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लोकसेवक मधुकरराव चौधरी
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शंकरराव नगर, तळेले कॉलनी जवळ, जुना खेडी रोड,
जळगाव-४२५००१ (महाराष्ट्र).



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CRITERION 1 - CURRICULAR ASPECTS

1.2.1

**PROGRAMMES IN WHICH CHOICE BASED
CREDIT SYSTEM (CBCS) HAVE BEEN
IMPLEMENTED**

AND

**STRUCTURE OF THE PROGRAM INDICATING
COURSES, CREDITS / ELECTIVES AS
APPROVED BY THE COMPETENT BOARD.**



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6	SYLLABUS: MSW-II



Criterion 1 - Curricular Aspects (1.2.1)

No of program in which CBCS implemented- **Five Programs**

Sr. No.	Program	Year	Link
1	BSW-I	2020-21	https://apps.nmu.ac.in/syllab/Humanities/2020-21%20B.S.W%20(C.B.C.S).pdf
2	BSW-II	2021-22	https://apps.nmu.ac.in/syllab/Humanities/2021-22%20S.Y.B.S.W%20Sem%20III%20and%20IV.pdf
3	BSW-III	2022-23	https://apps.nmu.ac.in/syllab/Humanities/2022-23%20T.Y.B.S.W%20(CBCS)%20Syllabus.pdf
4	MSW-I	2021-22	https://apps.nmu.ac.in/syllab/Humanities/2021-22%20M.S.W.%20Sem-I%20and%20II%20(CBCS%20Pattern).pdf
5	MSW-II	2022-23	https://apps.nmu.ac.in/syllab/Humanities/2022-23%20M.S.W-II%20(Sem%20III%20&%20IV)%20(CBCS)%20Syllabus.pdf



**KAVAYITRI BAHINABAI CHAUDHARI
NORTH MAHARASHTRA UNIVERSITY,
JALGAON**

Faculty of Humanities

**SYLLABUS STRUCTURE OF
BACHELOR OF SOCIAL WORK
(BSW) DEGREE PROGRAM**

Program Code: B.S.W.

(Syllabus for Semester and 60:40 Patterns)

UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

Revised Rules and Regulations

With effect from

Academic Year: - 2020-2021

Prepared By

BOARD OF STUDIES IN SOCIAL WORK, 2020

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1. Introduction

The Bachelor of Social Work Degree programme of Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon comes within the preview of the Faculty of Humanities. The Bachelor of Social Work (BSW) programme shall be of three years duration degree course. The programme shall be extended over six semesters. The degree of Bachelor of Social Work is equivalent to professional bachelor degree in social work. The aim of BSW programme is to trained students personnel to work as a change agent at grass root level and also contribute up to policy level. It is a recognized qualification for professional positions, in Governmental, industrial and voluntary or non - governmental organizations. This degree equips a student with knowledge, skills and attitude required to field of social work.

From the Academic Year 2020-21, the Bachelor of Social Work program offered by affiliated colleges will be based on Choice Based Credit System (CBCS) which provides an opportunity for the students to choose courses from the prescribed elective courses. The evaluation system and student's performance in examinations will be evaluated on a scale of Cumulative Grade Point Average (CGPA), based on University Grants Commissions (UGC) guidelines. The uniform grading system will also help potential employers in making proper comparative assessment of the academic performance of the candidates based on CGPA scores.

2. Concept of B.S.W. Degree Program

Social work as a profession from its very inception has been concerned with the promotion of the well-being of people assisting them at individual, group, and community levels to fulfil their unmet/felt needs and find the solutions to the problems which inhibit them to lead a meaningful and satisfying life in the society. The profession is especially concerned with the advancement of economic interest of the people with social justice and at the same time it helps to seek a deeper source of happiness i.e. self-realisation.

Strong foundation of social work education and practice is based on its three primary (Social Casework, Social Group Work and Community Organisation) and three auxiliary (Social Welfare Administration, Social Work Research, and Social Action) methods. Along with its theory inputs in the class room settings, the support of strong field work orientation, it promotes social change and social development, by professionals working towards empowering people.

The main purpose of the Undergraduate Programme in Social Work is to develop and disseminate knowledge, skills, attitude and values through education, field work training and research necessary for promoting, maintaining and improving the functioning of individuals, families, groups, organizations and communities existing in the society. The programme is strongly committed to a diverse learning environment, in which respect for dignity and worth of all human beings and understanding of diverse conditions would be practiced. It respects individual uniqueness and offers a professional program to build a foundation for practice with population groups, keeping the larger goal in mind.

The profession of Social Work seeks to improve the quality of life for individuals and to effect system-wide change through the pursuit of social justice. Social Work seeks to help people overcome some of life's most difficult challenges. Social workers not only consider individuals' internal struggles, but they also work with people to examine their relationships, family structure, community environment, and the systems and policies that impact them in order to identify ways to help address challenges.

Bachelor of Social Work programs prepare students for generalist social work practice. Students learn to practice social work with individuals, families, groups and communities. Social workers help clients cope with problems such as poverty, abuse, addiction, unemployment, educational problems, disability and mental illness. Social workers provide individual, family and group counselling, connecting clients with resources and service providers and other services to empower clients to meet their own needs. Bachelor of Social Work programs combines classroom learning with field work practice. Students gain work experience while applying their classroom training to real-world work settings. After successful completion of BSW programme, one can start practicing as a Professional Social Worker.

3. Program Objectives For BSW

The Objectives of Bachelor's Degree Program in Social Work are as follows.

1. To impart quality social work education and training to the students for equipping them with the required skills and abilities to accept the social challenges and professional social work tasks in society.
2. To equip candidates with the knowledge of working with people and the ability in problem solving through field experience.
3. To promote among trainees a sense of commitment and dedication to strive for equity, social justice, social harmony and peace.
4. To sensitize the trainees to involve themselves for the cause of poor, subaltern under privileged and disadvantaged section of the society.
5. To develop confidence among the trainees to feel themselves as change agents for social change and transformation.
6. To impart social work education at under graduate level to groom competent social work professionals who can bring positive change in the world.
7. To enable students to understand history, philosophy, values, ethics and functions of social work profession, and its linkages with other social science disciplines.
8. To equip students with knowledge on core and ancillary methods of professional social work, and its practice base.
9. To prepare professionals to practice in diverse social work settings and also address contemporary issues and concerns such as of marginalized and exclusive population.
10. To make learners- the young professionals sensitive to the needs of the people at individuals, group and community levels.

11. To conduct social work research by involving students, so as to train them in methodologies and techniques of research.
12. To undertake field projects/activities in social work and allied fields, and carry out the Institute's social responsibility program.
13. To organize lectures, seminars and workshops to enrich knowledge base and disseminate current academic information and messages.
14. To build a foundation in social work among the undergraduate students.
15. To develop a professional identity as a social worker by applying professional values and ethics to social work practice
16. To sensitize the student community on all the social issues prevailing in the society.
17. To offer theoretical and practical knowledge on subjects relevant to professional development.
18. To inculcate social values among the students, so that they become the change agents for the betterment of the society.
19. To develop leadership skills in the students by means of organizing camps and programs, so that they become the future leaders of the nation.
20. To motivate the students in micro level and macro level social work practice in Government and Non-Government organizations.
21. To develop young professionals with good communication skills and quest for a self motivated life-long learning, focusing on skilling and re-skilling in their respective field of social work practice.
22. To develop in the graduates a perspective on understanding planning and development at the national and international levels and also thrust on national policies directed towards achieving sustainable development

4. Program Outcomes for BSW

At the completion of the program, students in the BSW program should be able to demonstrate the following competencies and advanced level practice behaviors.

1. Competency: Identify as a professional social worker and conduct oneself accordingly.

This includes mastery of the following practice behaviors:

- Ability to advocate for client access to the services of social work
- Ability to practice personal reflection and self-correction to assure continual professional development.
- Ability to attend to professional roles and boundaries.
- Ability to demonstrate professional demeanor in behavior, appearance, and communication.
- Ability to engage in career-long learning.
- Ability to use supervision and consultation.

2. Competency: Apply social work ethical principles to guide professional practice.

This includes mastery of the following practice behaviors:

- Ability to recognize and manage personal values in a way that allows professional values to guide practice.
- Ability to make ethical decisions by applying standards of NASW.
- Ability to tolerate ambiguity in resolving ethical conflicts.
- Ability to apply strategies of ethical reasoning to arrive at principled decisions.

3. Competency: Apply critical thinking to inform and communicate professional judgments.

This includes mastery of the following practice behaviors:

- Ability to distinguish, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- Ability to analyze models of assessment, prevention, intervention, and evaluation
- Ability to demonstrate effective oral and written communication.

4. Competency: Engage diversity and difference in practice.

This includes mastery of the following practice behaviors:

- Ability to recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power.
- Ability to gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- Ability to recognize and communicate their understanding of the importance of difference in shaping life experiences.
- Ability to view themselves as learners and engage with those with whom they work as informants.

5. Competency: Advance human rights and economic justice.

This includes mastery of the following practice behaviors:

- Ability to understand the forms and mechanisms of oppression and discrimination
- Ability to advocate for human rights and social and economic justice.
- Ability to engage in practices that advance social and economic justice.

6. Competency: Engage in research-informed practice and practice-informed research.

This includes mastery of the following practice behaviors:

- Ability to use practice experience to inform scientific inquiry.
- Ability to use research evidence to inform practice.

7. Competency: Apply knowledge of human behavior and the social environment.

This includes mastery of the following practice behaviors:

- Ability to utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- Ability to critique and apply knowledge to understand person and environment.

8. Competency: Engage in policy practice to advance social and economic well-being and to deliver effective social services.

This includes mastery of the following practice behaviors:

- Ability to analyze, formulate, and advocate for policies that advance social well-being.
- Ability to collaborate with colleagues and clients for effective policy action.

9. Competency: Respond to contexts that shape practice.

This includes mastery of the following practice behaviors:

- Ability to continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments and emerging social trends to provide relevant services.
- Ability to provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

10. Competency: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

▪ **Engagement:**

This includes mastery of the following practice behaviors:

1. Ability to prepare for action with clients.
2. Ability to use empathy and other interpersonal skills.
3. Ability to develop a mutually agreed-on focus of work and desired outcomes.

▪ **Assessment:**

This includes mastery of the following practice behaviors:

1. Ability to collect, organize, and interpret client data in regard to practice.
2. Ability to assess client strengths and limitations.

3. Ability to develop mutually agreed-on intervention goals and objectives.
4. Ability to select appropriate intervention strategies

- **Intervention:**

This includes mastery of the following practice behaviors:

1. Ability to initiate actions to achieve organizational goals.
2. Ability to implement prevention interventions that enhance client capacities.
3. Ability to help clients resolve problems.
4. Ability to negotiate, mediate and advocate for clients.
5. Ability to facilitate transitions/endings.

- **Evaluation:**

This includes mastery of the following practice behaviors:

1. Ability to critically analyze, monitor and evaluate interventions.

5. Graduate Attributes

The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution (HEI) such as a college or university. The graduate attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society.

The graduate attributes define the characteristics of a student's university degree programme(s), and describe a set of characteristics/competencies that are transferable beyond study of a particular subject area and programme contexts in which they have been developed. Graduate attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking. The graduate attributes reflect disciplinary knowledge and understanding, generic skills, including global competencies that all students in different academic fields of study should acquire/attain and demonstrate.

Some of the characteristic attributes that a Social Work graduate should demonstrate are as follows:

1. Disciplinary Knowledge:

Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study. Awareness of the social context, policies and programmes directed towards social development; understanding of social problems, social legislations and the rights based approach.

2. Communication Skills:

Ability to express thoughts and ideas effectively, demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups. Develop skills in verbal and non-verbal communication, preparation and presentation of documents/reports/PPTs. Skills of interpersonal communication, use of IEC and programme media in working with diverse population groups. Able to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources and develop digital literacy as applicable to the professional needs.

3. Critical Thinking:

Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

4. Problem Solving:

Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of problems by stepping out of comfort zones and taking up challenges in unforeseen challenges.

5. Analytical Reasoning:

Ability to access secondary information as a consumer, identify right resources/ data banks. Analyze and synthesize data from a variety of sources and draw valid conclusions.

6. Research-related Skills:

As a producer of research develop basic skills and a scientific attitude, problem identification and formulation of research design; ability to plan, execute and report a research investigation; develop skills to prepare case studies and best practice documentation, learn to use appropriate software for analyzing data and work towards generation of indigenous knowledge.

7. Cooperation and Team Work:

Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group and or a team in the interests of a common cause and work efficiently as a player.

8. Reflective Thinking:

Awareness of and ability to use one's professional skills and behavioral competencies that meet the need of the situation.

9. Self-motivated Learning:

Ability to identify needs and mobilize resources independently, monitor and evaluate programmes. Ability to guide and lead clientele in the community/work setting in the right direction.

10. Diversity Management and Inclusive Approach:

Able to understand and appreciate diversity (caste, ethnicity, gender and marginalization), values and beliefs of multiple cultures in a global perspective, managing diversity, use of an inclusive approach to the extent possible.

11. Moral and Ethical Awareness/Reasoning:

Ability to embrace moral/ethical values in conducting one's life, formulates a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of social work.

12. Lifelong Learning:

Capable of self-paced and self-directed continuous learning aimed at personal/professional development and for improving knowledge, attitude and skills as also reskilling in diverse areas.

6. Definition of Key Terms

1. Choice Based Credit System (CBCS):

The CBCS provides choice for students to select from the prescribed courses (Core, Elective Ability Enhancement Compulsory Course / Skill Enhancement Courses, Supportive Course / Interdisciplinary Course). The choice based credit system provides a 'cafeteria' type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.

2. Credit:

A unit by which the course work is measured. It determines the each 25 marks carry one credit. The objective of credit system is to guarantee the academic recognition of studies throughout the world, enabling the students to have access to regular vertical and or horizontal course in any Institutions or the Universities in the world.

3. Cumulative Grade Point Average (CGPA):

It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters.

4. Program:

An educational programme leading to award of a Degree.

5. Core Course:

A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course Grade Point. Every semester consists of Core Course/s which is to be compulsorily studied by a student as a core requirement to complete the programme in social work discipline.

6. Skill Enhancement Course (SEC):

The social work stream offers skill enhancement courses that help the students to enhance their knowledge and develop their skills for getting employment or for self-employment related to social welfare, development and allied areas.

