

**Scheme of Teaching, Learning & Examinations for Choice Based Credit System, in the Faculty of Interdisciplinary Studies**  
**BSW/B.A. in Social Work (Semester-I)**

Annexure-I

Teaching & Learning Scheme													Examinative & Evaluation Scheme				
Sr. No	Subjects	Subject Code	Teaching Period Per week				Credits		Duration of Exams Hrs.	Theory + M.C.Q. (External)	Skill Enhancement Module (SEM) (Internal)	Practical		Maximum Marks		Minimum Passing Marks	Grade
			L	T	P	Total	Theory/ Tutorial	Practical				Total	Int. (Rep)	Ext. (V.V.)			
1	Compulsory English (DSC-1)		3	-	-	3	3	-	60+20	20	-	-	-	100	40	P	
2	Communication Skill in English (AEC-1)		-	1	-	1	1	-	-	-	-	25	-	25	10	P	
3	Marathi (DSC-2)		3	-	-	3	3	-	60+20	20	-	-	-	100	40	P	
4	Communication Skill in Second Language (AEC-2)		-	1	-	1	1	-	-	-	-	25	-	25	10	P	
5	Fundamentals of Psychology (DSC-3)		4	-	-	4	4	-	60+20	20	-	-	-	100	40	P	
6	Sociology of Social Work (DSC-4)		4	-	-	4	4	-	60+20	20	-	-	-	100	40	P	
7	Introduction to Professional Social Work (DSC-5)		4	-	-	4	4	-	60+20	20	-	-	-	100	40	P	
8	Social Work Practicum Field Work (DSC-6)		-	-	8	8	4	4	-	-	-	80	20	100	50	P	
9	Generic Open Elective - 1 (GOC-1)		2	-	-	2	2	-	50	-	-	-	-	50	20	P	
10	Induction Programme*							1*	-	-	-	-	-	-	-	P	
Total			30	20	5	55	55	26-1*						300		P	

30 Hrs (1 Week) at the beginning of Sem. - 1)

L: Lecture, T: Tutorial, P: Practicum

Note: Internship/Field Work / Work Experience will be conducted after 1 semester till VIth semester in vacations for minimum 150 hrs. It's 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


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**Scheme of Teaching, Learning & Examinations for Choice Based Credit System, in the Faculty of Inter-disciplinary Studies  
BSW/B.A. In Social Work (Semester- II)**

Sr. No	Subjects	Subject Code	Teaching & Learning Scheme				Credits	Duration of Exams Hrs.	Examination & Evaluation Scheme					Minimum Passing Marks	Grade	
			Teaching Period Per week						Theory/ Practical Tutorial	Theory + M.C.Q (External)	Skill Enhancement Module (S.E.M) (Internal)	Maximum Marks Int. (Rep)	Practical Ext. (V.V.)			Total Marks
			L	T	P	Total										
1	DSC-7, Human Growth & Development		4	-	-	4	-	80	20	-	100	40	P			
2	DSC-8, Sociology for Social Work		4	-	-	4	-	80	20	-	100	40	P			
3	DSC-9, Working with individual		4	-	-	4	-	80	20	-	100	40	P			
4	DSC-10, Social Work Practicum Field Work		-	-	8	8	-	-	-	20	100	50	P			
5	DSC-11 Family & Child welfare work -I		4	-	-	4	-	80	20	-	100	40	P			
6	DSC-12, Personal & Professional Skills for Social Work Intervention		3	-	-	3	-	80	20	-	100	40	P			
7	AEC for DSC12		-	1	-	1	1	-	-	25	25	10	P			
8	Generic Open Elective - 2 (GOEC-2)		2	-	-	2	-	50	College Level Exam,	-	50	20	P			
Total			30				-	26	575							

L: Lecture, T: Tutorial, P: Practical

  
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Part A

Faculty- Interdisciplinary Studies

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

• Programme Objectives

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

Program Outcomes

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

Employability Potential in Social Work Program

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


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

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

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

Common Roles Of Social Workers

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

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

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

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


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

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

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

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

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

  
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**Syllabus Prescribed for 2022-23 year**  
**Programme: B.S.W./B.A. in social work**  
**Semester-I**

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

**COs:**

The students would be able to

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

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

*(Signature)*  
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Syllabus Prescribed for 2022-23 year  
 Programme: B.S.W./B.A. in social work  
 Semester-I

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

COs:

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

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

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

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Mumbai.

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

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

Syllabus Prescribed for 2022-23 year

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

Semester-I

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

Notes :


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

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

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

#### References:

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

  
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**Part- B**

Syllabus Prescribed for 2022-23/ UG programme

Programme - BSW /B.A. in Social Work

Semester- II

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

**COs:**

The students would be able to:

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

Unit	Content
Unit I	<b>Introduction to Human Growth &amp; development</b> 1. Meaning, importance, characteristics & the principle of growth & development 2. Periods /Stages of life span 3. Difference between growth & development. 4. Role of heredity & environment in growth & development, 5. Approaches to study of human development: Longitudinal, Cross-Sectional Studies, Sequential Study. 6. Theories of Human Development: Freud: Psychoanalytical / Psychosexual, Erikson: Psychosocial development, Piaget: Cognitive Development, Maslow: Self actualization 7. Reproduction system of Male & female, beginning of life 8. Prenatal: conception, Characteristics of Prenatal development, Stages of prenatal development. 9. Types of birth: Natural or Spontaneous Birth, Breech Birth, Transverse Birth, Instrumental Birth, and Caesarean Section 10. Factor affecting prenatal development (15 periods )
Unit II	<b>Infancy</b> 1. Characteristic of Infancy, 2. Major adjustment in infancy period, 3. Physical, Social, & Cognitive development. 4. Developmental task & problem  <b>Babyhood</b> 1. Nature of Babyhood 2. Nature of Child: Feeding, bath, cloth, sleep 3. Characteristic of babyhood 4. Physical development: Physical Growth, Central nervous system, sensory capacities, motor development, Cognitive development: 5. Speech & language development: Pre speech development, Learning of Language, 6. Factors influences on early language development 7. Emotional development: Major emotions during babyhood & Social Development 8. Application : Parenting style & It's Effects on Child development (15 periods )
Unit III	<b>Childhood</b> 1. Nature of Childhood 2. Characteristic of early & late Childhood 3. Physical, cognitive, social development 4. Mental health of child and its treatment technique 5. Developing self : Self-concept, understanding emotion, self esteem 6. Application- Behavioral problem in childhood.  <b>Puberty &amp; Adolescent</b> 1. Characteristic of Puberty & adolescent 2. Physical, Social & Cognitive Development Milestone 3. Challenges & Issues in adolescence Development 4. Relationship with family & peer

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**Part- B**

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

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

**Semester- II**

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

**COs:**


The students would be able to:

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

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

**Reference Book:**

- (१) समाजशास्त्र की संकल्पना व व्याप्ति - डॉ. ज्योती डोईफोडे
- (२) समाजशास्त्र: प्रारंभिक संकल्पना - डॉ. सजय साकुबे
- (३) समाजशास्त्र: प्रारंभिक संकल्पना - रा. ज. लोटे
- (४) समाजशास्त्र के मूलतत्त्व - डॉ. संजीव महाजन
- (५) भारतीय समाजशास्त्र - डॉ. रा. न. घाटगे
- (६) समाजशास्त्र की संकल्पना आणी सिद्धांत - डॉ. दीप अग्रवाल

  
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- (8) An Introduction to Society – Vidya Bhushan  
 (6) सामाजिक विचारोंका इतिहास – आर.के.खन्ना  
 (9) समाजशास्त्र की मूलभूत अवधारणाएँ – प्रो. सुभाष  
 (10) समाजशास्त्र की मूलभूत अवधारणाएँ – डॉ. आर.के. खन्ना

**Part- B**

Syllabus Prescribed for 2022-23/ UG programme

Programme - BSW /B.A. in Social Work

Semester- II

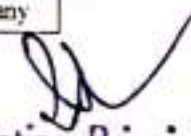
Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-9	Working with Individual (Social Case Work)	60

**COs:**

The students would be able to:

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

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

  
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**Part- B**

Syllabus Prescribed for 2022-23/ UG programme

Programme - BSW /B.A. in Social Work

Semester- II

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

**Notes :**

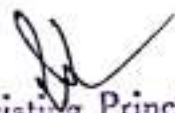
A) No Grace Marks shall be allowed for Passing in Social Work Practicum.

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

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

**References:**

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

  
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**Part- B**

Syllabus Prescribed for 2022-23/ UG programme

Programme - BSW /B.A. in Social Work

Semester- II

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

**COs:**

The students would be able to:

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

Unit	Content
Unit I	Family as an Institution its Function and Importance. • Meaning, Concept and Objectives of Family Welfare. • Problems related to Family and Types of Family. • Impact of Modernization on Family. • Family dynamics – Power, role and patriarchy in family. ( 15 periods)
Unit II	Social work Practice with Families. • Crisis Intervention and Family advocacy. • Creating public awareness for promoting family rights and responsibilities. • Family life education and family counseling. • Current family planning programmes, and role of social worker in relation to family planning. (15 periods)
Unit III	Legislation and Policy Issues in Family and Child Welfare. • Constitutional provisions for protection and welfare of children. • National policy for children – Salient features, priority areas and gaps. • National policy for women – National Perspective Plan for Women's Development, National Commission on Women. Juvenile Justice Act – 2015, Child labour (Prohibition and Regulation) Act, 1986 (Amendment, 2016), Hindu Adoptions and Maintenance Act, 1956, and Need for developing Comprehensive family policy in India. ( 15 periods)
Unit IV	Working with Family and Children. • Family Therapy. • Child Welfare – Concept, Definition and Importance. • Problems faced by Children - Child Labour, Child Abuse and Neglect and Female Feticide. • Child Welfare Services – Adoption, Foster Care, Integrated Child Welfare Services. ( 15 periods)
Unit V	Basic Skill enhancement module (Any one of the following )

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**Part- B**

Syllabus Prescribed for 2022-23/ UG programme

Programme - BSW /B.A. in Social Work

Semester- II

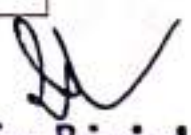
Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC – 12	Personal and Professional skills for Social Work Intervention	60

**COs:**

The students would be able to:

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

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

  
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Appendix- A-3


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

Sr. No	Subjects	Subject Code	Teaching & Learning Scheme							Examination & Evaluation Scheme							
			Teaching Period				Credits			Duration of Exams hrs	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) Social Group Work		4	-	-	4	-	-	4	3	80	20	-	-	100	40	P
2	DSC-II (Theory) Youth Development		4	-	-	4	-	-	4	3	80	20	-	-	100	40	P
3	DSC-III (Theory) Counseling Theory & Practice		4	-	-	4	-	-	4	3	80	20	-	-	100	40	P
4	DSC-IV (Theory) Sociology		4	-	-	4	-	-	4	3	80	20	-	-	100	40	P
5	DSC-V Psychology		4	-	-	4	-	-	4	3	80	20	-	-	100	40	P
6	DSC-VI Field Work		-	-	8	8	-	-	4				80	20	100	50	P
7	AEC-3 (Environmental Studies- I)		2	-	-	2	2	-	2	-	Internal Assessment at college/institute/department level				50	20	P
	Total								26						650		

Lecture, T: Tutorial, P: Practical

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

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

  
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**Sant Gadge Baba Amravati University Amravati**  
**Appendix- A-4**  
**Scheme of teaching, learning & Examination leading to the Degree Bachelor of BA in social Work (Three Years ... Six Semesters**  
**Degree Programme - C.B.C.S) Semester-IV**


B.A. Programme - C.B.C.S) Semester-IV																		
Sr. No	Subjects	Subject Code	Teaching & Learning Scheme							Examination & Evaluation Scheme								
			Teaching Period				Credits			Maximum Marks							Minimum Passing	
			Per week				Theory/ Tutorial	Practical	Total	Duration of Exams Hrs.	Theory + M.C.Q External	Skill Enhancement Module Internal	Practical		Total Marks	Marks	Grade	
			L	T	P	Total							Internal	External				
1	DSC-I (Theory) Fields of Social Work		4	--	--	4	4	--	4	3	80	20	--	--	100	40	P	
2	DSC-II (Theory) Situation of Women		4	--	--	4	4	--	4	3	80	20	--	--	100	40	P	
3	DSC-III (Theory) Sociology		4	--	--	4	4	--	4	3	80	20	--	--	100	40	P	
4	DSC-IV Psychology		4	--	--	4	4	--	4	3	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  
I: Internship/Field Work (Work Experience)

L: Lecture, T: Tutorial, P: Practical

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

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

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

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


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

  
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- 17) पंडित, कुलकर्णी, गोरे (२०००) पिंपळापुरेपब्लीशर्स, महालनागपूर.  
 18) जारोडेडी. आर. (२०१८) उपयोजितमानसशास्त्र, प्रशांतपब्लीकेशन, जळगाव.  
 19) नागरेश्रीधर, जाधवयोगिता, गायकवाडज्योती (२०१६) प्रशांतपब्लीकेशन, जळगाव.  
 20) मानसीराजहंस (२०१७) आरोग्यमानसशास्त्र, विक्षेपापब्लिकेशनमावळ, जी. पुणे  
 21) आहिरेएम. यु. (२०१९) मनोविकृतीमानसशास्त्र, अथर्वपब्लिकेशन, धुळे.  
 22) बर्वेबी. एन. (२०१०) चिकित्सामानसशास्त्र, विद्याप्रकाशन, नागपूर.  
 23) थोंडगे, गोरडेशरद, नागरेकल्पना (२०१९) अपसामान्यमानसशास्त्र, कैलाशपब्लिकेशनस,  
 औरंगपुराऔरंगाबाद.  
 24) जारोडेडी. आर. (२०१८) अपसामान्य/मनोविकृतमानसशास्त्र, प्रशांतपब्लीकेशन, जळगाव.  
 25) मानसीराजहंस, अनघापाटील, सुशीलसुर्वे (२०१२सुधारितआनृती) 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	<b>Seminar on Social Issues (On Primary &amp; Secondary Data both)</b> 1) Preparation 2) Quality of Paper 3) Presentation 4) Attendance to other students seminars <b>Total</b>	 05 05 05 05 20	 Group Activity
2	<b>Organizing Any one Training Programme/ Workshop for marginalized groups</b> 1) Module Design 2) Implementation of Training/ Workshop 3) Report Writing <b>Total</b>	 08 08 04 20	 Group Activity
3	<b>Group Work in Agency Setting (20 ) (Youth/Farmer/SHG/ Schools/Hospitals/ Correctional Institutions etc)</b> 1) Attendance	 10	 Individual Activity

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

Sr. No	Subjects	Subject Code	Teaching & Learning Scheme							Examination & Evaluation Scheme							
			Teaching Period				Credits			Duration of Exams Hrs.	Maximum Marks					Minimum Passing	
											Per week				Theory + M.C.Q External	Skill Enhancement Module Internal	Practical
			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	2	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

  
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Faculty- Interdisciplinary Studies

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

Semester- IV


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

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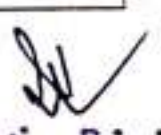
<b>Code of the Course/Subject</b>	<b>Title of the Course/Subject</b>	<b>(Total Number of Periods)</b>
<b>DSC-2</b>	<b>Situation of Women</b>	<b>60</b>

**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.

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

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

**Semester– IV**


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

**Course Outcomes:**

**Student will be able to**

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

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

  
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- तडसरे, वि. दि., पटिल, ए. के., तबडि, के. बी. आणि देकर, डी. जे. (२००१), सञ्ज्ञिक मन्त्रिशालि, फडके प्रकल्पिन, कोल्हापुर.
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- पलसालि म. न. आणि नबरे, सु. (संपर्षिक) (१९९३), उपबोजित मन्त्रिशालि, वलिनी इस्टर्न लि., दिल्ली.
- पलसालि म. न. आणि तळवलकर, वि. (संपर्षिक), (२०००), सञ्ज्ञिक मन्त्रिशालि, कॉन्टिनेन्टल प्रकल्पिन, पुणे.
- रजिंहस, म. आणि पटिल, अ. (२००४), जीवनोपयोगी मन्त्रिशालि, उन्मेष प्रकल्पिन, पुणे.
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- श्रीवलि, आलम एवं आनंद, (२००८), आधुनिक सञ्ज्ञिक मनोविज्ञानि मोतीललि बनलिदीदलि, दिल्ली.
- सिंह अरुण कुमरि (२००३), समजि मनोविज्ञानि की रूपरेख मोतीललि बनलिदीदलि, दिल्ली.

