduction to Community Work. Hirapublisher.
4. Siddhiki H. Y. , Working With Communities, Hira Publication , New Dehli
5. Banmala(Dr) Community Organisation. Indian institute of Youth Welfare. Nagpur
6. SomeshKumar ,2002,Methods for community participation, Sage Publication, New Delhi
7. C. P. Yadav ,Encyclopedia of social work and community organization. Vol-I to IV, Anmol Publication, New Delhi
Shrivastav S. K. , (1988) , Social Movement for Development, Chugh Publication, Allahabad

DSC-III Disasters Management and Social Work

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-III	Disasters Management and Social Work	30

Course Outcomes :-

1. Acquire a comprehensive understanding of disasters and the field of disaster management.
2. Apply Social Work values, principles and methods in the field of disaster management
3. Understand, analyses and evaluate the relationship of disasters with development, vulnerability, environment, socio-political and economic factors.
4. Transform into leaders who are socially committed, emotionally balanced, competent, creative and contributing disaster management professionals.

Unit	Contain
Unit-I	Understanding Disasters- Natural And Manmade Disasters a) Meaning and definition of Disasters: Types of Disasters- Natural & Manmade Disaster b) Type Of Natural Disasters: Drought, Flood, Cyclone, Earthquakes, Landslides Avalanches, Volcanic Eruptions, tsunami, Heat and Cold Waves and Climate Change. c) Manmade disasters: Understanding Man-Made Disasters, CBRN Disasters, War and Peace related Disasters, Fire related Disasters, Pollution related Disasters, Accidents related (08 Periods)
Unit-II	Impacts of Disaster a) Physical b) Economic c) Psycho-social d) Disaster and development (07 Periods)
Unit-III	Disaster Preparedness : a) Disaster Preparedness: Conceptual Framework b) Disaster Preparedness Plan: National and State c) Community Based Disaster Preparedness Planning d) Disaster Management Policy Framework Of Government Of India e) Disaster Management Act 2005. (08 Periods)
Unit-IV	Disaster Management and Operational Mechanism: Role of Different

	Stakeholders : a) Role And Responsibility of NDRF, Police And Other Forces b) Role Of NDMA(National Disaster Management Authority) in Disaster Management - c)Role Of International Agencies, Non-Governmental Organizations, Community Based Organizations, Community And Media d) Role of Social Worker in disaster Management. (07 Periods)
Unit-V	Skill Enhancement Module : Any One • Visit to Disaster Management Cell and write the detail report of it. • Interview any personals from Fire Brigade, NDRF and Write report of it. • Crisis Management Skill - Response (Search and Rescue), Relief, Recovery and Reconstruction • Visit to Fire Services, Para-military, Armed forces. Health Department, Communication, Insurance, CBO, NGOs, Volunteers and youth groups understand their role in crisis management. • Prepare presentation or pictorial poster on any relevant topic of syllabus. • Prepare seminar any relevant topic of syllabus.

Reference :

- 1) Blaikie, Piers, et al. At risk: natural hazards, people's vulnerability and disasters. Routledge, 2014.
- 2) CSE (1987) : The Wrath of Nature- The Impact of Environmental Destruction on Floods and Droughts, New Delhi: Center for Science and Environment
- 3) Ghanekar V. V., Disaster Management Act and Management, Institute of rural development and education, Pune, 2007.
- 4) Goel, S.L. Ram Kumar: Disaster Management, New Delhi: Deep & Deep Publications Pvt. Ltd.
- 5) Greenberg, Michael I. Encyclopedia of Terrorist, Natural & Man-Made: Disasters Jones &
- 6) Kapur, Anu Disasters in India: Studies of Grim Reality. Rawat Pub., New Delhi, 2003 Pelling, Mark.
- 7) Kerr John, Pangare Ganesh, Lokur Vasudha (2002): Watershed Development Projects in India – An Evaluation (Research Report) Washington DC: Internal Food Policy Research Institution.
- 8) Kirschenbaum, Alan, ed. Chaos Organization and Disaster Management. CRC Press, 2003.
- 9) National Disaster Management Authority (India) <<http://www.ndma.gov.in/en/>>
- 10) Prabhas C. Sinha: Disaster Mitigation: Preparedness. Recovery & Response, SBS Publishers & Distributors Pvt. Ltd.