7. Interdisciplinary Course (IC):

In the CBCS scheme of this undergraduate programme, the students are mandatorily required to choose subjects of Interdisciplinary Course for additional knowledge and building their competencies outside their main subjects of study.

8. Generic Elective Course (GEC):

Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course. A Generic Elective course focuses on those courses which add generic proficiency to the students. An elective may be an Open Elective.

9. Academic Year:

Two consecutive (one odd + one even) semesters constitute one academic year.

10. Semester:

Each semester will consist of 12-15 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to November and even semester from December to April.

11. Semester Grade Point Average (SGPA):

It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

12. Letter Grade: Evaluation of student performance in the examinations will be done using Letter Grades, which have corresponding Grade Points instead of marks. It is an index of the performance of students in a said course. Grades are denoted by letters O, A, B, C, D, E, P and F.

7. Nature and Duration of the Program

The course of study for the degree of Bachelor of Social work shall be regular, full time and its duration shall be six semesters extending over a period of three academic years. Each academic year shall be divided into two semesters, coinciding with the two terms as announced

by Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon for every academic year.

8. Eligibility

A students who have passed higher secondary examination 10+2 or equivalent certificates course from Art, Commerce, and Science and MCVC discipline. However, the minimum cut off score shall be decided by the admission committee from time to time.

9. Medium of Instruction

The medium of instruction shall be Marathi and English. However, as Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon has allowed students to write examination answer books in Marathi or English, suitable instructions may be given in the regional language Marathi and English.

10. Admission Procedure

The candidate must apply only on a prescribed form attached to the prospectus of the concern college. The Prospectus of the College must clearly indicate the reservation of seats as per the Government and University norms, dates of sale of prospectus, last date for submission of the filled up forms, date of declaration of the selection list and waiting list and the last date of admission. **The selection procedure for Bachelor of Social Work degree program (FYBSW) is on merit basis of marks in higher secondary examination 10+2 or equivalent certificates course.** The selected candidate must, at the time of admission, produce all original certificates such as SSC and HSC mark statements & certificate, caste certificate, domicile certificate, income certificate, non-creamy layer certificate and other relevant certificates or documents. The candidate shall have to pay the full fees as prescribed by the University.

As per Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon rules every candidate must obtain an eligibility certificate. A student who fails to obtain the eligibility certificate will not be permitted to appear for the Examination.

11. Reservation of Seats

There will be reservation of seats for the backward class students and the female candidates as per rules of the Government of Maharashtra and North Maharashtra University, Jalgaon.

12. Discipline

Students are expected to follow all rules and maintain discipline throughout the course period. Ragging in any form, within or outside the campus, is strictly prohibited. In case a

student is found violating the rules of discipline, the Principal of the College shall take stringent action against him/her.

13. Grant of Terms

75 percent attendance at Class Room Teaching Sessions and Field Work Practicum is required for a student to be eligible for keeping the term. In very exceptional circumstances leave with prior permission of the Principal of the College may be granted with a condition of compensating the loss of educational days within the limit of 75%. The Principal of the college shall have the responsibility of and control over all matters pertaining to discipline and professional behavior.

14. Head of Passing

Sr. No.	Head of Passing	Percentage
1	Written Theory (Internal and External Assessment)	40% marks
2	Field work (Internal Assessment)	50% marks
3	Research Project Report (Internal and External Assessment)	50% marks
4	Viva-Voce (External assessment)	50% marks

- **Failure in any one of the head shall be considered failure at the B.S.W. Program.**

15. Standard of Passing

Sr. No.	Standard of Passing	Percentage
1	Written theory papers in each theory paper (Including internal written examination (CA) and University level examination (UA). (Internal 16 marks out of 40 and External 24 marks out of 60 marks)	40% marks
2	Field work in every semester (Internal Assessment)	50% marks
3	Research Project Report (External and Internal Examiner as per 60:40 pattern)	50% marks
4	Viva-Voce (External Assessment)	50% marks

16. Rules of ATKT:

1. Students must pass in any 3 theory courses in each semester out of 5 courses to avail of the benefit of ATKT for the next semester and he/she must clear the backlog in the next semester examination. Their internal assessment marks will not change.
2. A students shall be Allowed To Keep Term of Semester- IInd, IIIrd, up to IVth semester and it should be clears all head of Semester-Ist and IInd (FYBSW) before admitting in the third year (TYBSW).
3. A students failing in Field work at any semester shall not get the benefit of ATKT including theory papers and will have to repeat the entire semester.
4. In any case, for what so ever reasons, if a student's does not appear or fails in any semester examination will have to repeat the entire semester.

17. Structure of the Bachelor of Social Work Program

Three Year Degree Program (Six Semesters)

(60:40 Patterns)

FYBSW- Ist -SEMESTER

Sr. No.	Domain / Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Core Course (CC)	BSW CC-1	Introduction to Social Work Profession	30 Hours	4	100
2	Core Course(CC)	BSW CC-2	Method of Social Work : Social Case Work	30 Hours	4	100
3	Skill Enhancement Course (SEC)	BSW SEC -1	Basic English Grammar	30 Hours	4	100
4	Interdisciplinary Course (IC)	BSW IC-1	Sociology and Indian Social Problems	30 Hours	4	100
5	General Elective Course (GEC)	BSW GEC-1	Students Choose one out of two GEC 1) Value Education 2) Youth Development	30 Hours	4	100
6	Field Work Practicum (FWP)	BSW FWP-1	Field Work Practicum	144 Hours	4	100

FYBSW- IInd -SEMESTER

Sr. No.	Domain / Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Core Course (CC)	BSW CC-3	Method of Social Work: Social Group Work	30 Hours	4	100
2	Core Course(CC)	BSW CC-4	Fields of Social Work	30 Hours	4	100
3	Skill Enhancement Courses (SEC)	BSW SEC -2	Introduction to field work practice in social work	30 Hours	4	100
4	Interdisciplinary Course (IC)	BSW IC-2	Human Growth and Behaviour	30 Hours	4	100
5	General Elective Course (GEC)	BSW GEC-2	Students Choose one out of two GEC 1) Urban Development 2) Rural Development	30 Hours	4	100
6	Field Work Practicum (FWP)	BSW FWP-2	Field Work Practicum	144 Hours	4	100

SYBSW- IIIrd -SEMESTER

Sr. No.	Domain / Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Core Course (CC)	BSW CC-5	Method of Social Work : Community Organization	30 Hours	4	100
2	Core Course(CC)	BSW CC-6	Counseling in Social Work	30 Hours	4	100
3	Skill Enhancement Courses (SEC)	BSW SEC -3	Functional English	30 Hours	4	100
4	Interdisciplinary Course (IC)	BSW IC-3	Introduction to Indian Constitution	30 Hours	4	100
5	General Elective Course (GEC)	BSW GEC-3	Students Choose one out of two GEC 1) School Social Work 2) Soft Skill Development	30 Hours	4	100
6	Field Work Practicum (FWP)	BSW FWP-3	Field Work Practicum	144 Hours	4	100

SYBSW- IVth -SEMESTER

Sr. No.	Domain / Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Core Course (CC)	BSW CC-7	Social Work Research and Statistics	30 Hours	4	100
2	Core Course(CC)	BSW CC-8	Human Rights and Social Justice	30 Hours	4	100
3	Skill Enhancement Courses (SEC)	BSW SEC -4	Communication for Social Worker	30 Hours	4	100
4	Interdisciplinary Course (IC)	BSW IC-4	Social Reform Movements in India	30 Hours	4	100
5	General Elective Course (GEC)	BSW GEC-4	Students Choose one out of two GEC 1) Tribal Studies 2) Indian Economy and Cooperation	30 Hours	4	100
6	Field Work Practicum (FWP)	BSW FWP-4	Field Work Practicum	144 Hours	4	100

TYBSW- Vth -SEMESTER

Sr. No.	Domain / Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Core Course (CC)	BSW CC-9	Method of Social Work : Social Action	30 Hours	4	100
2	Core Course(CC)	BSW CC-10	Participatory Approaches in Social Work	30 Hours	4	100
3	Skill Enhancement Courses (SEC)	BSW SEC -5	Communicative English	30 Hours	4	100
4	Interdisciplinary Course (IC)	BSW IC-5	Social Legislation in India	30 Hours	4	100
5	General Elective Course (GEC)	BSW GEC-5	Students Choose one out of two GEC 1) Life Skill Education 2) Human Resource Management	30 Hours	4	100
6	Field Work Practicum (FWP)	BSW FWP-5	Field Work Practicum	144 Hours	4	100

TYBSW- VIth -SEMESTER

Sr. No.	Domain / Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Core Course (CC)	BSW CC-11	Method of Social Work : Social Welfare Administration	30 Hours	4	100
2	Core Course(CC)	BSW CC-12	Social Policy and Planning in India	30 Hours	4	100
3	Skill Enhancement Courses (SEC)	BSW SEC -6	NGO Management	30 Hours	4	100
4	Interdisciplinary Course (IC)	BSW IC-6	Health System in India	30 Hours	4	100
5	General Elective Course (GEC)	BSW GEC-6	Students Choose one out of two GEC 1) Women Studies 2) Livelihood Promotion	30 Hours	4	100
6	Field Work Practicum (FWP)	BSW FWP-6	Field Work Practicum	144 Hours	4	100
7	Research Project Report	BSW RPR-1	Research Project Report	-	4	100
8	Viva- Voce (Based on Research Project)	BSW VV-1	Viva- Voce (Based on Research Project)	-	2	50

18. Summary of Structure of B.S.W Program

FYBSW- Ist -SEMESTER

Sr. No.	Courses	Maximum Marks	Credits
01	Core Course (CC) :- 02 x100 (Basic Social Work Theory Courses)	200	04+04 =08
02	Skill Enhancement Course (Basic English Grammar) (SEC) :- 01x100	100	04
03	Interdisciplinary Course (IC) :- 01x100	100	04
04	General Elective Course (GEC) :- 01x100	100	04
05	Field Work Practicum (FWP) :- 01x100	100	04
	Total	600	24

FYBSW- IInd - SEMESTER

Sr. No.	Courses	Maximum Marks	Credits
01	Core Course (CC) :- 02 x100 (Basic Social Work Theory Courses)	200	04+04 =08
02	Skill Enhancement Course (SEC) :- 01x100	100	04
03	Interdisciplinary Course (IC) :- 01x100	100	04
04	General Elective Course (GEC) :- 01x100	100	04
05	Field Work Practicum (FWP) :- 01x100	100	04
	Total	600	24

SYBSW- IIIrd - SEMESTER

Sr. No.	Courses	Maximum Marks	Credits
01	Core Course (CC) :- 02 x100 (Basic Social Work Theory Courses)	200	04+04 =08
02	Skill Enhancement Course (Functional English) (SEC) :- 01x100	100	04
03	Interdisciplinary Course (IC) :- 01x100	100	04
04	General Elective Course (GEC) :- 01x100	100	04
05	Field Work Practicum (FWP) :- 01x100	100	04
	Total	600	24

SYBSW- IVth - SEMESTER

Sr. No.	Courses	Maximum Marks	Credits
01	Core Course (CC) :- 02 x100 (Basic Social Work Theory Courses)	200	04+04 =08
02	Skill Enhancement Course (SEC) :- 01x100	100	04
03	Interdisciplinary Course (IC)) :- 01x100	100	04
04	General Elective Course (GEC) :- 01x100	100	04
05	Field Work Practicum (FWP) :- 01x100	100	04
	Total	600	24

TYBSW- Vth - SEMESTER

Sr. No.	Courses	Maximum Marks	Credits
01	Core Course (CC) :- 02 x100 (Basic Social Work Theory Courses)	200	04+04 =08
02	Skill Enhancement Course (Communicative English) (SEC) :- 01x100	100	04
03	Interdisciplinary Course (IC)) :- 01x100	100	04
04	General Elective Course (GEC) :- 01x100	100	04
05	Field Work Practicum (FWP) :- 01x100	100	04
	Total	600	24

TYBSW- VIth - SEMESTER

Sr. No.	Courses	Maximum Marks	Credits
01	Core Course (CC) :- 02 x100 (Basic Social Work Theory Courses)	200	04+04 =08
02	Skill Enhancement Course (SEC) :- 01x100	100	04
03	Interdisciplinary Course (IC)) :- 01x100	100	04
04	General Elective Course (GEC) :- 01x100	100	04
05	Field Work Practicum (FWP) :- 01x100	100	04
06	Research Project Report	100	04
07	Viva- Voce (on Research Project Report)	50	02
	Total	750	30

19. Overall Structure of B.S.W Program

The overall structure of the B.S.W Program of six semesters shall be as under:

Sr. No.	Contents	Marks	Credits
1	Theory Courses:- (Per semester -5), 30 Courses x100 Marks	3000	120
2	Field Work Practicum:- (Per semester-1), 06 Courses x100 Marks	600	24
3	Research Project Report :- (Submitted in Semester-VI), 01 Course x100 Marks	100	04
4	Viva-Voce :- (Conducted in Semester -VI), 01 Course x 50 Marks	50	02
	Grand Total Marks of Six Semester	3750	150

20. Pattern & Grading System

A. Features of CGPA System

1. Bachelor degree program namely BSW would be of 150 credits for whole Degree program. Each 25 marks carry one credit.
2. 4 credits shall be awarded to the each theory course. Total 30 theory courses in six semesters. That is total theory course is of 120 credit.
3. 4 credits shall be awarded to the Research project report course, which will commence after completion of VIth semester. Research project report will be submitted during VIth semester. The marks and the credit will be allotted in VIth semester.
4. For Field work 4 credits per semester should be allotted. That is total field work is of 24 credit.
5. For Viva –Voce (External) carry 2 credits sixth semester should be allotted.

B. Grades

1. Marks for each course would be converted to grades as shown in Table No.1
2. Table No.1: Conversion of marks to grades in credit system. Grade will be awarded as per the following.

Marks obtained	Grade	Grade Point	Grade Remark
80.00 and above	O	10	Outstanding
75.00 -79.99	A	09	Excellent
70.00-74.99	B	08	Very Good
60.00 -69.99	C	07	Good
50.00 -59.99	D	06	Fair
45.00 -49.99	E	05	Satisfactory
40.00-44.99	P	04	Pass
Less than 40	F	00	Fail

3. The grade point will be given on the total marks (Sum of marks obtained in internal assessment and term end examination taken by the university) obtained in the concerned subject.
4. A students who fails in a course (i.e. score less than 24 out of 60 marks in the university level examination and 16 out of 40 in internal assessment or less than 40 out of 100 marks) shall given F grade in course would be granted credit for that course but not the grade for that course and shall have to clear the concerned course.