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


##### Semester– IV

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

#### Course Outcome:-

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

Unit	Content
Unit-I	<p><b>Text Prescribed: 'Fast Tracks: A Multi-Skill Course in English'</b></p> <p><b>PROSE</b></p> <ol style="list-style-type: none"> <li>1) Empowerment of Women (Pratibha Devising Patil)</li> <li>2) The Suitor and Papa (Anton Chekov)</li> <li>3) History of Chess (Barbara Mack)</li> <li>4) Uncle Podger Hangs A Picture (Jerome K Jerome)</li> </ol> <p>(08 Periods)</p>
Unit II	<p><b>POETRY</b></p> <ol style="list-style-type: none"> <li>1) Leave this Chanting, Singing and Telling of Beads (Rabindranath Tagore)</li> <li>2) All the World's Stage (William Shakespeare)</li> <li>3) Gather Ye Rosebuds While Ye May (Robert Herrick)</li> <li>4) Punishment in Kindergarten (Kamala Das)</li> </ol> <p>(08 Periods)</p>
Unit III	<p><b>GRAMMAR</b></p> <ol style="list-style-type: none"> <li>1) Subject-Verb Agreement</li> </ol>

  
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<b>Unit-V</b>	<b>स्थूलवाचन -1</b> मौखिक परीक्षा तिथि प्रकाश कविता कविता असाधारण 30 गुण सिले खालील पुस्तक वरून नोंदी घेणे, वृत्ति करणे, पुस्तक विशेष सिले. 1) वयविवेचन मंगल जोडबोले डॉ. वैजयंती खलिलकर रजिस्ट्रार प्रकाशन वर दिलीप मजिगाडकार १०२५सदस्य पेठ पुणे ४१०१०३० 2) आत आमच्या वरिष्ठ आमचे डोके - डॉ. आ. ह. सल्लुखे 3) एक सिले सिले सिले - चंद्रकान्त वरिष्ठ 4) देहवोली, अंजली पेंडसे
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संदर्भ :

- वयविवेचन मंगल जोडबोले डॉ. वैजयंती खलिलकर रजिस्ट्रार प्रकाशन वर दिलीप मजिगाडकार १०२५सदस्य पेठ पुणे ४१०१०३०
- आत आमच्या वरिष्ठ आमचे डोके - डॉ. आ. ह. सल्लुखे
- एक सिले सिले सिले - चंद्रकान्त वरिष्ठ
- देहवोली, अंजली पेंडसे

**Faculty- Interdisciplinary Studies**

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**Semester- IV**

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

**Notes:**

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

Sr.No.	Components	Marks Allotted	Activity Type
1	<b>Evaluation of any one government Scheme through FGD/ Survey</b>		Group Activity
	1) Attendance	05	
	2) Collection of information	05	
	3) Presentation	05	
	4) Report Writing	05	
	<b>Total</b>	<b>20</b>	
2	<b>IEC Material Development for Social Issues</b>		Group Activity
	1) Efforts in Developing IEC Material	04	

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


**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.

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**Reference:**

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**Faculty- Interdisciplinary Studies**

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

**Semester– IV**

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



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

**Subject: Social Work**

-Under the Faculty of-  
Interdisciplinary Studies

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L: Lecture, T: Tutorial, P: Practical

Appendix - A-4

Sant Gadge Baba Amte Mahavidyalaya Amravati

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

Sant Gadge Baba Amte National University, Amravati Scheme of teaching, learning & Examination leading to the Degree Bachelor of Social Work/BA in Social Work (Three Years ... Six semesters ...)																	
C.B.C.S) Semester-VI																	
Sr. No	Subjects	Subject Code	Teaching & Learning Scheme							Division of Exams (H)	Examination & Evaluation Scheme						
			Teaching Period Per week				Credits				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	BSC-I (Criminology & Criminal Justice system)		2	-	-	2	2	-	2	3	40	10	-	-	50	20	P
2	BSC-II (Participatory Approaches in Social Work)		2	-	-	2	2	-	2	3	40	10	-	-	50	20	P
3	BSC-III (Disasters Management and Social Work)		2	-	-	2	2	-	2	3	40	10	-	-	50	20	P
4	BSC-IV (Disability and Social Work)		2	-	-	2	2	-	2	3	40	10	-	-	50	20	P
5	BSC-V (Introduction to Politics)		2	-	-	2	2	-	2	3	40	10	-	-	50	20	P
6	BSC-VI (Peace Education)		2	-	-	2	2	-	2	3	40	10	-	-	50	20	P
7	BSC-VII Sociology (Social Thinkers)		2	-	-	2	2	-	2	3	40	10	-	-	50	20	P
8	BSC-VIII Fieldwork		-	-	4	4	-	4	4	-	-	-	80	20	100	50	P
9	BSC-IX Group Research Project		-	-	4	4	-	4	4	-	-	-	-	-	50	-	-
	Total									22							