- 11) Pramank M. A. H. (1993) : Impacts of Disaster on Environment & Development – International Cooperation INCEDE Report No.3, International Center for Disaster Mitigation Engineer & Institution of Industrial Science, University of Tokyo.
- 12) Programmes and policies, Vista International Publishing House, Delhi
- 13) Sahni, Pardeep, Ariyabandu, Madhav(Ed)(2003): Disaster Risk Reduction in South Asia, New Delhi: Prentice Hall.
- 14) SinhaPrabhas C: Disaster Relief, Rehabilitation & Emergency Humanitarian Assistance, SBS Publishers & Distributors Pvt. Ltd.
- 15) The National Institute of Disaster Management (NIDM) <<http://nidm.gov.in/default.asp>>
- 16) The vulnerability of cities: natural disasters and social resilience. Earth scan, 2003.
- 17) United Nations International Strategy for Disaster Reduction<<https://www.unisdr.org>>

DSC-IV (Disability and Social Work)

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-1V	Disability and Social Work	30

Course Outcomes :-

1. To Understand concept of Disability with deferent type
2. To understand the right of Disable people
3. To familiarize with law related to disable
4. Persons with disabilities will get justice and get equal opportunities.

Unit	Contain
Unit-I	1. Definition of Disability. 2. Different categories of disability. 3. Causes, assessment, treatment or rehabilitation modalities 4. Impact of disability on different areas of the individual's growth and development; (08Periods)
Unit-II	1. Persons with disability-their familial and societal contexts; Disabling and enabling environments and their impact on the quality of life of persons with disability; 2. problems and issues faced by them related to activities of daily living, education, sexuality, integration, employment and interpersonal relationships (07 Periods)

Unit-III	1. Gender dimensions of Disability, Issues faced by women and girls with disability such as survival, mental health and self-esteem, bio-ethics and reproductive health, 2. issues related to violence and abuse, specifically disable child abuse. (05Periods)
Unit-IV	1. International initiatives and UN instruments, the convention on the rights of persons with disability 2. Analysis of provisions in the Constitution of India and related legislations. 3. The persons with Disability Act, the Rehabilitation Council of India Act, the National Trust Act, inclusion of PWDs in other legislations. 4. Action taken by the government and their inclusion in development and rehabilitation- Schemes for person with disabilities 5. The role of the social worker for the development and rehabilitation of persons with disabilities 6. Role of NGOs in development and rehabilitation of persons with disabilities. (10Periods)
Unit-V	Skill Enhancement Module : Any One 1. Interview any physically challenged person and understand his/her problems, prepare detail report of it. 2. Visit any NGO which working for the rehabilitation of physically challenged people and write report of it. 3. Visit a disability rehabilitation Centre and write report. 4. Write article on rights of Disability. 5. Prepare presentation or pictorial poster on any relevant topic of syllabus. 6. Prepare seminar any relevant topic of syllabus.

Reference Books :-

1. Chandra, K., (1994). Handbook of Psychology for the Disabled and Handicapped, New Delhi Anmol Pub.
2. .Rauch J.B. (1988). Social Work and the Genetics Revolution: Genetic Services. Social Work Journal of the National Association of Social Workers, No.5, 389
3. Biglan A.W., VamJasselt V.B., Simon J. (1988). Visual Impairment. In VanHasselt V.B.(Ed.), Handbook of Developmental and Physical Disability (pp.471562). New York: Perganon Press.
4. Bloom F. (1974). Our Deaf Children, London: Martins Publishers Ltd.
5. Matson J.L. (1988). Mental Retardation in Adults.In B.B. VanHasselt (Ed.).Handbook of Developmental and Physical Disabilities (pg.353369).
6. 1.Chaturvedi, T.N. (1981). Administration for the Disabled: Policy and Organisational Issues. New Delhi : I.I.P.A