5. The total grade points earned in each course shall be calculated as –

Grade point obtained (Vide table-1) * Credit for the courses

Maximum grade points that can be earned in a semester are 528

6. Semester Grade Percentage Average (SGPA) –

The performance of the students in a semester is indicated by a number called SGPA. SGPA is the weighted average of the grade points obtained in all courses registered by the students during the semester. It shall be calculated as follows-

$$SGPA = \frac{\sum_{j=1}^n c_j p_j}{\sum_{j=1}^n c_j}$$

Where C_j = the number of credits earned in the course of the semester for which SGPA is to be calculated

P_j = Grade point earned in the j th course

$j = 1, 2, 3, \dots, n$ represent the number of courses in which a student is registered in the concerned semester.

That is

Total earned grade points for the semester

SGPA = Total credits for the semester

The SGPA is rounded up to two decimal places

7. Final Result-

Up to date assessment of the overall performance of a student from the time of his/ her first registration is obtained by calculating a number called Cumulative Grade Point Average (CGPA) which is weighted average of the grade point obtained in all Courses registered by the student since he/she entered the college.

$$\text{CGPA} = \frac{\sum_{j=1}^m c_j p_j}{\sum_{j=1}^m c_j}$$

Where C_j = the number of credits earned in the course up to the semester.

P_j = grade point earned in the course. A letter grade lower than D (i.e. grade point < 4) in a course shall not be taken into consideration for the calculation of CGPA

$J = 1, 2, 3, \dots, m$ represent the number of courses in which a student's is registered up to the semester for which the CGPA is to be calculated.

C. Credit Pattern

Credit shall be awarded in the following order

Sr. No.	Contents	Total Courses	Credits per Course	Total Credits
1	Theory Courses	30	04	120 Credit
2	Field Work Practicum	06	04	24 Credit
3	Research Project Report (Submitted in Semester-VI)	01	04	04 Credit
4	Viva-Voce (External) (Conducted in Semester -VI)	01	02	04 Credit
Grand Total of Credits in Six Semesters				150

21. Course Evaluation

- **Evaluation/ Examination Pattern:**

- There would be Continuous Internal Evaluation (CIE) conduct by Concern College and an End of Semester Examination (ESE) conduct by university for each theory course.

The pattern of the examination is 60:40.

A) Continuous Internal Evaluation (CIE) :- 40 Marks

The total Continuous Internal Evaluation (CIE) component carries **40 Marks** for each theory course, which is divided as follows:

- 1. Internal Written Examination - 20 Marks**
- 2. Class Attendance - 10 Marks**
- 3. Written Assignment and Presentation - 10 Marks**

1. Internal Written Examination - 20 Marks:

- The Internal Written Examination of each theory course will be conducted by the college.
- Internal Written Examination of each theory course shall be of 20 marks and shall be taken in each semester before the end semester.
- The examination department will declare detailed time-table of internal written examination well in advance. Concern course teacher prepare question paper. Examination department conduct one test of 20 marks for internal written examination of all theory courses.
- Only those who secure a minimum of 75% attendance in the aggregate for all the theory courses of a semester taken together alone will be allowed for the Internal Written Examination of the Semester.
- A student who is short of attendance (below 75%) in the aggregate for all the theory courses of a semester shall not be allowed for the Internal Written Examination of the Semester.

2. Class Attendance - 10 Marks

- Marks for class attendance are given on the basis of class room session's attendance of the student's in every theory course of the semester. Marks for class attendance fill - up by concern course teacher.
- Active class participation is expected from the students. Faculty will do continuous evaluation of student performance in the class.

3. Written Assignment and Presentation - 10 Marks

- i) Student should write an assignment for each theory course in each semester. Students have to present individual presentation of written assignment for each theory course.
- ii) Concern course teacher conduct written assignment and presentation related to the theory course. Marks for written assignment and presentation fill - up by concern course teacher.

• Re- Continuous Internal Evaluation –

If due to any unforeseen or unpredictable event, any of the student/s fails to appear for the CIE component or fails in the CIE, the re- Continuous Internal Evaluation for such students can be held during the same Semester, subjected to faculty and principal approval.

B) External Examination :- 60 Marks

1. Only those who secure a minimum of 75% attendance in the aggregate for all the theory courses of a semester taken together alone will be allowed to register for the End Semester Examination of the Semester.
2. A student who is short of attendance (below 75%) in the aggregate for all the theory courses of a semester shall not be allowed to register for the End Semester Examination of the Semester.
3. The external examinations of each semester will be of 60 Marks held by the university at the end of each semester. Each course will have examination of 60 marks. University will declare detailed time table for external examinations well in advance.
4. The examination papers will be set by the panel of paper setters appointed by the university and answer books will be assessed externally. The question paper will be set on the syllabus of concerned courses of 60 marks and written examination will be of 02 (Two) hours duration.

22. Pattern of Question Paper

1. Internal Written Examination - 20 Marks

Que. No. 1- Write the answer of the following question. **(Any one out of two).** **10 marks**

Que. No. 2- Write **short notes** of the following. **(Any two out of four).** **10 marks**

2. External Examination :- 60 Marks

Que. No. 1- Write the answer **any four** of the following questions. **(Out of eight).** **12 marks**

Que. No. 2- Broad questions. **(Any one out of two).** **12 marks**

Que. No. 3- Broad questions. **(Any one out of two).** **12 marks**

Que. No. 4- Broad questions. **(Any one out of two).** **12 marks**

Que. No. 5- Write **short notes any two** of the following. **(Out of four)** **12 marks**

23. Field Work Practicum Structure of B.S.W Program

The Field Work Practicum for Social Work curriculum is designed to provide a variety of opportunities to develop and enhance skills. Opportunities range from those that aid learning, observation and analysis of the realities and experience participation in social intervention. Besides, the tasks are so organized as to help the learner acquire learning skills, enrich those already acquired, and enhance these for complex situations. Gradually, the learner is encouraged to move to being an independent worker.

Field Work Practicum includes field work component in every Semester. The Field Work Practicum for B.S.W program will have comprised of the following components.

FYBSW- Ist SEMESTER (BSW FWP- 1)

Sr. No.	Components	Max. Marks
1	Observational Visits to welfare Agencies/NGO's - Min.10Visits (20 marks visits +10 marks presentation)	30
2	Seminar on social issues (05marks report +05 marks presentation)	10
3	Individual Conference	05
4	Group Conference	05
5	Record Keeping /Writing Skills	20
6	Skill Lab (at least two)	10
7	Viva-Voce on field work practicum	20
	Total Marks	100

FYBSW- IInd SEMESTER (BSW FWP- 2)

Sr. No.	Components	Max. Marks
1	Rural Camp (20 marks for attendance +10 marks presentation)	30
2	Group Discussion on Current Social Issues	10
3	Individual Conference	05
4	Group Conference	05
5	Record Keeping /Writing Skills	20
6	Skill Lab (at least two)	10
7	Viva-Voce on field work practicum	20
	Total Marks	100

SYBSW - III rd – SEMESTER (BSW FWP- 3)

Sr. No.	Components	Max. Marks
1	Concurrent Field Work (Social Case Work and Group work)	30
2	Seminar on Field Work	10
3	Individual Conference	05
4	Group Conference	05
5	Record Keeping /Writing Skills	20
6	Skill Lab (at least two)	10
7	Viva-Voce on field work practicum	20
	Total Marks	100

SYBSW- IVth – SEMESTER (BSW FWP- 4)

Sr. No.	Components	Max. Marks
1	Concurrent Field Work (Social Case Work and Group work)	30
2	Study Tour (15marks attendance +05 marks presentation)	20
3	Individual Conference	05
4	Group Conference	05
5	Record Keeping /Writing Skills	10
6	Skill Lab (at least two)	10
7	Viva-Voce on field work practicum	20
	Total Marks	100

TYBSW - Vth – SEMESTER (BSW FWP- 5)

Sr. No.	Components	Max. Marks
1	Concurrent Field Work (Work with Community)	30
2	Seminar on Field Work	10
3	Individual Conference	05
4	Group Conference	05
5	Record Keeping /Writing Skills	20
6	Skill Lab (at least two)	10
7	Viva-Voce on field work practicum	20
	Total Marks	100

TYBSW - VIth – SEMESTER (BSW FWP- 6)

Sr. No.	Components	Max. Marks
1	Concurrent Field Work (Work with Community)	30
2	Special Awareness Campaign	10
3	Individual Conference	05
4	Group Conference	05
5	Record Keeping/Writing Skills	20
6	Skill Lab (at least two)	10
7	Viva-Voce on field work practicum	20
	Total Marks	100
8	Research Project Report (External and Internal Examiner as per 60:40 pattern)	100
9	Viva-Voce - (External) Based on Research Project Report	50
	Total Marks	150

24. Guideline of Field Work Practicum

• Important Guideline

1. Field work practicum shall be of 100 marks (4 credits) for each semester. The total of field work Marks for six semester shall be 600 (24 credits).
2. The field work practicum of the student shall be supervised by the faculty supervisor.
3. Absence from activities covered under the head of field work practicum shall lead to forfeiting of the entire marks allocated to the said activity. There shall be no substitute for these activities.
4. Viva-Voce on field work practicum (Internal) is compulsory. Students will not be get admission in the next semester till they fulfill these criterions.
5. The student who fails in field work practicum shall be declared as “Fail” and shall have to repeat the same process in the next subsequent academic semester including theory courses.
6. In any case, there shall be no revaluation / moderation of field work practicum marks.
7. No grace marks shall be allowed for passing in field work practicum.
8. The concerned affiliated college which impart social work training to the students shall prepared the field work practicum manual prescribed by KBCNMU, Jalgaon based on the guidelines of UGC Model Curriculum in Social Work Education related to field work practicum component.
9. The field work practicum (except rural camp and study tour) shall have the work-load of 30 clock minutes (half hours) per student per week for concerned faculty supervisor.

10. The rural camp shall have the workload of 08 clock hour per day for concerned faculty coordinators.
11. The study tour shall have the workload of 08 clock hour per day for concerned faculty coordinators.

- **Concurrent Field Work Placement and Supervision**

Concurrent fieldwork placement aims at ongoing learning through integration of theoretical constructs into practice which provides an opportunity to develop intervention skills in real life situations. In structuring the field work, the essence of learning has been of making it incremental over the six semesters.

1. Concurrent field work shall be conducted at social welfare agencies/organization, schools, community, Non Government organization/Government programs, projects and industry selected by the college.
2. The students are placed for concurrent fieldwork under the guidance of a faculty supervisor and he/she is required to submit the field work record once in a week to the faculty supervisor.
3. Every student shall be supervised by an experienced/professional social worker from the field work agency.

- **Field Work Hours**

1. The duration of field work practicum shall be a minimum of 12 (Twelve) clock hours spread over two days in a week covering minimum 24 days in an academic per semester.
2. Hours of field work practicum per semester are minimum 144 hours.

- **Attendance Requirements**

1. 75% attendance at field work practicum is compulsory. Student must put in a minimum of 75% attendance in field work practicum in every semester.
2. Only those who secure a minimum of 75% attendance in the aggregate for all the field work practicum components of the semester taken together alone will be allowed for the Viva-Voce on field work practicum (Internal) of the semester.
3. A student who is short of attendance (below 75%) in field work practicum shall not be allowed for the viva-voce on field work practicum (internal) of the semester.

- **Field Work Record**

1. Field work practicum records shall include field work practicum journal/file, diary, reports of seminar, group discussion, special awareness campaigns, skill lab and attendance sheets of the field work practicum components etc.

2. The students' performance should be assessed on the basis of their record keeping, writing skills, regularly checking of field work record and compliance of suggestions/remarks given by concerned field work supervisor.
3. All the field work practicum records shall be preserved/ retained by the college for a period minimum of three years from the date of university examination.

- **Field Work Practicum Evaluation: (Internal Assessment)**

1. The performance of the students for field work practicum shall be assessed internally by a concerned field work supervisor.
2. A viva-voce on field work practicum (internal) shall be conducted for the students at the end of each semester.
3. Field work practicum and viva-voce on field work practicum (internal) shall be evaluated internally by a panel of 2-3 faculty members including the field work supervisor.
4. The marks obtained by the students in field work practicum (internal) shall be sent to the university before the respective university examination.

- **Observational Visits to welfare Agencies/NGO's**

1. The minimum 10 observational visits shall be conducted at social welfare agencies/organizations, special schools, ashram schools, community development projects, non government organization/government programs, projects and industry selected by the college.
2. After the observational visits the college shall be conducted presentation session on observational visits for the students.
3. The students' performance should be assessed on the basis of their attendance at the observational visits and presentation skill and discipline.

- **Seminar on Social Issues**

1. At least one seminar related to social issues shall be conducted by the concerned field work supervisor.
2. Every student should make a presentation like a PPT, card sheet, poster, documentary etc. on social issues and individually present seminar.
3. The students' performance should be assessed on the basis of their attendance, seminar report and presentation skill.

- **Group Discussion on Current Social Issues**

1. At least one group discussion session related to current social issues shall be conducted by the concerned field work supervisor.
2. The students' performance should be assessed on the basis of their attendance, participation and report of group discussion.

- **Seminar on Field Work**

1. At least one seminar related to concurrent field work shall be conducted by the concerned field work supervisor.
2. Every student should make a presentation like a PPT, card sheet, poster, documentary etc. on social issues and individually present seminar.
3. The students' performance should be assessed on the basis of their attendance, seminar report and presentation skill.

- **Individual Conference and Group Conference**

1. A weekly individual conference related to field work practicum task shall be conducted by the concerned field work supervisor.
2. A monthly two group conferences related to field work practicum task shall be conducted by the concerned field work supervisor.

- **Special Awareness Campaigns**

1. The students shall participate in special awareness campaigns related to current social issues, local issues such as HIV/AIDS awareness, health & sanitation, women atrocities, issues of child labour, environmental issues, civil rights, farmer suicides etc. organized by the college under the guidance of faculty supervisor.
2. At least two special awareness campaigns should be organized during the semester.
3. The students' performance should be assessed on the basis of their attendance, participation and report of special awareness campaigns.

- **Skill Lab**

Skill Labs are fundamentally different from many traditional courses, not just shortened versions of them. Skill Labs will use hands-on active learning methods to help students acquire and perform a particular skill or set of skills that are necessary and important both, in personal and work life. Benefits of skills lab training are widely accepted. Skill Lab is a learning activity organized for the students to develop their skills in order to develop their understanding to relate theory to practice and for their professional development.