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Sant Gadge Baba Amravati University Amravati

Appendix-A-3

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

C.B.C.S) Semester-V

C.B.C.S) Semester-V																	
Sr. No	Subjects	Subject Code	Teaching & Learning Scheme						Duration of Exams Hrs	Examination & Evaluation Scheme							
			Teaching Period Per week				Credits			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 (Working With Community)		4		--	4	4	--	4	3	80	20	--	--	100	40	P
2	DSC-II (Social Welfare & Development Administration)		2		--	2	2	--	2	3	40	10	--	--	50	20	P
3	DSC-III ( Corporate Social Responsibility)		2		--	2	2	--	2	3	40	10	--	--	50	20	P
4	DSC-IV (Elderly Care and Social Work Intervention)		2	-	-	2	2	-	2	3	40	10	--	--	50	20	P
5	DSC-V (Law and Social Work)		2	-	-	2	2	-	2	3	40	10	--	--	50	20	P
6	DSC-VI IIR & Unorganized Labour		2		-	2	2	-	2	3	40	10	--	--	50	20	P
7	DSC-VII Social Research		2		-	2	2		2	3	40	10	--	--	50	20	P
8	DSC-VIII Sociological Perspective on National Social Problems		2			2	2		2	3	40	10	--	--	50	20	P



9	BSC-EN (Fieldwork)		3	--	1	1	-	2	4	-	--	--	80	20	100	40	P
	Total								22						350		

L: Lecture, T: Tutorial, P: Practical

  
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**Syllabus Prescribed for 2024-25/ UG programme**

**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
<b>Unit – I</b>	<b>: Understanding Community</b> <ul style="list-style-type: none"> <li>• Meaning &amp; Definition of Community</li> <li>• Structure &amp; Functions of Community</li> <li>• Types of Communities</li> <li>• Virtual Communities(15 Periods)</li> </ul>
<b>Unit – II</b>	<b>Community Organization</b> <ul style="list-style-type: none"> <li>• Concept, Definition, Objectives, Principles, Community practice &amp; community development, Community Organization as a primary method of social work.</li> <li>• Community Organization- Community Relationship, Study, Analysis, Assessment, Discussion, Organization, Action, Evaluation, Modification &amp; continuation.</li> <li>• Role &amp; Characteristics of a good community organizer</li> <li>• Similarities &amp; Differences between community organization &amp; community development.</li> </ul> <b>(15 Periods)</b>
<b>Unit – III</b>	<b>Strategies in Community Organization Practice</b>

  
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### 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	<b>Unit-I Social Welfare Administration:</b> <ol style="list-style-type: none"> <li>a) Concept and meaning of Administration</li> <li>b) Concept, Purpose, Principles of social welfare administration.</li> <li>c) Functions of Department of Social Justice &amp; Special Assistance (Government of Maharashtra).</li> <li>d) Nature and Functions of Central &amp; State level Social Welfare Board.</li> <li>e) Flaws in Social Welfare Administration.</li> <li>f) Challenges for social welfare Administration.</li> </ol> <b>(08 Periods)</b>
Unit - II	<b>Welfare Organization:</b> <ol style="list-style-type: none"> <li>a) Concept, Significance &amp; Role of Welfare Organizations.</li> <li>b) Present Situation of Non - Governmental Organizations in India.</li> <li>c) Societies Registration Act, 1860, Bombay Public Trust Act, 1950, Foreign Contribution Act-1976.</li> <li>d) Classification of NGO's - service providers, empowerment NGOs, Funding NGOs.</li> </ol> <b>(07 Periods)</b>
Unit-	<b>Tasks &amp; Processes of Social Welfare &amp; Development Administration:</b>

**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	<b>Concept and Scenario of Old Age:</b> 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	<b>Issues of Aged Person:</b> 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)

  
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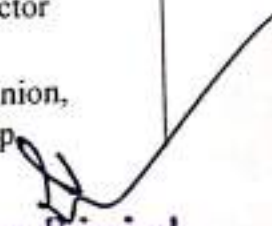


DSC-VI	HRM & Unorganized Labour	30
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**Course objectives:**

- 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	<p><b><u>Human Resource Management :</u></b></p> <ul style="list-style-type: none"> <li>• <b>Human Resource :</b> Concept, Human factor in Management, importance of Human Resource in Industry</li> <li>• Human Relations Movement, evolution of HRM in India, Functions of HRM</li> <li>• <b>Role and Functions of HRM :</b> Structure of HRM department, changing forms, Essential qualities, core competencies, specific functions and HR as business partner.</li> <li>• Changing role and emerging challenges before HR managers in the context of HRM.</li> </ul> <p style="text-align: right;">(08 Periods)</p>
Unit-II	<p><b><u>HR policies, role of personnel / HR manager :</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, objectives &amp; contents of HR policies, principles &amp; essentials of sound policies</li> <li>• Role &amp; importance of HR policies in managing human resource.</li> <li>• Essential qualities, core competencies, role, Functions and importance of Personnel Managers / H R managers in industrial organizations</li> </ul> <p style="text-align: right;">(07 Periods)</p>
Unit-III	<p><b><u>Unorganised sector</u></b></p> <ul style="list-style-type: none"> <li>• Concepts &amp; Definition of unorganized sector</li> <li>• Magnitude, Globalization and the unorganized sector ,Characteristics of unorganized labour</li> <li>• Socio economic profile of the unorganized labour in Rural and Urban areas : Employment pattern, Wage pattern, Skill formation, Gender perspective</li> <li>• Profile of the migrant workers: areas of migration, wages, workplaces &amp; living condition Problems faced by migrant workers</li> </ul> <p style="text-align: right;">(08 Periods)</p>
Unit-IV	<p><b><u>Social security :</u></b></p> <ul style="list-style-type: none"> <li>• National labour commission reports</li> <li>• Social security measures by government - The Unorganized Workers Social Security Act 2008, Schemes &amp; Programmes for unorganized workers</li> <li>• Role of Government Labour Welfare officer for unorganized sector workers.</li> <li>• Organizing the unorganized workforce through NGOs, Trade Union, Cooperative movements, Micro-credits, Social entrepreneurship</li> </ul>