7. Mohsini, S.R. & Gandhi, P.K. (1982). The Physically Handicapped. Delhi: Seema Publications
8. Narasimhan, M.S. and Mukherjee, A.K. (1988). Disability: A Continuing Challenge. New Delhi: Wiley Eastern Ltd.
9. Thuppal, M. & Jayanthi, N. (1992). Impact of Intervention on the Parental Perceptions and Expectations of their Mentally Retarded Children. The Indian Journal of Social Work.
10. AlurSathi, 1999 Women with disability. Action Aid Disability News. Vol.no.1 and 2, 1114.
11. Bhambhani, Meenu, 1999 The burden of woman with Disabilities, Action Aid Disability News. Vol. No.1 and 2, 2230
12. RajuShoba, 1996 Gender and Disability. Ability JulySept. 1996, 2122
13. Goldenson, Robert M. (1978). Disability and Rehabilitation Handbook, McGraw Hill Inc.
14. Egan, E. (1982). The Skilled Helper. 3rd edition. Brooks/Cole.
15. Oliver, M (1988). Social Work with Disabled people. London: The Macmillan Press

DSC-V Introduction to Politics

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-V	Introduction to Politics	30

Course Outcomes:

Student will be able to :

- 1) Understand the relationship between social work and politics
- 2) To know about democracy and democratic system
- 3) Study of voting and related administration
- 4) study the current situation and problems of politics

Unit	Content
Unit-I	Introduction to Politics and State : ▪ Concept, Scope and Nature of Politics ▪ State: Elements, Role and Functions. ▪ Relevance of Politics to Social Work Profession. ▪ Politics and State – Society Relations in India (08 Periods)

Unit-II	Democratic Government - Democracy: Concept, Characteristics, Principles and Types of Democracy i) Parliamentary and presidential Democracy - Dimensions of Democracy : Social, Economic and Political - Federalism in Indian democracy and democratic decentralization. - Dictatorship: Concept, Characteristics, Types of Dictatorship, Critique of Dictatorship (07 Periods)
Unit-III	Processes & Roles in Democracy - Democratic Processes- Introduction, Election and Representation ,Voting Behaviour and its determinants. - Role of Election Commission and independent, impartial elections. e. Electoral Violence. - Meaning, Characteristics, Roles and Responsibility of: i. Political Party ii. Pressure Group, iii. Public Opinion, iv. Media. - Role of Social Worker in Policy planning and implementation for Political Parties (08 Periods)
Unit-IV	Political Problems - Introduction to political problems : Political alienation as a problem, Political corruption as a problem, Political violence as a problem - Feminism and the Politics of Gender - Sectarian and Terrorist violence i) Politicization of Religion leading to Communal Violence ii) Regionalist and Separatist movements. (07 Periods)
Unit-V	Skill Enhancement Module : (Any one of the following activity) - A visit to any administrative system in rural administration - A visit to any administrative body in the urban administration - Meet the local MP or MLA to know their working methods - Conducting seminars / workshops on changing political situation and implications - Any Activity related to Syllabus. (08 Periods)

References :

- Appadurai, A.1975 (11th ed). The Substance of Politics. Oxford University Press, Oxford.Arora, N.D. &Awasthy, S.S. (2001). Political Theory. HARANAND Publishing Ltd.
- Alf GunvaldNilsen, Kenneth Bo Nielsen and AnandVaidya (2019), Indian Democracy, Pluto Press 345, Archway Road,London.
- Asirvatham, E &Misra, K.K.(2001). Political Theory. S. Chand, Co. New Delhi.
- Bastian, S. (ed). Luckham, R. (2003). Can Democracy be designed, Zed Books. LondonCambridge University Press, Cambridge. Cambridge University Press
- Chatterjee, P (ed) 1997. State and Politics in India. Oxford University Press. Oxford.

6. Deol, D.(1990). Comparative Government and Politics. Sterling Publishers, New Delhi.
7. Eisenstadt, S.N. (1989). Political Sociology – A reader. Rawat Publishers, Jaipur.
8. Grover, V (ed),(1990). Trends and Challenges to Indian Political System. Deep and DeepPublications, New Delhi.
9. Guhan, S (ed) Samuel Paul. Corruption in India – Agenda for Action. Vision Books. New Delhi.
10. Haque, R (3rd ed) Harrop, M. Breslin, S. (1993) Comparative Government and Politics – AnIntroduction. Macmillan Press Ltd., London.
11. Johari J.C. (ed) Contemporary Political Theory. Sterling Publishers. New Delhi.
12. Johari, J.C.(1989). Principles of Modern Political Science. Sterling Publisher Pvt. Ltd., New Delhi.
13. Kohli , A (ed), (1991). The Success of India’s Democracy. Cambridge University Press. Cambridge, 2003.
14. Kohli , A., (1991). Democracy and Discontent. India’s growing crisis in Govern ability
McKinnon, C (2008). Issues of Political Theory. Oxford University Press. New York.
15. Manor, James Jayal, NirajaGopal (2017), Politics and State – Society Relations in india,C Hurst and Co Publishers Ltd.
16. Mehra, A.K. &Khanna, D.D (ed) Kueck, G.W (2003). Political Parties and Party System, New Delhi.
17. Nohlem, D (2nd ed) 1996. Elections and Electoral System. Macmillan India Ltd. New Delhi.Rawat Publications. Jaipur.Sage Publications. New Delhi.
18. Sharma B.M. Bareth; R (ed) 2004. Good Governance, Globalization and Civil Society.
19. University of Solapur : Democracy, Elections and Good Governance.
20. Wilkinson, S.(2004). Votes and Violence. Electoral competition and communal riots in India