The primary purpose of Skills Lab is to provide students with a state-of-the-art environment that fosters learning, offers an arena for demonstration of skill acquisition and promotes acquisition of skill sets. The lab offers students and faculty the opportunity to use simulation exercises, role plays and other courses assignments designed to help students not only to learn, but also develop attitudes. Skill Labs will increase learners' comfort, confidence and competence using a particular skill or set of skills in real world practice.

Teaching a skill involves three main steps: explanation, demonstration, and practice. The skill lab is a platform on which the values, principles, methods, techniques, tools etc. are

translated into practice skills, that is, 'learning by doing'. Through the experimental learning in the lab, insights are acquired to develop the personal self and the professional self.

1. At least two skill lab activity related to skills for social worker shall be conducted by the concerned field work supervisor in every semester.
2. The students' performance should be assessed on the basis of their attendance, participation and report writing of Skill Lab activity.

• **Rural Camp**

The Rural Camp will acquaint the students with rural and tribal scenario and their socio-economic aspects. They will in this manner get familiarized with group dynamics and power structures in a rural community, learn rapport formation, situational analysis and awareness generation, and develop attitudes helpful for effective team work. The rural camp shall be a graded activity to develop understanding among the students about rural community and their lifestyle and problems. The camp trains students in the art of organizing and managing activities and events relating to camp.

The Rural Camp provides opportunities to experience rural life, analyze rural dynamics, and observe the functioning of local self-government and voluntary organizations. This experience aids peer participation in planning for activities for own group and those for local people. It also helps develop skills carry out, evaluate, and report the experience. 30 marks shall be allotted to this activity under the head of field work practicum.

1. The duration of Rural Camp will be 7 days.
2. Participation in Rural Camp of 7 days organized by the college shall be compulsory for every students appearing for the second semester.
3. After the Rural Camp the college shall be conducted presentation session on Rural Camp for the students.
4. Every student should make a presentation like a PPT, card sheet, poster, documentary etc. on Rural Camp.
5. The Students' performance should be assessed on the basis of their attendance, participation, initiative and discipline in Rural Camp and report writing and presentation skills of Rural Camp.

• **Study Tour**

Study tour is compulsory for students of SYBSW - IVth semester. It is a graded activity to orient the students about field realities and give exposure to the learners about the settings in social work and its challenges. 20 marks shall be allotted to this activity under the head of field work practicum. During the study tour, the students should visit to minimum of four developmental agencies / non - government organizations/ projects/community development projects/ industries. It shall be organized by the college during the fourth semester.

1. The duration of Study Tour will be 5 to 7 days.
2. Participation in Study Tour of 5 to 7 days organized by the college shall be compulsory for every students appearing for the fourth semester.
3. The Study tour shall have conducted within Maharashtra.
4. After the Study Tour the college shall be conducted presentation session on Study Tour for the students.
5. Every student should make a presentation like a PPT, card sheet, poster, documentary etc. on Study Tour.
6. The Students' performance should be assessed on the basis of their attendance, participation, initiative, and discipline in Study Tour, report writing and presentation skills of Study Tour.

25. Evaluation Criteria

Analytical Ability:

- To understand the agency, History, Philosophy, Objectives and the Structure.
- To understand the agency's objectives services/programmes in response to Problem education
- To understand one's own tasks in relation to cover all objectives and goods.
- To understand the socio-economic culture profile or the larval groups.
- To identify the causative factors of the problem situation - affecting various Target groups
- To develop skills to relate theory in to practice.

❖ Problem Solving Skills:

- To understands and utilizes various tools of fact finding.
- To establish working relationships.
- To begins partials the problem and utilize appropriate methods of problem Salving
- To develop beginning ability to use simple office procedures, and to participate in agency meetings and conferences.
- To develop beginning ability to function as a team member.
- To learns to maintain time sheet and organize workload
- To uses recording as a tool for learning
- To develop intervention skill.

❖ Professional Development:

- To shows responsibility in relation to role in the agency
- To indicates regularity in submitting recordings and attending supervisory conference.
- To begins to show self-awareness as a learner and sensitivity to the client system.

❖ Use of Field Instruction:

- To utilizes field instruction appropriately
- To tasks guidance from the field instructor
- To accepts positive and negative comments about self.

- To takes responsibility for learning.
- To participates in individual and group conference.
- To develop ability to move from simple to complex tasks.
- To develop professional self.

26. Guidelines for the Research Project Report

In semester six of the BSW program, the students will be required to work on a Research Project Report apart from their theory and fieldwork courses. The students have to prepare and submit a Research Project Report under the guidance of a faculty. The students need not be expected to make a major/ outstanding contribution to knowledge. The students is to engage meaningfully in the process of problem- formulation; reviewing some literature related to the study; preparing the research proposal; choosing an appropriate research strategy and developing instruments of data collection; collecting the data; processing, analyzing and interpreting the data; and preparing the Research Project Report. It will give them an opportunity to develop their research skills.

1. Students of Vth semester are required to select an appropriate topic for their Research Project Report in the beginning in consultation with the Research Guide and complete the same in the VIth semester.
2. The topic for the Research Project Report will be decided in consultation with the concerned research guide.
3. The topic of Research Project Report must be related to the broad areas of social work indicated under the Core Domain, Interdisciplinary Domain and Elective Domain of social work education.
4. The candidate must follow the scientific process and methods of social work research or social research.
5. The Research Project Report submitted to the university must by duly sign and certified by the Research Guide and the Principal and shall also be undertaking by the student as to originality of the research work.
6. The content of the Report shall not cause any dispute or defamation to any person or the institution.
7. Any malpractices including any attempt at plagiarism exposed even at a later may invite withdrawal of the degree of such a candidate.
8. The Research Project Report must be three copies of typed, both side printed and well bound copies submitted to the college before commencement of VIth semester internal assessment of Research Project Report.
9. Research Project Report shall be submitted to the university before commencement of VIth semester examination.

10. The Research Project Report shall carry 100 marks and shall have external and internal evaluation on the basis of 60:40 patterns.
11. Internal evaluation (40 marks) of the Research Project Report shall be assessed internally by a concerned Research Guide. External evaluation (60 marks) of the Research Project Report shall be assessed externally by the examiners appointed by the university.
12. The Research Project Report a separate head of passing. A candidate failing at this head shall submit a Research Project Report as prescribed by the university within a period of three months from the date of the results and shall pay applicable fees along with examination form.
13. Every Research Guide shall contribute at least half hours per student per week for research guidance to be given to the students assigned to him/her.
14. The Research Project Report shall have the work-load of 30 clock minutes (half hours) per student per week for concerned Research Guide.

27. Guidelines for the Viva-Voce (External)

1. External Viva-Voce of 50 marks will be conducted at the end of VIth semester based on Research Project Report.
2. Six semester external Viva-Voce examination (based on Research Project Report) of 50 marks shall be conducted externally by the university and carry 2 credits.
3. The Viva Voce constitutes a separate head of passing. However the candidate failing in viva-voce may attend the Viva Voce within three months from the date of declaration of the results as per university schedule. In such case candidate will have to pay extra fees prescribed by the university.
4. The external Viva-Voce examination (based on Research Project Report) in the semester-VIth shall be conducted by the external examiner appointed by the university.
5. The external Viva-Voce examination (based on Research Project Report) in the semester-VIth shall be conducted by the university at the concerned college immediately after the university written examination.

28. Internship

1. Every student shall complete his/her internship for a period of **21 working days** after the **six semester examination and before 15 June in every year.**
2. Every student is required to complete his/her internship in a welfare/development agency, NGO's, Government program, Project etc.
3. Internship in a Gram Panchayat, co-op society or a primary health centre shall not be allowed.
4. The internship shall be organized by a faculty nominated by the Principal.
5. After completion of internship, the student must submit a report of work along with completion certificate to the Principal of the College before 15 June in every year.

6. The certificates indicating clearly successful completion of internship by the students shall be retained by the concerned college.
7. The result of the candidates would be handed over to the College only after submission of a certificates and report on completion of internship to the University.
8. Ordinarily, no leave of absence will be permissible during the stipulated period of the internship.

29. Job opportunities

The Job opportunities for BSW course are in

1. Family Court, Family Counselling centres
2. Non-Governmental organizations (NGO) working on varies social issues
3. Schools, Ashram Schools
4. Mental Health Institutions and De-addiction Centres
5. Govt. and Private Hospitals
6. Blood Bank and Municipal Corporation Hospitals and Projects
7. Community Health Projects, Govt. Health Departments
8. Industries and multi-national groups/corporate sector such as small scale/medium/large scale industries, bank, hotels, institutions etc.
9. Service Industries
10. Social Development Officers, Consultant in NGOs
11. Government projects for Watershed Development, Drinking water & sanitation
12. Social Welfare officers in State Department of Social Justice
13. Women and child development department,
14. Tribal development department
15. Research and Resource Organizations at national, international level.
16. Panchayat Raj institutions various projects.
17. Corporate Social Responsibility (CSR) projects
18. Social Work Education

30. Syllabus of Theory Courses

FYBSW – SEMESTER - Ist

Course Types: - Core Course (CC)

Course Code: - BSW CC-1

Course Title: - Introduction to Social Work Profession

• **Course Objectives :-**

1. To help students develop a beginning understanding of the core elements of the profession of social work.
2. Develop knowledge of History and development of Social Work.
3. Understand the current trends of Social Work practice in India and west.
4. Understand the values of Social Work and consciously apply those in practice.
5. Understand Self as a Professional.

• **Learning Outcomes:-**

1. Demonstrate an understanding of Social work values and ethics and their implications for social work practice with individuals, groups, families, organizations and communities.
2. Identify factors affecting people with differing backgrounds, including groups distinguished by race, religion, physical and mental ability, ethnicity, class, culture, sexual orientation, gender identification, and age.
3. Demonstrate awareness of the meaning of human diversity, oppression, social justice and advocacy within the social work profession.
4. Understand the importance of self-awareness as it relates to being a professional.

Course Outline

• **Marks: 100**

Credits: 04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/ Marks
1	Introduction to Social Work	<ol style="list-style-type: none">1. Meaning, Concept, Mis-concepts, Definitions of Social Work2. Objectives of Social Work.3. Scope of Professional Social Work4. Need and Importance of Professional Social Work	Lectures, Library assignments, PPTs	08/25

2	History and Development of Social Work Profession	1. Evolution of Social Work in Ancient, medieval and modern period 2. Social Work education in India.	Lectures, Library assignments	04/15
3	Methods and Philosophy of Social Work	1. Methods of Social Work 2. Ethics, Values, Principles and Philosophy. 3. Similarities and Differences between voluntary and Professional Social Work.	Lectures, Discussions, Library assignments and PPTs	06/20
4	Social Work and Related terms	1. Social Service, Social Welfare, Social Reforms and Charity, 2. Social Justice, Social Development, 3. Human Rights, Peoples Participation.	Lectures, Discussions, Library assignments and PPTs, Seminar	06/20
5	Social Work as a Profession and Challenges	1. Attributes of Professional Social Workers 2. Role of Social Workers 3. Challenges before Social Work Profession in new Era.	Lectures, Documentary, Discussions, Seminar Games and Library assignments and PPTs	06/20
Total Hours/Marks				30/100

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3. Chaudhari, D. Paul (1984) Introduction to Social Work, Atmaram and Sons,
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7. Friedlander, Walter A. (1977) Concepts and Methods of Social Work, New Delhi, Prentice Hall of India Pvt. Ltd.
8. Nair, T. Krishnan (1981) Social Work Education and Social Work Practice in India, Madras, Association of School of Social Work in India.
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10. Ishwar Saundankar, Jagdish Sonawane, Introduction of Social Work, R.P. Publication, New Delhi.
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12. टांकसाळे,प्राजक्ता, व्यावसायिक समाजकार्य विचार्धारा व इतिहास,नागपूर,मंगेश प्रकाशन.
13. मदन जी. आर., समाजकार्य, नई दिल्ली,विवेक प्रकाशन.
14. शाह भारती,समाजकार्य परीचय,नागपूर,विवेक प्रकाशन.
15. सिंग, के. समाजकार्य सिद्धांत और व्यवहार,लखनौ,प्रकाशन केन्द्र.

Course Types:- Core Course (CC)

Course Code - BSW CC-2

Course Title - Method of Social Work: Social Case Work

• **Course Objectives:-**

1. To understand social case work method and its application in practice.
2. To equip learners with theoretical knowledge for work with individuals & families.
3. To understand the development and preventive goals in working with individuals and families.
4. To equip learner with values, skills & techniques necessary for working with Individuals & families.
5. To develop self-awareness and ability in working with client system.

• **Learning Outcome:-**

1. This content helps the learner acquire values, skills & techniques of working with individual and families in various situation and settings.

Course Outline

• **Marks: 100**

Credits: 04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Social case work as a method of social work	<ol style="list-style-type: none">1. Meaning, Definition and concept of Social Case Work.2. Objectives & importance of case work3. Values of case work	Lectures, Discussions, Seminar and Library assignments and PPTs	06/20
2	Development of Social Case Work	<ol style="list-style-type: none">1. History and development of Social Case Work in U.K.2. History and development of Social Case Work in U.S.A.3. History and development of Social Case Work in India,	Lectures, Discussions, Documentary, Seminar and PPTs	04/15
3	Principles, Components & The process of Case Work	<ol style="list-style-type: none">1. Principles of Case Work2. Components of Social Case Work3. Process of Case Work	Lectures, Discussions, Seminar, PPTs, Games	08/25

4	Tools and techniques of social case work	1. Tools of Social Case Work 2. Skills of Social Case Work 3. Techniques of Social Case Work	Lectures, Seminar, PPTs Discussions	06/20
5	Role of Social Case Worker	1. Role of Social Case Worker in various settings: School, Hospital, Community, Family, Short stay home. 2. Qualities in the Social Case Worker 3. Role -Enabler, Facilitator, Resource Mobiliser and Guide	Lectures, Discussions, Seminar, Games and Library assignments and PPTs	06/20
Total Hours/Marks				30/100

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5. Joe / Fisher 1978 ; Effective case work practice An eclectic approach, New York: Macraw Hill.
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7. Richmond M. E. 1922; what is Social Work? An Introductory, Desorption New York : Sage foundation.
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12. Sena, Fine & Glass, Paul H. (1966) The First Helping Interview Engaging the Client & Building Trust, New York, Sage Publications
13. खेडकर अरुण ,निंबाळकर संजीव – व्यक्ती सहयोग कार्य, सुभाष प्रकाशन, नागपूर
14. प्राजक्ता टांकसाळे - व्यक्ती सहयोग कार्य भाग १, २, ३.श्री मंगेश प्रकाशन ,नागपूर
15. राहुल निकम - व्यावसायिक समाजकार्याची पद्धत - व्यक्तीसह -कार्य ,प्रशांत पब्लिकेशन ,जळगाव
16. रघुनाथ महाजन, व्यावसायिक समाजकार्याची पद्धत - व्यक्तीसहयोग कार्य, अथर्व पब्लिकेशन, जळगाव

Course Types:- Skill Enhancement Course (SEC)

Course Code:- BSW SEC -1

Course Title:- Basic English Grammar

- **Course Objectives :-**

1. To introduce students with Basic English grammar.
2. To enable students to learn and use English in daily practice.
3. To develop students abilities to communicate in business and voluntary organization.
4. To improve the communication skills of students in English.