  
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DSC-VI	HRM & Unorganized Labour	30
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**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	<p><b><u>Human Resource Management :</u></b></p> <ul style="list-style-type: none"> <li>• <b>Human Resource :</b> Concept, Human factor in Management, importance of Human Resource in Industry</li> <li>• Human Relations Movement, evolution of HRM in India, Functions of HRM</li> <li>• <b>Role and Functions of HRM :</b> Structure of HRM department, changing forms, Essential qualities, core competencies, specific functions and HR as business partner.</li> <li>• Changing role and emerging challenges before HR managers in the context of HRM.</li> </ul> <p style="text-align: right;">(08 Periods)</p>
Unit-II	<p><b><u>HR policies, role of personnel / HR manager :</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, objectives &amp; contents of HR policies, principles &amp; essentials of sound policies</li> <li>• Role &amp; importance of HR policies in managing human resource.</li> <li>• Essential qualities, core competencies, role, Functions and importance of Personnel Managers / H R managers in industrial organizations</li> </ul> <p style="text-align: right;">(07 Periods)</p>
Unit-III	<p><b><u>Unorganised sector</u></b></p> <ul style="list-style-type: none"> <li>• Concepts &amp; Definition of unorganized sector</li> <li>• Magnitude, Globalization and the unorganized sector ,Characteristics of unorganized labour</li> <li>• Socio economic profile of the unorganized labour in Rural and Urban areas : Employment pattern, Wage pattern, Skill formation, Gender perspective</li> <li>• Profile of the migrant workers: areas of migration, wages, workplaces &amp; living condition Problems faced by migrant workers</li> </ul> <p style="text-align: right;">(08 Periods)</p>
Unit-IV	<p><b><u>Social security :</u></b></p> <ul style="list-style-type: none"> <li>• National labour commission reports</li> <li>• Social security measures by government - The Unorganized Workers Social Security Act 2008, Schemes &amp; Programmes for unorganized workers</li> <li>• Role of Government Labour Welfare officer for unorganized sector workers.</li> <li>• Organizing the unorganized workforce through NGOs, Trade Union, Cooperative movements, Micro-credits. Social entrepreneurship</li> </ul>

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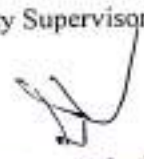
- (9) Shankar, Jagan.(1994). Socials problems in India.NewDelhi: Ashish Publishing House.
- (10) Memora, C.B.(1981). Social problems and Social Disorganization in India. Allahabad: KitabMahal Publication
- (11) Madan, G.R.(1990). Indian Social problems Vol.I. SocialDisorganisation. NewDelhi: Allied Publishers
- (12) Merion and Nisbet,(1971). Contemporary Social Problems. NewYork: Harcourt Brace
- (13) Ministry of Home Affairs (1998): Crime in India. NewDelhi: Govt of India

**DSC-IX- Fieldwork-(Social Work Practicum)**

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

**Notes:**

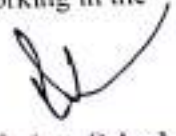
- A) No grace marks shall be allowed for passing in Field Work.
- B) The Field work of student shall be supervised by the full time Faculty Supervisor.
- C) The Field work shall comprise of the following components.

  
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Sr. No	Content	Marks Allotted	Distribution of Marks	Activity Type
1	<b>Community Work</b> (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	<ul style="list-style-type: none"> <li>Attendance -10</li> <li>Performance-20</li> <li>Report Writing-10</li> </ul>	Group
2	<b>Research Proposal Development</b> (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	<ul style="list-style-type: none"> <li>Innovation - 05</li> <li>Concept Note -10</li> <li>Quality of Proposal -10</li> </ul>	Group
3	<b>Field Work Seminar</b> (PPT Presentation of Community Work, Research Proposal)	15	<ul style="list-style-type: none"> <li>Attendance-05</li> <li>Performance-05</li> <li>PPT Design-05</li> </ul>	Group
4	<b>Internal Viva Voce</b>	20	<ul style="list-style-type: none"> <li>Community Work-08</li> <li>RPD - 06</li> <li>Field Work Seminar-04</li> <li>General-02</li> </ul>	Individual
	<b>Total</b>	<b>100</b>		

**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.

  
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**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

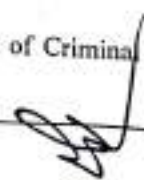
**Course Outcomes:-**

- 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	<b>Crime &amp;Criminology</b> <ul style="list-style-type: none"><li>▪ Definition of Criminology: Social, Psychological and Legal Approaches.</li><li>▪ Nature and Scope of Criminology.</li><li>▪ Development of Criminology in India.</li><li>▪ Relevance of criminology to contemporary society.</li><li>▪ Concept of Crime &amp; Causes of Crime.</li><li>▪ Classification of Crime and Types of Criminal.</li></ul>