DSC-VI Peace Education

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-VI	Peace Education	30

Course Outcome:

Learners will be able to :

- Develop an understanding of the root causes of conflict and violence in various societal contexts.
- Cultivate skills for conflict resolution, negotiation, and mediation through experiential learning activities.
- Foster empathy, compassion, and respect for diversity to promote peaceful coexistence within communities.
- Analyze the role of power dynamics, prejudice, and discrimination in perpetuating conflicts and explore strategies for addressing them.
- Engage critically with theories and practices of peacebuilding, nonviolence, and social justice to promote sustainable peace.
- Apply knowledge gained to design and implement peace education initiatives in local, national, and global contexts.

Unit	Contain
Unit 1:	Introduction to Peace Education - Definition and concepts of peace education - Historical development of peace education -Theoretical frameworks in peace education : Critical Pedagogy,Constructivism,ConflictTransformation,NonviolentCommunication,Social Identity Theory,GandhianPhilosophy,Human Rights and Social Justice,Global Citizenship Education - Importance and relevance of peace education in social work(08 Periods)
Unit 2	: Understanding Conflict and Violence - Causes and dynamics of conflicts - Forms of violence in Indian society :Gender-Based Violence,Caste-Based Violence,CommunalViolence,Violence Against Children,Environmental Violence - Impact of violence on individuals and communities - Role of social work in addressing conflict and violence(07Periods)

Unit 3:	Promoting Peaceful Coexistence - Strategies for conflict resolution, negotiation, and mediation - Building empathy, compassion, and understanding - Respect for diversity and multiculturalism - Community-based approaches to peacebuilding(08 Periods)
Unit 4:	Peacebuilding and Social Justice - Power dynamics, prejudice, and discrimination in perpetuating conflicts - Implementing peace education initiatives in local, national, and global contexts. - Advocacy for social justice and human rights - Intersectionality and inclusivity in peacebuilding efforts(07Periods)
Unit 5:	Skill Enhancement Module: Any One 1.Do Conflict Mapping: identify and analyze conflicts in your communities, exploring root causes, stakeholders, and potential solutions. 2.Prepare any creative activities such as painting, writing and explore themes of peace and conflict. 3. Prepare and draft a Role-plays for Conflict Resolution: 4. Do Case Studies and Group Discussions on Gender-Based Violence / Caste-Based Violence / Environmental Conflict 5. Visits any Community Engagement Projects and write report of it. 6. Organize Peace building Symposium/ Seminar.

References:

1. Galtung, J. (1996). Peace by Peaceful Means: Peace and Conflict, Development and Civilization. SAGE Publications.
2. Salomon, G., & Nevo, B. (Eds.). (2002). Peace Education: The Concept, Principles, and Practices Around the World. Routledge.
3. Freire, P. (1994). Pedagogy of Hope: Reliving Pedagogy of the Oppressed. Continuum.
4. UNESCO. (2017). Global Guidebook for Practical Peace Education and Participatory Action Research. UNESCO Publishing.
5. Banks, J. A., & McGee Banks, C. A. (Eds.). (2010). Multicultural Education: Issues and Perspectives (7th ed.). John Wiley & Sons.