- **Learning Outcomes:-**

1. Able to understand the Basic English grammar.
2. Able to understand the appropriate use and style of English Language
3. Able to develop communication skills of students in English

Course Outline

- **Marks: 100**

Credits: 04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Parts of Speech	1. Noun 2. Pronoun 3. Verbs 4. Adjective 5. Adverb 6. Preposition 7. Conjunction 8. Interjection	Lectures, Discussions, Library assignments and PPTs	06/20
2	Grammar	1. Articles 2. Tenses - Kinds and Uses 3. Active voice - Passive voice 4. Direct -Indirect Speech	Lectures, Discussions, Library assignments and PPTs	06/20
3	Vocabulary	1. Word formation 2. Prefix - Suffix 3. Synonyms-Antonyms 4. Paronyms-Homophones	Lectures, Discussions, and Library assignments	06/20
4	Comprehension	1. Reading a passage for comprehension 2. Answer questions given from the passage read	Lectures, Discussions, and Library assignments	06/20

5	Structure of Sentences	1. Kinds of sentences: Simple, Compound and Complex. 2. Sentences Rearrangement 3. Sentence pattern: Assertive, Affirmative, Negative etc.	Lectures, Discussions, Seminar and Library assignments	06/20
Total Hours/Marks				30/100

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2. Better Your English- A Workbook for 1st year Students- Macmillan India, New Delhi.
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4. Written and Spoken Communication in English by Board of Editors University's Press (India Private Ltd) 2007, Hyderabad
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6. The Best English Grammar by Ramdas Wagh
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13. Gupta, S.C. English Grammar & Composition Second edition. Arihant Publications. 2014.
14. Jha, Sachchidanand. English Language Comprehension Skills. UPSC Portal. 2015.
15. Lewis, Norman. Word Power Made Easy (English Vocabulary). Goyal Publishers.2014.

Course Types: - Interdisciplinary Course (IC)

Course Code: - BSW IC-1

Course Title: - Sociology and Indian Social Problems

• **Course Objectives :-**

1. To understand the Sociological concepts and it's important to Individual and Society.
2. To understand various social Problems of Society.
3. To understand the social situation and causes of social problems.

• **Learning Outcomes:-**

1. Students will be able to acquire knowledge of various social problems.
2. Students will be able to apply social work method in solving social problems.
3. Students will able to develop the skill to analysis the situation and causes of social problems.

Course Outline

• **Marks: 100**

Credits: 04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Indian Society and Culture	<ol style="list-style-type: none">1. Meaning, Concept and types of Society.2. Meaning and Nature of Social Structure.3. Meaning and types of culture	Lecture Power Point Presentation Group Discussion	04/15
2	Social Stratification and Socialization	<ol style="list-style-type: none">1. Concept and Characteristics of social Stratification.2. Meaning of Caste, class and gender3. Meaning and Process of Socialization.	Lecture Group Discussion	06/20
3	Social Control, Social Change and Social Groups	<ol style="list-style-type: none">1. Meaning and means of Social Control.2. Meaning, definition and factors of Social Change.3. Meaning and types of Social Groups.	Lecture Group Discussion	06/20

4	Problems related to Family	1. Concept and types of Marriage. 2. Concept, Causes and Remedies of Dowry. 3. Concept, Causes and Remedies of Divorce	Lecture Group Discussion Role Play	06/20
5	Problems related to society	1. Concept and Causes of Poverty. 2. Concept and Causes of Alcoholism and Drug Addiction. 3. Concept, Causes and types of crime.	Lecture Group discussion Role Play	08/25
Total Hours/Marks				30/100

• **References**

1. माने माणिक, (2008), भारतातील समकालिन सामाजिक समस्या, विद्या प्रकाशन, नागपूर.
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11. Madan G.R., (2007), Indian Social Problems Vol.-I and II, Allied Publication Ltd, Mumbai.

Course Types: - General Elective Course (GEC)

Course Code: - BSW GEC-1

Course Title: - Value Education

• **Course Objectives :-**

1. To understand the meaning and nature of values and role of values in human life.
2. To explain the need and importance of Value-Education.
3. To describe the various approaches to Value development.
4. To explain the transactional strategies for value education.

• **Learning Outcomes:-**

1. To enable the students to understand the social realities and to inculcate an essential value system towards building a healthy society.

Course Outline

• **Marks: 100**

Credits: 04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
01	Concept of Values	<ol style="list-style-type: none">1. Concept, Definition and Nature of Values2. Different types of values- Personal, Social, Moral, Professional, Spiritual and Behavioral values3. Role of values in human life	Lecture, Group Discussion, Power Point Presentation,	06/20
02	Value education	<ol style="list-style-type: none">1. Meaning and Aim of value education2. Need and importance of value education3. Components of value education	Lecture, Group discussion, Power Point Presentation	06/20
03	Constitutional or National values	<ol style="list-style-type: none">1. Democracy, Socialism, and Secularism2. Social justice, Liberty, Equality and Fraternity.	Lecture, Power Point Presentation, Group Discussion	06/20

04	Character Formation towards Positive Personality	1. Truthfulness, Constructively, Sacrifice, Sincerity. 2. Self Control, Altruism, Tolerance, Scientific Vision.	Lecture, Group Discussion, Role Play	06/20
5	Value Education towards Personal Development	1. Personal Development: Self analysis and introspection. 2. Sensitization: Sensitization towards gender equality, physically challenged, intellectually challenged. 3. Respect to: aged, experience, maturity, family members, neighbors, co-workers.	Lecture, Group Discussion, Power Point Presentation,	06/20
Total Hours/Marks				30/100

• **References:**

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11. रामशकल पाण्डेय, मूल्यशिक्षण (Value Education), अग्रवाल पब्लिकेशन
12. प्रा लीला पाटील, मूल्यशिक्षण – विचारधन, ऋचा प्रकाशन

Course Types: - General Elective Course (GEC)

Course Code: - BSW GEC-1

Course Title: - Youth Development

• **Course Objectives :-**

1. To understand the concept, situation and problems of Indian youths.
2. To understand the concept and programmes of youth development.
3. To know the youth development is an field of social work.

• **Learning Outcomes:-**

1. The students will know the concept, issues and possibilities of social work with youths.

Course Outline

• **Marks: 100**

Credits: 04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
01	Concept of Youth	1. Definition, Meaning and Concept of Youth 2. Characteristics of Youth. 3. Needs of youth.	Lecture Group Discussion	06/20
02	Problems of Youth in India	1. Addiction 2. Unemployment 3. Violence and Crime.	Lecture Group discussion Role Play	06/20
03	Youth Development	1. Meaning and Concept of Youth Development 2. Components of youth development 3. Need of youth development	Lecture Power Point Presentation Group Discussion	06/20
04	Programmes of Youth	1. National Youth Policy 2014 2. National level Programmes 3. State level Programmes	Lecture Group Discussion	06/20
05	Social Work with Youth	1. Social Work with Youths 2. NGOs' Efforts for Youth in India 3. Role of Social Worker in Youth Development	Lecture Group Discussion	06/20
Total Hours/Marks				30/100

• **References:**

1. Agenda Jayaswal (1992) youth & youth in India, Jaipur & New Delhi : Rawat publications.
2. Ahuja, Ram (1996) Youth & Crime, Jaipur & New Delhi: Rawat publications.
3. Bhandarkar A. S., Khandagale B. D., Patil P. S., Waghmare V. B., 2015, Skill Development Tribal Youths – Issues and Challenges, Samyakata Prakashan, Dhule.
4. Choudhary, D. Paul (1985) Child Welfare & Development, New Delhi, Atma Ram & sons.
5. Chowdhry D. P. (1988) Youth and Development, New Delhi, Atma Ram and Sons Publication.
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FYBSW: – SEMESTER - IInd

Course Types:- Core Course (CC)

Course Code:- BSW CC-3

Course Title: - Method of Social Work: Social Group Work

● **Course Objectives :-**

1. To understand the relevance of social group work as a method of social work.
2. To develop an understanding of various types of group, their processes and Dynamics, stages of development and models of interventions etc.
3. To Develop awareness about the specific characteristics of group work and its contribution as a method of social work
4. To develop skill to work with the therapeutic and Non-therapeutic purpose

● **Learning Outcomes:-**

1. Students will understand the relevance of social group work as a method of social work.
2. Students could develop understanding of various types of group, their processes and dynamics, stages of development and model of intervention
3. Students will make aware about the specific characteristics of group work and its contribution as a method of social work
4. It will develop skill to work with therapeutic and non therapeutic purpose

Course Outline

● **Marks: 100**

Credits: 04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
I	Social Group and Group Work	<ol style="list-style-type: none">1. Meaning, Concept objectives, Characteristics types of group and Group work2. Meaning, concept of group work3. Historical Development of Group work in India4. Group work in different settings	Lecture, Classroom discussion, Collaborating	06/20

2	Group formation and Group Development	1. Purpose, Membership 2. Values and Principles of Group work 3. Steps in Group formation	Lecture Classroom discussion Collaborating Demonstrating	06/20
3	Programme Planning	1. Programme planning and Implementation in group work 2. Skills in programme planning	Lecture Demonstrating Debriefing	06/20
4	Group process and Group Dynamics	1. Importance of Group process, planning process Initial Phase, Middle Phase, Termination Phase 2. Understanding group dynamics; communication and interaction pattern, group attraction, social 3. Control and group culture	Lecture Classroom discussion Collaborating Demonstrating	06/20
5	Technique in Group work	1. Facilitation Leadership, Leadership Development, Programme Planning, types and methods evaluation 2. Types and Importance of Recording 3. Role of Group worker comparison across different phases of social group work	Lecture Classroom discussion Collaborating Demonstrating	06/20
Total Hours/Marks				30/100

• **References:**

1. Balgopal, P.R. and - Group in social work-An ecological perspective, New York Vassil T.V. 1983 - Macmillan Publishing Co. India
2. Brandler S. and Raman - Group Work, Skills and Strategies for effective Intervention CP. 1999 New York: The Haworth press.
3. Kurland R. and - Teaching a method course in social work with Salmon, R. 1998 groups, Alexanria: Council on social work education.
4. साळीवकर संजय, समाजकार्य पद्धती , क्षेत्र ,विचारधारा व समाजसुधारक, मंगेश प्रकाशन, नागपुर
5. डॉ. प्राजक्ता टंकसाळे – गटकार्य, भाग 1 व 2, मंगेश प्रकाशन, नागपुर
6. डॉ. प्राजक्ता टंकसाळे – व्यावसायिक समाजकार्य, मंगेश प्रकाशन, नागपुर
7. साळीवकर संजय, समाजकार्य प्रत्यक्ष स्वरूपाच्या पद्धती , मंगेश प्रकाशन, नागपुर
8. प्रतिभा भुतांगे,समाजकार्य व्यवसाय ; समुहांसोबत कार्य, यश प्रकाशन, नागपुर
9. प्राजक्ता टांकसाळे ,एकात्मिक समाजकार्य, श्री मंगेश प्रकाशन ,नागपुर
10. जि आर मदन, समाजकार्य, विवेक प्रकाशन ,दिल्ली
11. शाह भारती, समाजकार्य परीचय, विवेक प्रकाशन, नागपुर
12. डॉ .देवानंद शिंदे, व्यावसायिक समाजकार्य शिक्षण व व्यवसा, डायमंड पब्लीकेशन ,पुणे.

Course Types: - Core Course (CC)
Course Code: - BSW CC-4
Course Title: - Fields of Social Work

● **Course Objectives :-**

- 1) To Learn and understand the various fields of Social Work
- 2) To create awareness about enlarging scope of Social Work profession
- 3) To Familiarize with problems in various fields of Social Work
- 4) To acquire skills for working in different areas of Social Work
- 5) To sensitize the student community on all the social issues prevailing in the society.

● **Learning Outcomes:-**

1. Student learn about various fields of Social Work
2. Student learn about scope of social work profession
3. Student get familiarize with problems of various fields of social work.