*[Signature]*  
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	<ul style="list-style-type: none"> <li>Contemporary Forms of Crime.</li> </ul> <p style="text-align: right;">(08 Periods)</p>
Unit-II	<p><b>Concepts &amp; Process in Criminal Justice System</b></p> <ul style="list-style-type: none"> <li>Definition of Accused, Suspected, Witness, Hostile Witness.</li> <li>Investigation Process - Procedure of FIR, Warrant, Arrest, Bail, Types of Bail, Charge sheet, Trial Process, Police Custody, Judicial Remand.</li> <li>Introduction of Indian Penal Code (IPC) &amp; Criminal Procedure Code (Cr.P.C.)</li> <li>Rights of an arrested person under Cr.P.C.</li> <li>Cyber Crime and Security.</li> <li>Juvenile Delinquency and trafficking.</li> </ul> <p style="text-align: right;">(07 Periods)</p>
Unit-III	<p><b>Victimology, Victim &amp; Judicial System</b></p> <ul style="list-style-type: none"> <li>Victim - Definition, Need &amp; significance of working with victims.</li> <li>Types of victim and impact of crime on them.</li> <li>Victim Compensation Scheme - Need and significance of scheme, Status of Victim Compensation Scheme in India.</li> <li>Judiciary - Structure, Powers, Function of Courts</li> <li>Salient Features of Indian Judicial System.</li> </ul> <p style="text-align: right;">(08 Periods)</p>
Unit-IV	<p><b>Correctional Administration</b></p> <ul style="list-style-type: none"> <li>Correctional Perspectives, Policies and Practice.</li> <li>Police Administration: Structure, Powers and Function of Police.</li> <li>Punishment - Types of Punishment &amp; Theories of Punishment.</li> <li>Concept of Prison, Reformatory Programme in Prison.</li> <li>Contemporary Crime Prevention Strategies.</li> <li>Issues and Challenges in Criminal Justice Social Work.</li> <li>Role of Social Worker in Criminal Justice System</li> </ul> <p style="text-align: right;">(07 Periods)</p>
Unit-V	<p><b>Skill Enhancement Module (Any one) -</b></p> <ul style="list-style-type: none"> <li>Visit and Interview any one Advocate or Group of Advocate and write detail visit report.</li> <li>Visit and Interview any Police Officer and write his/her experiences of working in criminal justice system.</li> <li>Prepare presentation or pictorial poster on any relevant topic of syllabus.</li> <li>Prepare seminar any relevant topic of syllabus.</li> <li>Visit any organization (GO/NGO) working in the field of Criminal Justice System.</li> </ul>

  
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- 19) Vadackumchery, James. (1997). The Police, Court & Injustice. New Delhi, APH Publishing Corporation.
- 20) Paranjpe, 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=PLn14bzqH5OqKMiJoikqbtjcaOVm8xC0Y9>.
- 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=vc0AqdetESA&list=PLn14bzqH5OqLB1a6ZlhanfARZPIJb29ao>.


#### 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	<b>Participatory Approaches in Social Work :</b> <ol style="list-style-type: none"> <li>a) Meaning &amp; concept of people participation. Types of people participation. Need &amp; Importance of people participation. Limitation of people participation</li> <li>b) Concept of Participatory Approaches in Social Work.</li> <li>c) Principles of people participation Dynamics of Participatory Approaches</li> <li>d) Challenges of PRA</li> </ol> <p style="text-align: right;">(08 Periods)</p>


  
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<b>Unit-II</b>	<b>Strategies and Techniques of Participatory Approaches :</b> <ol style="list-style-type: none"> <li>Participatory rural Appraisal (PRA)/PLA</li> <li>Tools of Participatory rural appraisal &amp; its importance</li> <li>Purpose of PRA</li> <li>Micro -Level Planning</li> <li>Community Based Organization (CBO's) / FBO'S</li> </ol> <p style="text-align: right;">(07 Periods)</p>
<b>Unit-III</b>	<b>Introduction to New Concept of People Participation :</b> <ol style="list-style-type: none"> <li>Peoples Initiative and Involvement.</li> <li>Local Resources Mobilization</li> <li>Concept of Social Audit, Process, Jansunwai</li> <li>People participation in Various methods of Social Work-Implementation,</li> <li>Community Participation in decision making, Planning, Monitoring &amp; Evaluation. f) People Participation in Social action.</li> </ol> <p style="text-align: right;">(07 Periods)</p>
<b>Unit-IV</b>	<b>Govt. &amp; NGO's Initiatives in People Participation :</b> <ol style="list-style-type: none"> <li>Changing approaches of People participation i) Programme approach ii) Project approach iii) Process approach</li> <li>People participation Oriented Programme in Maharashtra.(Govt. &amp; 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, Hiware Bazar, Patoda, Manyachiwadi, LekhaMendha etc.)</li> </ol> <p style="text-align: right;">(08 Periods)</p>
<b>Unit-V</b>	<b>Skill Enhancement Module – any one of following</b> <ol style="list-style-type: none"> <li>Visit any one Model Village like Hiware bazar, Ralegan Siddhi.</li> <li>Visit any one NGO that works for Rural Development and write report.</li> <li>Write an article on a person who has contributed to Rural development</li> <li>Participate in the work of any organization doing PRA</li> <li>To take the seminar of student on PRA.</li> <li>Write Assignment on CBO's work.</li> </ol>