6. Lederach, J. P. (2005). *The Moral Imagination: The Art and Soul of Building Peace*. Oxford University Press.
7. Bose, S. (2009). *The Challenge in Kashmir: Democracy, Self-Determination and a Just Peace*. SAGE Publications.
8. UNICEF India. (2015). *Hidden in Plain Sight: A Statistical Analysis of Violence Against Children in India*. UNICEF.
9. United Nations Development Programme. (2019). *Human Development Report 2019: Beyond income, beyond averages, beyond today: Inequalities in human development in the 21st century*. UNDP.
10. Galtung, J. (1969). Violence, peace, and peace research. *Journal of Peace Research*, 6(3), 167-191.
11. Fisher, R., Ury, W., & Patton, B. (2011). *Getting to Yes: Negotiating Agreement Without Giving In*. Penguin Books.
12. Hoffman, L., & Graham, M. (2012). *Building Peace Through Social Justice*. Springer.
13. Derman-Sparks, L., & Ramsey, P. G. (Eds.). (2016). *What If All the Kids Are White?: Anti-Bias Multicultural Education with Young Children and Families* (2nd ed.). Teachers College Press.
14. Salomon, G. (2002). *Violence Prevention in Schools: The Challenges of Cross-Cultural Learning and Teaching*. UNESCO Publishing.
15. Dugan, J. P., & Loschky, L. C. (2009). Cognitive processing of nonverbal affective cues in nonverbal communication. *Communication Research*, 36(6), 808-829.
16. Bell, D. A. (1992). *Faces at the Bottom of the Well: The Permanence of Racism*. Basic Books.
17. Gandhi, M. K. (2001). *Non-Violent Resistance (Satyagraha)*. Dover Publications.
18. Amnesty International. (2020). *Human Rights: Amnesty International Report 2020/21*. Amnesty International Publications.
19. Sen, A. (2009). *The Idea of Justice*. Penguin Books.
20. United Nations. (2015). *Transforming Our World: The 2030 Agenda for Sustainable Development*. United Nations Publications.
21. Puniyani, R. (2005). *Religion, Power and Violence: Expression of Politics in Contemporary Times*. Sage Publications India Pvt Ltd.
22. Puniyani, R. (2005). *Communalism: What is False. What is True?* Media House.
23. Puniyani, R. (2004). *Religion, Power and Violence: Expression of Politics in Contemporary Times*. Media House.

Online references:

1. "War and Peace" (2002): by AanandPatwardhan
2. "Jai Bhim Comrade" (2011): by AanandPatwardhan
3. "Father, Son, and Holy War" (1995): by AanandPatwardhan
4. "Gandhi" (1982)
5. "Hotel Rwanda" (2004)
6. "Freedom Writers" (2007)
7. "The Boy in the Striped Pyjamas" (2008)
8. "A Separation" (2011)
9. "The Kite Runner" (2007)
10. "Invictus" (2009)

DSC-VII Sociology (Social Thinkers)

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-VI1	Sociology (Social Thinkers)	30

Course Outcome:

- SO 1: Present the sociological contributors in chronological order.
- SO 2: Get acquainted from the contributions of Founder sociologists.
- SO 3: Compare the different sociological traditions.
- SO 4: Get acquainted with modern sociological tradition.
- SO 5: Describe the different modes of exchange.
- SO 6: Criticize the early theories and concepts.

Unit	Contain
Unit I:	Indian Sociological Theoretical Perspectives G. S. Ghurye (a) Study of Castesystem (b) Thoughts on National Integration <u>Dr. M. N. Srinivas</u> (a) Concept of Sanskrutikaran (b) Concept of Westernization (08 Periods)
Unit II	Dr. A. R. Desai (a) A study of Indian Village Structure (b) Indian Social Structure and Marxist Approach <u>Dr. Irawati Karve</u> (a) Concept on Kinship Relations (b) Hindu Culture: An Interpretation

	(07 Periods)
Unit III:	<u>August Comte</u> (a) Law of three Stages (b) Social Statics and Social Dynamic <u>Emile Durkheim</u> (a) Theory of Suicide (b) The Study of Social Facts (08 Periods)
Unit IV:	<u>Karl Marx</u> (a) Class Struggle Theory (b) Thoughts on Capitalism <u>Max Weber</u> (a) Theory of Social Action (b) Types of Social Action, Types of Authority (07 Periods)
Unit V:	Skill Enhancement Module • Writing assignment on a course component • A relevant article on Sociological theory in today's context • To Write Syllabus based Minor Research Project • Writing research papers on Social Thinkers • To do group discussion • To take the seminar of students on Course component • Creating PPT on Sociological theory.