Course Outline

● **Marks: 100**

Credits: 04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Family and Child Welfare	<ol style="list-style-type: none"> 1. Meaning, Concept, scope and need of Family and Child Welfare 2. Institutions and Organizations working for Family and Child Welfare 3. Schemes, programmes and Services for family and child welfare 	Class room teaching/ppt/video/ Assignment/Discussion/ field experience sharing	06/20
2	Community Development	<ol style="list-style-type: none"> 1. Definition and Meaning of Community and community Development 2. Types of Community- Urban, Rural and Tribal community 3. Community Development- schemes and programmes, prominent Organizations working for Community Development 	Class room teaching/ppt/video/ Assignment/Discussion/ field experience sharing	06/20

3	Medical & Psychiatric Social Work	1. Meaning and Concept of Medical & Psychiatric Social Work 2. Importance of Medical & Psychiatric Social Work 3. Role of medical and psychiatric social workers. 4. Institution, programs and schemes available	Class room teaching/ppt/video/ Assignment/Discussion/ field experience sharing	06/20
4	Criminology and Correctional services	1. Definition and Importance of Criminology and correctional administration 2. Classification of crime, strategies for prevention and control of crime 3. Introduction to criminal justice system.	Class room teaching/ppt/ video/Assignment/ Discussion/ field experience sharing	06/20
5	Labour welfare and Personnel Management	1. Definition, meaning, concept and importance of labour welfare 2. Major welfare programmes for labourers 3. Importance Industrial Social Work, Role of Labour Welfare Officer.	Class room teaching/ppt/video/ Assignment/Discussion/ field experience sharing	06/20
Total Hours/Marks				30/100

● **References:-**

1. Bhattacharya Sanjay: Social Work and Integrated Approaches; New Delhi Deep Publications.
2. Choudhary D.Paul: Introduction to Social work
3. Encyclopedia of Social work (1987) Encyclopedia of social Work in India; New Delhi, Publication division, Ministry of welfare
4. Chaudhari, D. Paul (1984) Introduction to Social Work, Atmaram and Sons,
5. Nair, T. Krishnan (1981) Social Work Education and Social Work Practice in India, Madras, Association of School of Social Work in India.
6. Rameshwari, Devi and Ravi Prakash, (2000) Social Work Practice, Jaipur, Mangal Deep Publications.
7. एकात्मिक समाजकार्य : प्राजक्ता टांकसाळे ,श्री मंगेश प्रकाशन ,नागपुर
8. समाजकार्य: जि आर मदन ,विवेक प्रकाशन ,दिल्ली
9. व्यावसायिक समाजकार्य: टांकसाळे,प्राजक्ता,नागपूर,साईनाथ प्रकाशन.
10. व्यावसायिक समाजकार्य- विचारधारा व इतिहास: टांकसाळे,प्राजक्ता,नागपूर,मंगेश प्रकाशन.
11. समाजकार्य परीचय: शाह भारती,नागपूर,विवेक प्रकाशन.
12. व्यावसायिक समाजकार्य शिक्षण व व्यवसाय :डॉ .देवानंद शिंदे ,डायमंड पब्लिकेशन ,पुणे.
13. समाजकार्य पद्धती , क्षेत्र ,विचारधारा व समाजसुधारक : डॉ .संजय सालीवकर , मंगेश प्रकाशन, नागपुर

Course Type: - Skill Enhancement Courses (SEC)

Course Code: - BSW-SEC-2

Course Title: - Introduction to field work practice in social work.

• **Course Objectives:-**

1. To understand the importance of field work practices in Professional social work.
2. To understand the fields of social work.
3. To understand Methods and Component of field work Practices.
4. To apply various tools and skill in fields of social work.
5. To understand evaluation methods in the fields of social work.

• **Learning Outcome :-**

1. Through this course, the learners should understand basic knowledge, skills , methods and component of field work practice in professional social work.

Course Outline

• **Marks: 100**

Credits: 04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Field Work	<ol style="list-style-type: none">1. Meaning, definition of field work2. Objectives of field work3. Importance of field work	Lecture method and question answer session	04/15
2	Methods of field work practices	<ol style="list-style-type: none">1. Social case work2. Social group work3. Community Organization	Lecture method presentation method	06/20
3	Components of field work practices	<ol style="list-style-type: none">1. Orientation Visit2. Concurrent field work3. Report Writing4. Paper reading on social issue5. Rural study camp6. Educational Study tour7. Group discussion8. Special Awareness Campaign	Question answer session	08/25

4	Skill Lab	1. Concept, Importance, Objectives of Skill Lab 2. Skills – Presentation Skill, Role Play, Street Play, Making Poster, Slogan, Songs	Lecture method, role play, workshop, GD , Video	06/20
5	Supervision and Evaluation of field work	1. Concept, Importance, Objectives of supervision 2. Role of Faculty supervisor and Agency Supervisor 3. Concept, Importance and process of evaluation	Lecture method, presentation method, question answer session	06/20
Total Hours/Marks				30/100

• **References :-**

- 1) Field Work Manual - Publication Division, TATA Institute of Social Sciences, Deonar, Mumbai
- 2) Field Work - Praveen Patkar
- 3) Social work Education & Field instructions -Dr. B.T. Lavani (Bharati Vidyapeeth, Paud Road, Pune)
- 4) Field Work Training in Social Work - Dr. Subhedar I. (M Rawat Pub. Jaipur)
- 5) Field Work in Social Work Education - Mehta V.D. (Association of schools of social Work in India)
- 6) Field Work in social Work perspective -Raj Bhanti, Himanshu Pub. Udaypur-1995
- 7) Proceedings of Seminar on Field Work Practice In Social Work -Dr. R. R. Sing, Delhi School of Social Work, University of Delhi
- 8) Social Work Education - M. S. Gore
- 9) Social Work and Training - Sydnor Walkar
- 10) Field Work Practice in Social Work - T.K. Nayyar, Madras School of Social Work.

Course Type: - Interdisciplinary Course (IC)
Course Code: - BSW IC-2
Course Title: - Human Growth and Behavior

• **Course Objectives :**

1. Develop an overall understanding of the principles of growths and their relevance and application to behavior phases in the life span.
2. Understand the twin roles of individual's heritage and environmental influences in growth and development.
3. Understand interactional nature of growth and behavior at various stages in the life span and impact of cultural factors.
4. Apply the information of growth, development and health in social work practice in general and to individuals, groups and communities.

• **Learning outcome:-**

1. Learners to the development of the individual across the life span in a system in ecological perspective.
2. The theoretical inputs are to enhance the understanding of people growth and development at various stages as bio-psychological Spiritual being over the life span.

Course Outline

Marks – 100

Credit -04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Introduction to Psychology	<ol style="list-style-type: none"> 1. Meaning, Definition and concept of Psychology 2. Fields of Psychology 3. Relation with social work 	Lecture method and question answer session	06/20
2	Human Growth and Development	<ol style="list-style-type: none"> 1. Meaning of Human Growth and Development 2. Characteristics of Human Development 3. Principles of Human Development 4. Difference Between Human Growth and Development 	Lecture method presentation method	06/20

3	Heredity and Environment in Human Development	1. Definition of Heredity 2. Relation of Heredity and Environment 3. Role of Heredity and Environment in Human Development	Lecture method and question answer session	06/20
4	Life Span Stages of Development	1. Stages:- Prenatal stage, Neonatal stage, Infancy, Childhood, Puberty, Adolescence, Youth, Adulthood and Old Age 2. Problems and Remedies on it.	Lecture method presentation method	08/25
5	Concept of Behaviour	1. Behavioral Problems:- Thumb Sucking, Nail biting, lying, Stealing and fear 2. Behavioral Problems:-Causes and Remedies.	Question answer session	06/15
Total Hours/Marks				30/100

• **References:-**

1. Development Psychology, Hurlock E.B. New Delhi
2. Introduction to Psychology, Jafar Mahmud ,A.P.H. Publishing Corporation, New Delhi
3. Introduction to Psychology, Clifford T. Morgan, Richard A. King, Tata McGraw-Hill Publishing Company Limited , New Delhi
4. मानसशास्त्रातील मुलतत्त्वे - पंडित र. वि. विद्या प्रकाशन ,नागपुर
5. सामान्य मानसशास्त्र डॉ. कुलकर्णी, गोरे, पंडित
6. सामान्य मानसशास्त्र – ँबडगुजर, शिंदे, बच्छाव
7. सामाजिक मानसशास्त्र - रा. ना. घाटोळे, मंगेश प्रकाशन ,नागपुर
8. बालविकास शास्त्र – डॉ. इंदिरा खडसे, मंगेश प्रकाशन ,नागपुर

Course Types: - General Elective Course (GEC)
Course Code: - BSW GEC-2
Course Title: - Urban Development

• **Course Objectives:-**

1. To understand the concepts, scope and indicators of urban community development.
2. To understand various urban social problems.
3. To understand various programmes for urban development.

• **Learning Outcomes :-**

1. Students will be able to understand concepts, scope and indicators of urban community development.
2. Students will be able to understand various urban social problems
3. Students will be able to understand various programmes for urban development and get a job this filed.

Course Outline

• **Marks: 100**

Credits: 04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Urban Community	1. Meaning, Definition and Concept of Urbanization 2. Characteristics of Urbanization 3. Classification of City	Lecture, Power Point Presentation, Discussion	04/15
2	Urban Development in India	1. Meaning, Objectives and Scope of Urban Development 2. Urban Development indicators 3. Five-year plans and Urban Development	Lecture, Power Point Presentation, Discussion	06/20
3	Urban Social problems	1. Slums 2. Housing 3. Environmental Pollution	Field Visit, Lecture, Power Point Presentation, Discussion	04/15

4	Urban Governance & Municipal Administration	1. Historical evolution of Urban Governance 2. 74th Constitution Amendment Act 1992 3. Municipal Administration - Structure, Rights, Role and Functions	Lecture, Power Point Presentation, Discussion, Role Play	08/25
5	Programmes for Urban Development	1. Jawaharlal Nehru National Urban Renewal Mission (JNURM) 2. National Urban Livelihood Mission(UD) 3. Atal Mission for Renewal and Urban Transformation (AMRUT) 4. Smart City Mission	Lecture, Power Point Presentation, Discussion, Field Visit	08/25
Total Hours/Marks				30/100

• **References:**

1. Prof. Dr. Jalindar Adsule (2016) : The Housing Problems in the Metropolitan City of Mumbai and Responses of Voluntary Action Groups”, Shuchita Prakashan (P) Ltd., Allahabad-211002.
2. K. Singh (1996) : “Urban Sociology”, Prakashan Kendra, Lucknow-226020
3. R.K.Pandey (2006) : “Urban Sociology-Planning, Administration and Management”, Sarup & Sons, New Delhi-110002.
4. Rajendra K. Sharma (1997) : “Urban Sociology”, Atlantic Publishers & Distributors, New Delhi.
5. S. K. Kulshrestha (2018) : “ Urban Renewal in India”, Sage Publications Pvt.Ltd., New Delhi-110044
6. Dr. Sameer Sharma (2018) : “Smart Cities Unbundled : Ideas and Practice of Smart Cities in India”, Bloomsbury Publishing India, New Delhi-110070
7. N. Mani (2016) : “Smart Cities and Urban Development in India”, New Century Publication, New Delhi-110002
8. निकम आर. वाय., (2016), आवास योजना आणि अनुसूचित जाती व जमातींचा विकास, प्रशांत पब्लिकेशन, जळगाव
9. नंदा पांगुळ – बारहाते, भारतीय शहरी समुदाय विकास, आर. बी. प्रकाशन, नागपुर
10. प्रतिभा अहिरे, ग्रामीण व नागरी समाजशास्त्र, विद्या प्रकाशन, पुणे
11. एन. आर. राजपूत, ग्रामीण व नागरी समाजशास्त्र, अंकुश पब्लिकेशन

Course Types: - General Elective Course (GEC)

Course Code: - BSW GEC-2

Course Title: - Rural Development

• Course Objectives:-

1. To understand the concepts, Characteristics of Rural Community.
2. To understand the various rural social problems.
3. To understand the Rural Governance & Panchayat Raj Administration.
4. To understand the various Programmes and Scheme for Rural Development.

• Learning Outcomes :-

1. Students will be able to understand concepts, Characteristics of Rural Community.
2. Students will be able to understand various rural social problems.
3. Students will be able to the Rural Governance & Panchayat Raj Administration.
4. Students will be able to understand various programmes and Scheme for Rural Development.
5. Students will be able to understand Contribution of Non-Governmental Organizations in Rural Development.

Course Outline

• Marks: 100

Credits: 04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Rural Community	<ol style="list-style-type: none">1. Meaning and Concept of Rural Community2. Characteristics of Rural Community3. Social Institutions in Rural Community	Lecture, Power Point Presentation, Discussion	06/20
2	Rural Development	<ol style="list-style-type: none">1. Meaning, Definition and Concept of Rural Development2. Characteristics of Rural Development3. Objectives of Rural Development	Lecture, Power Point Presentation, Discussion	06/20
3	Rural Social problems	<ol style="list-style-type: none">1. Socio - Economical problems – Caste, Poverty, unemployment, Migration, Problems related to agriculture, inequity in resources access.	Lecture, Power Point Presentation, Discussion	06/20

		2. Infrastructural and amenities- water, energy, housing, road, transport, communication, health care services and education.		
4	Rural Governance & Panchayat Raj Administration	1. Historical evolution of Rural Governance 2. 73th Constitution Amendment 3. Panchayat Raj Administration- Structure, Rights, Role and Functions	Field Visit, Lecture, Power Point Presentation, Discussion	06/20
5	Programmes and Scheme for Rural Development	1. National Rural Livelihood Mission (NRLM) 2. Maharashtra State Rural Livelihood Mission (MSRLM) 3. Mahatma Gandhi National Rural Employment Guaranty Scheme 4. Deen Dayal Uppadhyay Gramin Kaushal Yojana 5. Sansad Aadarsh Gram Yojana 6. Contribution of Non-Governmental Organizations in Rural Development	Lecture, Power Point Presentation, Discussion, Field Visit	06/20
Total Hours/Marks				30/100

• **References:**

1. Rural Sociology - Rajendra New Delhi Atlantic Publishers and Distributor 1997
2. Rural Sociology - Dr. Hansraj New Delhi Surjeet Publication 1992
3. Debroy, & kaushik. (2005). Emerging Rural Development Through Panchayats: Academics Foundation.
4. Jain, S. C. (1967). Community development and panchayati raj in India: Allied Publishers.
5. Singh, K. (2009). Rural Development: Principles, Policies and Management: SAGE Publications.
6. Sisodia, Y. S., & Madhya Pradesh Institute of Social Science Research, U. (2005). Functioning of panchayat raj system: Rawat Publications
7. विष्णू गुंजाळ, पंचायतराज - ग्रामीण विकास आणि सरपंच, अथर्व पब्लिकेशन, जळगाव
8. नंदा पांगुळ - बारहाते, भारतीय ग्रामीण समुदाय विकास, आर. बी. प्रकाशन, नागपुर
9. प्रतिभा अहिरे, ग्रामीण व नागरी समाजशास्त्र, विद्या प्रकाशन, पुणे
10. एन. आर. राजपूत, ग्रामीण व नागरी समाजशास्त्र, अंकुश पब्लिकेशन

31. Equivalent Courses for B.S.W. Semester Courses

(W.e.f Academic Year 2020 - 21)

FYBSW- Ist -SEMESTER

OLD (60:40) PATTERN (w.e.f 2017-18)		NEW (60:40) CBCS PATTERN (w.e.f 2020-21)	
Course Code	Course Title	Course Code	Course Title
BSW-111	ENGLISH	BSW SEC -1	Basic English Grammar
BSW-112	IDEOLOGY AND INTRODUCTION TO SOCIAL WORK	BSW CC-1	Introduction to Social Work Profession
BSW-113	WORKING WITH INDIVIDUAL AND FAMILY	BSW CC-2	Method of Social Work : Social Case Work
BSW-114	FIELDS OF SOCIAL WORK	BSW GEC-1	Students Choose one out of two GEC 1) Value Education 2) Youth Development
BSW-115	SOCIOLOGY FOR SOCIAL WORKER	BSW IC-1	Sociology and Indian Social Problems
BSW-116	FIELD WORK	BSW FWP-1	Field Work Practicum