#### Reference Books:

- JitendrakumarJha ,Encyclopedia of social work (Vol. No. 1,2,3,4,)
- VivekRampal ,Social Work and Community Development, Alfa Publication, New Delhi.
- Siddiqui H.Y:1997: Working with Communities – An Introduction to Community Work. Hirapublisher.
- Siddhiki H. Y. , Working With Communities, Hira Publication , New Dehli
- Banmala(Dr) Community Organisation. Indian institute of Youth Welfare. Nagpur
- SomeshKumar ,2002,Methods for community participation, Sage Publication, New Delhi
- 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**

  
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- 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-IV	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
<b>Unit-I</b>	<ol style="list-style-type: none"> <li>1. Definition of Disability.</li> <li>2. Different categories of disability.</li> <li>3. Causes, assessment, treatment or rehabilitation modalities</li> <li>4. Impact of disability on different areas of the individual's growth and development;</li> </ol> <p style="text-align: right;">(08Periods)</p>
<b>Unit-II</b>	<ol style="list-style-type: none"> <li>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;</li> <li>2. problems and issues faced by them related to activities of daily living, education, sexuality, integration, employment and interpersonal relationships</li> </ol> <p style="text-align: right;">(07 Periods)</p>
<b>Unit-III</b>	

  
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8. Narasimhan, M.S. and Mukherjee, A.K. (1988). Disability: A Continuing Challenge. New Delhi: Wiley Eastern Ltd.
9. Thuppai, 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

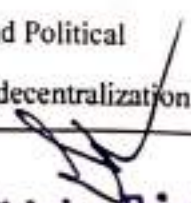
Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-V	Introduction to Politics	30

#### 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
<b>Unit-I</b>	<b>Introduction to Politics and State :</b> <ul style="list-style-type: none"> <li>▪ Concept, Scope and Nature of Politics</li> <li>▪ State: Elements, Role and Functions.</li> <li>▪ Relevance of Politics to Social Work Profession.</li> <li>▪ Politics and State – Society Relations in India</li> </ul> <p style="text-align: right;">(08 Periods)</p>
<b>Unit-II</b>	<b>Democratic Government</b> <ul style="list-style-type: none"> <li>▪ Democracy: Concept, Characteristics, Principles and Types of Democracy               <ol style="list-style-type: none"> <li>i) Parliamentary and presidential Democracy</li> </ol> </li> <li>▪ Dimensions of Democracy : Social, Economic and Political</li> <li>▪ Federalism in Indian democracy and democratic decentralization.</li> </ul>

  
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**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:	<b>Introduction to Peace Education</b> <ul style="list-style-type: none"> <li>- Definition and concepts of peace education</li> <li>- Historical development of peace education</li> <li>- Theoretical frameworks in peace education : Critical Pedagogy, Constructivism, Conflict Transformation, Nonviolent Communication, Social Identity Theory, Gandhian Philosophy, Human Rights and Social Justice, Global Citizenship Education</li> <li>- Importance and relevance of peace education in social work (08 Periods)</li> </ul>
Unit 2	<b>: Understanding Conflict and Violence</b> <ul style="list-style-type: none"> <li>- Causes and dynamics of conflicts</li> <li>- Forms of violence in Indian society : Gender-Based Violence, Caste-Based Violence, Communal Violence, Violence Against Children, Environmental Violence</li> <li>- Impact of violence on individuals and communities</li> <li>- Role of social work in addressing conflict and violence (07 Periods)</li> </ul>

  
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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)
<b>DSC-VII</b>	<b>Sociology (Social Thinkers)</b>	<b>30</b>

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

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**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:**

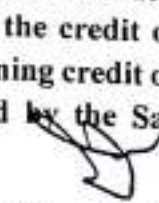
- A) No grace marks shall be allowed for passing in Field Work.  
 B) The Field work of student shall be supervised by the full time Faculty Supervisor.  
 C) The Field work shall comprise of the following components.

Sr. No	Content	Marks Allotted	Distribution of Marks	Activity Type
1	<b>Service Delivery Camp</b> (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	<ul style="list-style-type: none"> <li>Preparation-05</li> <li>Design of camp-05</li> <li>Implementation of Camp-10</li> <li>Report Writing-10</li> </ul>	Group
2	<b>Group Exposure Visits/ Study Tour</b> (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	<ul style="list-style-type: none"> <li>Attendance-5</li> <li>Performance-15</li> <li>Report Writing-10</li> </ul>	Group
3	<b>Book Review and Panel Discussion</b> (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	<ul style="list-style-type: none"> <li>Active Participation - 05</li> <li>Book Review - 10</li> <li>Facilitation of Panel Discussion - 05</li> </ul>	Group
4	Internal Viva Voce	20	<ul style="list-style-type: none"> <li>SDC - 05</li> <li>GEV/T - 05</li> <li>BRPD - 05</li> <li>General - 05</li> </ul>	Individual
	<b>Total</b>	<b>100</b>		

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

**Important Note:**

1. 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

  
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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

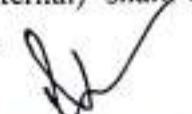
Sr.No.	Component	Marks
1	<b>Group Research Project Report</b> i) Regularity and Punctuality 25 Marks ii) Quality of work 30 Marks iii) Report Writing 15 Marks	70
2	<b>Class Room PPT Presentation</b>	10
3	<b>Viva-Voce</b>	20
	<b>Total Marks</b>	<b>100</b>

#### 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.

  
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