Reference Book:

- (1) दोषी, एस.एल. (२०१८). मुख्य समजशास्त्रीय विचारक. जयपूर: रत्न प्रकाशन
- (2) अग्रवाल, जि.के. (२००७). प्रमुख समजशास्त्रीय विचार. आगरा संहित्य भवन प्रकाशन
- (3) सुकन्य, डी. (१९९६). समजशास्त्रीय विचारधारा नवी दिल्ली: लक्ष्मी प्रकाशन
- (4) नलगल, बी.के. (२०१७). भारतीय समजशास्त्रीय चिंतन. आगरा संहित्य भवन प्रकाशन
- (5) दोषी, एस.एल. (२०२३). भारतीय सामाजिक विचारक. जयपूर: रत्न प्रकाशन
- (6) कुलकर्णी, पी.के. (२००७). मुलभूत समजशास्त्रीय विचारवंत. नगपूर: श्री. विद्या प्रकाशन
- (7) आगलवे, प्रदीप (१९९१). भारतीय सामाजिक समस्या नगपूर: श्री सईनथ प्रकाशन
- (8) Ramaswami, B. (2013). Sociological Thinkers. New Delhi: Daya Publications

DSC-VIII Field Work (Social Work Practicum)

Code of the Course / Subject	Title of the Course / Subject	(Total Number of Periods)
VII	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 full time Faculty Supervisor.
 C) The Field work shall comprise of the following components.

Sr. No	Content	Marks Allotted	Distribution of Marks	Activity Type
1	Service Delivery Camp (Health Check-up camp, Blood Check up, Legal Literacy camp, Education Literacy camp, Social Issues Awareness camp, Skill Development camp, Government Scheme-Policy Literacy etc.)	30	- Preparation-05 - Design of camp-05 - Implementation of Camp-10 - Report Writing-10	Group
2	Group Exposure Visits/ Study Tour (Detail Study of Minimum 5- NGOs / Industries / Gov. Institution working in the fields of Social Work / CSR Development Projects/Ideal Village) (Note: 1. Visits/Tour shall be within Maharashtra for Maximum 5 Days. 2. Every student will have freedom to choose either Group Exposer visit or Study Tour)	30	- Attendance-5 - Performance-15 - Report Writing-10	Group
3	Book Review and Panel Discussion (Select any book related to the Social Work Education / Subject opted for research study/ any relevant discipline and Divides chapter of books among the group members, write the book review also facilitate the panel discussion on the particular book)	20	- Active Participation - 05 - Book Review – 10 - Facilitation of Panel Discussion – 05	Group
4	Internal Viva Voce	20	- SDC - 05 - GEV/T - 05 - BRPD - 05 - General - 05	Individual
	Total	100		

External Viva Voce - (Max. Marks: 100)**Important Note:**

- The External Examiner shall assess the students on the basis of their actual performance during the external examination. Out of Total 100 Marks, **the credit out of 100 marks shall be awarded by the faculty supervisor and the remaining credit out of 100 Marks shall be awarded by the External Examiner appointed by the Sant Gadge**

Baba Amravati University on the basis of above components and mean of the internal & external marks shall be sent to the university.

2. There shall be no re-examination of field work. The failures will have to repeat the field work by seeking re-admission in college.
3. The internal marks shall be awarded by the respective faculty supervisor who will have actually supervised the activities of field work on the basis of continuous evaluation during the academic year.

General Instructions about 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.

DSC-IX Group Research Project

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-IX	Group Research Project	30

Sr.No.	Component	Marks
1	Group Research Project Report i) Regularity and Punctuality 25 Marks ii) Quality of work 30 Marks iii) Report Writing 15 Marks	70
2	Class Room PPT Presentation	10
3	Viva-Voce	20
	Total Marks	100

Important Note:

- **Internal Assessment:** Group Research Project will be evaluated internally on above components by the concerning faculties on students actual performance during the external examination.
- **Mean of the Research Project Assessment:** The mean of both the assessments i.e. the internal and the external assessments shall be the actual marks obtained by the students and the same mean only shall be sent to the university duly signed by the internal and external examiners.

General Notes:

1. There shall be no re-examination of Research Project. The failures will have to repeat the Research Project by seeking re-admission in college.
2. The internal examiner shall keep his/her marks of assessment ready by the time of the external examination. Assessment marks (Mean of Internal & External) shall be dispatched to the University within a week of the external examination.