FYBSW- IInd -SEMESTER

OLD (60:40) PATTERN (w.e.f 2017-18)		NEW (60:40) CBCS PATTERN (w.e.f 2020-21)	
Course Code	Course Title	Course Code	Course Title
BSW-121	EMERGING TRENDS IN SOCIAL WORK	BSW CC-4	Fields of Social Work
BSW-122	HUMAN RIGHTS	BSW SEC -2	Introduction to field work practice in social work
BSW-123	INDIAN SOCIAL PROBLEMS	BSW GEC-2	Students Choose one out of two GEC 1) Urban Development 2) Rural Development
BSW-124	WORKING WITH GROUP	BSW CC-3	Method of Social Work: Social Group Work
BSW-125	HUMAN GROWTH AND BEHAVIOR	BSW IC-2	Human Growth and Behaviour
BSW-126	FIELD WORK	BSW FWP-2	Field Work Practicum

SYBSW- IIIrd –SEMESTER

OLD (60:40) PATTERN (w.e.f 2017-18)		NEW (60:40) CBCS PATTERN (w.e.f 2021-22)	
Course Code	Course Title	Course Code	Course Title
BSW-231	ENGLISH	BSW SEC -3	Functional English
BSW-232	INTRODUCTION TO SOCIAL LEGISLATION	BSW CC-6	Counseling in Social Work
BSW-233	INTRODUCION TO INDIAN CONSTITUTION	BSW IC-3	Introduction to Indian Constitution
BSW-234	INTRODUCION TO INDIAN ECONOMY AND COOPERATION	BSW GEC-3	Students Choose one out of two GEC 1) School Social Work 2) Soft Skill Development
BSW-235	WORKING WITH COMMUNITIES	BSW CC-5	Method of Social Work : Community Organization
BSW-236	FIELD WORK	BSW FWP-3	Field Work Practicum

SYBSW- IVth –SEMESTER

OLD (60:40) PATTERN (w.e.f 2017-18)		NEW (60:40) CBCS PATTERN (w.e.f 2021-22)	
Course Code	Course Title	Course Code	Course Title
BSW-241	INTRODUCTION TO TRIBAL LIFE	BSW GEC-4	Students Choose one out of two GEC 1) Tribal Studies 2) Indian Economy and Cooperation
BSW-242	INTRODUCTION TO SOCIAL WORK RESEARCH	BSW CC-7	Social Work Research and Statistics
BSW-243	INTRODUCION TO LOCAL SELF GOVERNMENT	BSW CC-8	Human Rights and Social Justice
BSW-244	SOCIAL REFORM MOVEMENTS IN INDIA	BSW IC-4	Social Reform Movements in India
BSW-245	INTRODUCTION TO WOMEN STUDIES	BSW SEC -4	Communication for Social Worker
BSW-246	FIELD WORK	BSW FWP-4	Field Work Practicum

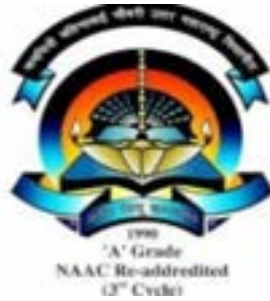
TYBSW- Vth -SEMESTER

OLD (60:40) PATTERN (w.e.f 2017-18)		NEW (60:40) CBCS PATTERN (w.e.f 2022-23)	
Course Code	Course Title	Course Code	Course Title
BSW-351	ENGLISH	BSW SEC -5	Communicative English
BSW-352	PARTICIPATORY APPROACHES IN SOCIAL WORK	BSW CC-10	Participatory Approaches in Social Work
BSW-353	PARA-LEGAL EDUCATION	BSW IC-5	Social Legislation in India
BSW-354	SOCIAL WELFARE ADMINISTRATION	BSW CC-9	Method of Social Work : Social Action
BSW-355	COUNSELLING IN SOCIAL WORK	BSW GEC-5	Students Choose one out of two GEC 1) Life Skill Education 2) Human Resource Management
BSW-356	FIELD WORK	BSW FWP-5	Field Work Practicum

TYBSW- Vith –SEMESTER

OLD (60:40) PATTERN (w.e.f 2017-18)		NEW (60:40) CBCS PATTERN (w.e.f 2022-23)	
Course Code	Course Title	Course Code	Course Title
BSW-361	LIFE AND SOFT SKILL EDUCATION FOR SOCIAL WORKER	BSW CC-11	Method of Social Work : Social Welfare Administration
BSW-362	SOCIAL POLICY AND PLANNING IN INDIA	BSW CC-12	Social Policy and Planning in India
BSW-363	HEALTH SYSTEM IN INDIA	BSW IC-6	Health System in India
BSW-364	COMMUNICATION FOR DEVELOPMENT	BSW SEC -6	NGO Management
BSW-365	DEVELOPMENT OF WEAKER SECTION	BSW GEC-6	Students Choose one out of two GEC 1) Women Studies 2) Livelihood Promotion
BSW-366	FIELD WORK	BSW FWP-6	Field Work Practicum
BSW-367	RESEARCH DISSERTATION	BSW RPR-1	Research Project Report
BSW-368	VIVA VOCE	BSW VV-1	Viva- Voce (Based on Research Project)





**KAVAYITRI BAHINABAI CHAUDHARI
NORTH MAHARASHTRA UNIVERSITY,
JALGAON**

Faculty of Humanities

**SYLLABUS STRUCTURE OF
BACHELOR OF SOCIAL WORK
(BSW) DEGREE PROGRAM**

**SYBSW Semester-IIIrd and IVth
(Syllabus for Semester and 60:40 Patterns)
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)**

**Revised Rules and Regulations with
effect from**

Academic Year: - 2021-2022

Prepared By

BOARD OF STUDIES IN SOCIAL WORK

• **Structure of the Bachelor of Social Work Program**

SYBSW- SEMESTER- IIIrd

Sr. No.	Domain / Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Core Course (CC)	BSW CC-5	Method of Social Work : Community Organization	30 Hours	4	100
2	Core Course(CC)	BSW CC-6	Counseling in Social Work	30 Hours	4	100
3	Skill Enhancement Courses (SEC)	BSW SEC -3	Functional English	30 Hours	4	100
4	Interdisciplinary Course (IC)	BSW IC-3	Introduction to Indian Constitution	30 Hours	4	100
5	General Elective Course (GEC)	BSW GEC-3	Students Choose one out of two GEC 1) School Social Work 2) Soft Skill Development	30 Hours	4	100
6	Field Work Practicum(FWP)	BSW FWP-3	Field Work Practicum	144 Hours	4	100

SYBSW- -SEMESTER- IVth

Sr. No.	Domain / Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Core Course (CC)	BSW CC-7	Social Work Research and Statistics	30 Hours	4	100
2	Core Course(CC)	BSW CC-8	Human Rights and Social Justice	30 Hours	4	100
3	Skill Enhancement Courses (SEC)	BSW SEC -4	Communication for Social Worker	30 Hours	4	100
4	Interdisciplinary Course (IC)	BSW IC-4	Social Reform Movements in India	30 Hours	4	100
5	General Elective Course (GEC)	BSW GEC-4	Students Choose one out of two GEC 1) Tribal Studies 2) Indian Economy and Cooperation	30 Hours	4	100
6	Field Work Practicum(FWP)	BSW FWP-4	Field Work Practicum	144 Hours	4	100

- **Field Work Practicum Structure of B.S.W Program**

SYBSW- SEMESTER- IIIrd

(BSW FWP- 3)

Sr. No.	Components	Max. Marks
1	Concurrent Field Work (Social Case Work and Group work)	30
2	Seminar on Field Work	10
3	Individual Conference	05
4	Group Conference	05
5	Record Keeping /Writing Skills	20
6	Skill Lab (at least two)	10
7	Viva-Voce on field work practicum	20
	Total Marks	100

SYBSW- SEMESTER- IVth

(BSW FWP- 4)

Sr. No.	Components	Max. Marks
1	Concurrent Field Work (Social Case Work and Group work)	30
2	Study Tour (15marks attendance +05 marks presentation)	20
3	Individual Conference	05
4	Group Conference	05
5	Record Keeping /Writing Skills	10
6	Skill Lab (at least two)	10
7	Viva-Voce on field work practicum	20
	Total Marks	100

- **Summary of Structure of B.S.W Program**

SYBSW- SEMESTER- IIIrd

Sr. No.	Courses	Maximum Marks	Credits
01	Core Course (CC) :- 02 x100 (Basic Social Work Theory Courses)	200	04+04 =08
02	Skill Enhancement Course (Functional English) (SEC) :- 01x100	100	04
03	Interdisciplinary Course (IC)) :- 01x100	100	04
04	General Elective Course (GEC) :- 01x100	100	04
05	Field Work Practicum (FWP) :- 01x100	100	04
	Total	600	24

SYBSW- SEMESTER- IVth

Sr. No.	Courses	Maximum Marks	Credits
01	Core Course (CC) :- 02 x100 (Basic Social Work Theory Courses)	200	04+04 =08
02	Skill Enhancement Course (SEC) :- 01x100	100	04
03	Interdisciplinary Course (IC)) :- 01x100	100	04
04	General Elective Course (GEC) :- 01x100	100	04
05	Field Work Practicum (FWP) :- 01x100	100	04
	Total	600	24

• **Equivalent Courses for B.S.W. Semester Courses**

(W.e.f Academic Year 2021 - 22)

SYBSW- SEMESTER- IIIrd

OLD (60:40) PATTERN (w.e.f 2017-18)		NEW (60:40) CBCS PATTERN (w.e.f 2021-22)	
Course Code	Course Title	Course Code	Course Title
BSW-231	ENGLISH	BSW SEC -3	Functional English
BSW-232	INTRODUCTION TO SOCIAL LEGISLATION	BSW CC-6	Counseling in Social Work
BSW-233	INTRODUCION TO INDIAN CONSTITUTION	BSW IC-3	Introduction to Indian Constitution
BSW-234	INTRODUCION TO INDIAN ECONOMY AND COOPERATION	BSW GEC-3	Students Choose one out of two GEC 1) School Social Work 2) Soft Skill Development
BSW-235	WORKING WITH COMMUNITIES	BSW CC-5	Method of Social Work : Community Organization
BSW-236	FIELD WORK	BSW FWP-3	Field Work Practicum

SYBSW- SEMESTER- IVth

OLD (60:40) PATTERN (w.e.f 2017-18)		NEW (60:40) CBCS PATTERN (w.e.f 2021-22)	
Course Code	Course Title	Course Code	Course Title
BSW-241	INTRODUCTION TO TRIBAL LIFE	BSW GEC-4	Students Choose one out of two GEC 1) Tribal Studies 2) Indian Economy and Cooperation
BSW-242	INTRODUCTION TO SOCIAL WORK RESEARCH	BSW CC-7	Social Work Research and Statistics
BSW-243	INTRODUCION TO LOCAL SELF GOVERNMENT	BSW CC-8	Human Rights and Social Justice
BSW-244	SOCIAL REFORM MOVEMENTS IN INDIA	BSW IC-4	Social Reform Movements in India
BSW-245	INTRODUCTION TO WOMEN STUDIES	BSW SEC -4	Communication for Social Worker
BSW-246	FIELD WORK	BSW FWP-4	Field Work Practicum

- **Syllabus of Theory Courses**

SYBSW: - SEMESTER- IIIrd

Course Types: - Core Course (CC)

Course Code: - BSW CC-5

**Course Title: - Method of Social Work:
Community Organization**

- **Course Objectives: -**

1. To understand the concepts of Community Organization.
2. To understand different approaches and strategies in community organization.
3. To understand the nature and dynamics of Community Development.
4. To understand participatory approaches.

- **Learning Outcomes: -**

1. Students will be able to understand concepts, process of Community Organization.
2. Students will be able to understand some of the tools, technique and models of Community Development
3. Students will be able to understand that work with communities.
4. Students will be able to understand different Community projects in Maharashtra.
5. Students will be able to understand different approaches in Community Organization.

Course Outline

- **Marks: 100**

Credits: 04

UnitNo.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/ Marks
01	Introduction of Community and Community Organization.	a) Concepts, meaning and definition of community. b) Types and Characteristics of Community. c) Concepts, meaning and definition of community organization d) Community Organization and Community development	Lecture, Power Point Presentation, Discussion	06/20

02	Understanding Community Organization practice	a) History of Community organization b) Values and Principles of Community organization c) Community Organization as an Integrated method of Social Work	Lecture, Power Point Presentation, Discussion	06/20
03	Approaches, Models, Techniques, strategies and Process of Community Organization	a) Approaches of community organization b) Rothman's Models of community organization c) Participatory Rural Appraisal (PRA) d) Micro level Planning (MLP) e) Steps/Process of Community Organization f) Community Project in Maharashtra. • Raleganshiddhi. • Baripada	Lecture, Power Point Presentation, Discussion	06/20
04	Community Organizer	a) Skills and attributes of Community Organizer b) Role and function of social worker in Community Organization	Lecture, Power Point Presentation, Discussion	06/20
05	Recording and Evaluation in the Community Work	a) Meaning, Purpose & Types of Recording in community Work b) Meaning, Importance of Evaluation in the Community work.	Lecture, Power Point Presentation, Discussion	06/20
Total Hours/Marks				30/100

• References

1. Siddiqui H.Y:1997: Working with Communities – An Introduction to Community Work. Hirapublisher.
2. Shah A.M.1996: Social Structure and Change: Community Organisation and Urban Communities Sage Publication,
3. New Delhi
4. P. Sainath.1996: Everybody Loves A Good Drought; Penguin Books India
5. Dahama O.P, Community Development, B.Mukharji, Community Development 5.Social Work and Community Development Vivek Rampal-Alfa Publication- New Delhi
6. Encyclopaedia of Social Work and Community Organisation C.P.Yadav
7. Robinson Jr, J. W., & Green, G. P. (Eds.). (2011). Introduction to community development:Theory, practice, and service-learning. Sage.
8. Phillips, R., & Pittman, R. (2008). An introduction to community development. Routledge.
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10. Somesh Kumar ,2002, Methods for community participation, Sage Publication, New Delhi
11. तिजोरे पी. व्ही. - सामुदायिक विकास आणि विस्ताराची मुलतत्वे
12. प्रा.रा.ना.घाटोळे , ग्रामीण समाजशास्त्रआणि सामुदायिक विकास .
13. प्राजक्ता टांकसाळे व्यावसायिक समाजकार्य, साईनाथ प्रकाशन, नागपूर .
14. लाखे च. वा., -सामुदायिक विकास आणि विस्ताराची मुलतत्वे .
15. डॉ. राहुल निकम, लोकसहभाग आणि पी. आर. ए., प्रशांत पब्लिकेशन, जळगाव, २०१८

Course Types: - Core Course (CC)

Course Code: - BSW CC-6

Course Title: - Counseling in Social Work

- **Course Objectives:-**

1. To develop an understanding about the basics of counseling.
2. To develop ability to apply appropriate counseling techniques with special groups.
3. To provide insights about effective use of tools and techniques of counseling in different areas.
4. To understand the theories of counseling.

- **Learning Outcomes: -**

1. Able to understand the concept, goals and objectives of counseling to the learners for its application.
2. Able to develop understanding of the learners about ethical, legal and practice based scientific approach and standards of counseling.
3. Able to understand linkages of counseling in Social Work.
4. Able to develop application of various counseling techniques with special groups.

Course Outline

- **Marks: 100**

Credits: 04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/ Marks
01	Concept of Counseling	a) Meaning, Concept, Goals & Objectives, and characteristics of Counseling. b) Scope & Need of Counseling in Social Work c) Principles of Counselling.	Lecture, Power Point Presentation, Discussion	06/20
02	Types, Methods & Process	a) Process of Counselling, b) Types of Counselling, c) Difference between Counseling & Guidance.	Lecture, Power Point Presentation, Discussion	06/20
03	Ethics, Approaches and Kinds of Services in counseling	a) Ethical standard and legal consideration in Counselling b) Approaches to Counseling c) Kinds of Services - Individual Inventory ,	Lecture, Power Point Presentation, Discussion	06/20

		Information services, Counseling and Guidance services , Placement services, Remedial services, Follow-up services , Evaluation services.		
04	Tools & Technique in Counselling	a) Interview, Questioning, case study, observation, b) communication (listening, feedback, non-verbal) making notes & reflection, c) Referral Services.	Lecture, Power Point Presentation, Discussion	06/20
05	Special Areas/ Fields of Counselling	a) Family Counselling, Pre marriage & post marriage Counselling b) Counseling with Children & Adolescent, Education Settings, Career Counseling ,Counselling with delinquents c) Emerging trends in counseling d) Counselling in Health setting, e) Role and Functions of counselor in Social Work.	Lecture, Power Point Presentation, Discussion	06/20
Total Hours/Marks				30/100

References:

1. Effective guidance & Counselling – Manju Gupta , Mangaldeep Publication , Jaipur.
2. Counselling & guidance – S Narayana Rao, Tata Mc Graw – Hill Publication Company Ltd, Delhi.
3. Guidance & Counselling in College & Universities – S K Kochhar – Sterling Publication , New Delhi.
4. Guidance & Counselling – A Devid , Common Wealth Publishers , New Delhi.
5. Guidance & Counselling – A K Nayak , APH Publication , New Delhi.
6. Guidance & Counselling ,manual, B.G. Barki , B Mukhopadhyay ,Sterling Publication, Delhi.
7. Counselling in Industry a rational Approach – K.M.Phadke, Rita khear, Himalaya Publication House, Mumbai.
8. Carrier information in carrier Guidance & Counselling – Nibedita Dash, .B.N.Dash , Dominant Publisher, Delhi.
9. मार्गदर्शन अणी समुपदेशन - डॉ. के.यू. घरोमोडे, डॉ. काला घोरमोडे, विद्या प्रकाशन, नागपूर
10. समुपदेशन मनशास्त्रा- प्रा.बी.एस.पावर, डॉ.जी.बी.चौधरी, प्रशांत पब्लिकेशन, जळगाव.
११. समुपदेशन मनशास्त्री- डॉ. गोकुळ चौधरी, डॉ. बेनहर पवार, अथर्व पब्लिकेशन, धुळे.
१२. शैक्षणिक मार्गदर्शन अणी समुपदेशन- शशी सरवदे, दिमोंड पब्लिकेशन, पुणे.
१३. मार्गदर्शन व समुपदेशन- डॉ. मेघा गुलावानी, नित्यनंदन पब्लिकेशन, पुणे.

Course Types: Skill Enhancement Course (SEC)

Course Code: BSW (SEC-3)

Course title: Functional English

- **Course Objectives:**

1. To enable the students to grasp the content of each extract prose or poem.
2. To enable the students to explain the prose or articles or any literature in their own words.
3. To develop amongst the students critical abilities along with Four Skills Listening, Reading, Speaking and Writing more intensively and effectively
4. To train the students to use English in real life situations.

- **Learning Outcomes**

1. Able to develop listening in English
2. Able to develop day to day spoken English communication skill.
3. Able to develop in formal and informal written communication skill.

Course Outline

- **Marks: 100**

Credits: 04

Unit No	Unit title	Content	Suggested teaching-learning process	Suggested number of class hours/ Marks
1	Section I (Listening Skill)	Activities- a) Students will listen great speeches, b) Interview or short stories and take notes on it.	Lectures, Discussions, Assignments and presentation	06/20
2	Spoken Communication	Activities: a) Asking or Giving information b) Asking and giving instructions c) Making Request and offers d) Talking about person, place and event.	Lectures, Discussions, Assignments and presentation	06/20
3	Reading Skill	Skimming, Scanning, Intensive, And Extensive Activities: a) Reading aloud b) Reading for understanding c) Reading for pleasure	Lectures, Discussions, Assignments and presentation	06/20
4	Written Communication	a) Letter writing- formal and informal	Lectures, Discussions, Assignments and	06/20

		b) Notice, Agenda, Minutes writing c) Report writing d) Information Transfer- converting information from charts, tables, diagrams etc verbally and vice-a-versa.	presentation	
5	comprehension	a) Understanding a passage-its content and structure, b) Use of a dictionary	Lectures, Discussions, Assignments and presentation	06/20
Total Hours/Marks				30/100

Further Suggestions for classroom practice

- Everyday news items could be brought into the classroom in the form of skits to be planned ,prepared and performed by students in groups.-to be done by each group-at least one skit per month.
- Cartoon strips and comic strips may be used to help to create a communicative situation in the classroom..
- Films, and the T.V. can be used to to facilitate active listening with Comprehension to expose the students to the major varieties of the English language..
- The Radio and T.V. scripts (prepared as part of the media assignment can also be used for communicative performance.
- **Suggested reading:**
 - **No core text is prescribed as such, since the emphasis has to be on the practical activities related to communication skills.**
- **General Reading**
 1. Books on Group Discussions on universally relevant and also topical issues (Competition Success etc. can be used as reference material)
 2. Relevant Books on Speech skills Practice
 - 3 Other English .Periodicals and Newspapers
 - 4 Newspapers and periodicals in the mother-tongue-(to facilitate simultaneous, parallel reading and on- the- spot- translation practice)
 5. Online Newspapers and journals.
 6. Contemporary one act plays, plays, short stories, novels of social relevance
 7. Prose passages from various books.
 8. Famous speeches, travelogues, autobiographies etc.
 9. Literary pieces from the mother-tongue to be translated for performance.

Course Types: Interdisciplinary Course (IC)

Course Code: BSW IC-3

Course title: Introduction to Indian Constitution

- **Course Objectives:**

1. To understanding the overall structure and framework of Indian Constitution.
2. To understanding the Historical Background of Indian constitution development and its features.
3. To give the insights about rights and duties of Indian citizens and understand holistic approach of welfare state.
4. To develop the critical understanding about judiciary system of Indian Constitution.
5. To understanding the Procedure of Amendment of the Indian Constitution

- **Learning Outcomes:**

1. Able to understand the overall structure and framework of Indian Constitution.
2. Able to give the insights about rights and duties of Indian citizens and understand holistic approach of welfare state.
3. Able to develop the critical understanding about judiciary system of Indian Constitution.
4. Able to understanding the Procedure of Amendment of the Indian Constitution.

Course Outline

- **Marks: 100**

Credits: 04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/ Marks
1.	The constitution of India	a) Meaning & Importance of Constitution b) Historical Background of Indian Constitution. c) Salient Features of the Indian Constitution. d) Preamble of Indian Constitution & its importance.	Lectures, Discussions, Assignments and presentation	06/20
2.	Fundamental Rights & fundamental Duties	a) Concept of fundamental Rights & fundamental Duties. b) Fundamental Rights c) Fundamental Duties.	Lectures, Discussions, Assignments and presentation	06/20
3.	Directive Principles of State Policy	a) Concept of welfare State b) Directive Principles of State Policy c) Importance of Directive Principles of State Policy	Lectures, Discussions, Assignments and presentation	06/20
4.	The Judiciary System in India	a) Concept & Nature of Judiciary System in India b) The Judiciary System in India	Lectures, Discussions, Assignments and presentation	06/20

5.	Amendment of the Constitution	a) Procedure of Amendment of the Indian Constitution b) Important Amendments in the Constitution i. 73 rd and 74 th amendment ii 86th amendment	Lectures, Discussions, Assignments and presentation	06/20
			Total Hours/Marks	30/100

Reference:

1. डॉ. बाबासाहेब आंबेडकर – भारताचे संविधान
2. Kashyap Subhash C. - Our Constitution National Book Trust, New Delhi-1994.
3. Sharma Birji Kishor- Introduction to the constitution of India , practice Hall of India, Delhi.
4. Durga Das Basu, Introduction to the Constitution of India, Gurgaon; LexisNexis, 2018 (23rd edn.)
5. भोले भास्कर लक्ष्मण - भारतीय गणराज्य शासन आणि राजकारण, पिंपळपुरे प्रकाशन, नागपूर
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9. होवळ रविनंद, आपला देश आपली राज्यघटना, बंधूता प्रकाशन, सोलापूर.
10. टेंबेकर प्रवीण - भारतीय राज्यघटना, पार्थ प्रकाशन मुंबई, 2006
11. प्रा. सी.जी.गगरेकर- भारतीय राज्यघटना स्वरूप अनि राजकरण, श्री मंगेश प्रकाशन, नागपूर.
12. वराडकर.र.प, भारतीय राज्यघटना, मानवी हक्क आणि माहिती अधिकार कायदा, निराली प्रकाशन.
13. Dr. Sanjiv Pagare, Dr. Vishnu Gunjal, Dr. Jagdish Sonawane, Social Legislation and Social Work, R. P. Publications, Delhi.

Course Types: - General Elective Course (GEC)

Course Code: - BSW GEC-3

Course Title: - School Social Work

• **Course Objectives:-**

1. To understand the concepts and need of School social work.
2. To understand the Areas/Scope of School social work.
3. To understand the various roles and functions of social workers in school settings.
4. To understand the theoretical frameworks for school social work practice.
5. To understand the prevention and intervention approaches in school settings.

• **Learning Outcomes :-**

1. Students will be able to understand concepts and need of School social work.
2. Students will be able to understand various Areas/Scope of School social work.
3. Students will be able to understand the roles of social work and social workers in enhancing educational opportunity and performance.
4. Students will be able to understand intervention approaches in school settings.

Course Outline

• **Marks: 100**

Credits: 04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Introduction of School Social Work	a) Meaning and Concept of School Social Work b) History of School Social Work c) Values of School Social Work d) Need and Importance of School Social Work	Lecture, Power Point Presentation, Assignment, Discussion	06/20
2	Elements of School Social Work Services	a) Service Areas of School Social Work b) Direct Services c) Indirect Services d) School Social Work Services- <ul style="list-style-type: none">• Services to School Personnel• Services to Students• Services to Parents/Families• Services to School Authority at various level• Services to Local School Committee and Community	Lecture, Power Point Presentation, Assignment, Discussion	06/20
3	Model and Approaches of School Social Work	a) Traditional-clinical model:- <ul style="list-style-type: none">• Social Change Model• Community School Model• Social Interaction Model b) Home-school-community relations model c) School-community-pupil relations	Lecture, Power Point Presentation, Assignment, Discussion	06/20

		<p>model</p> <p>d) Clinical and environmental interaction model</p> <p>e) Prevention and Intervention Approaches in Schools.</p>		
4	Scope of Practice of School Social Work	<p>a) Problems/Issues in school settings:-</p> <ul style="list-style-type: none"> • Issues related to School • Issues related to Students • Issues related to School Personnel • Issues related to Parents/Families • Issues related to Local School Committee and Community. <p>b) Scope of Practice of School Social Work:-</p> <ul style="list-style-type: none"> • Casework, Group work. • Advocacy, Research and policy. • Community and professional development. • Critical incident management. 	Lecture, Power Point Presentation, Assignment, Discussion	06/20
5	School Social Worker	<p>a) Skills necessary to practice as a School Social Worker</p> <p>b) The Role and Function of the School Social Worker</p> <p>c) Intervention with Special-Needs Students in Special Schools.</p>	Lecture, Power Point Presentation, Assignment, Discussion	06/20
Total Hours/Marks				30/100

• **References:**

1. Cowan, K. C., Vaillancourt, K., Rossen, E., & Pollitt, K., *A framework for safe and successful schools*, Bethesda, National Association of School Psychologists, 2013.
2. Dot Kontak, *Frameworks of School Social Work*, School Social Work Association of America, 2009.
3. *Scope of Social Work Practice: School Social Work*, Australian Association of Social Workers, Melbourne, 2020.
4. *Social Workers in Schools*, National Association of Social Workers, Washington, 2010.
5. *Social Work in Schools: Principles and Practice*, Guilford Publications, New York, 2008.
6. *Social Work in Educational Settings*, School of Social Work, University of Michigan, 2009.
7. Dr. J. Lakshmi, *Role Of School Social Workers In Dealing With Problems Of Adolescents : A Mental Health Perspective*, Indian Journal of Applied Research, 2014
8. *Standards for School Social Work Services*, National Association of Social Workers, Washington, 2012
9. डॉ. नंदा पांगुळ- बारहाते, *शालेय समाजकार्य*, आर. बी. प्रकाशन, नागपूर २०१४.

Course Type: General Elective Course (GEC)

Course Code: BSW GEC-3

Course Title: Soft Skill Development

- **Course Objectives:-**

- 1) To introduce learner to soft skills.
- 2) To develop knowledge, attitude and skills required for professional social worker
- 3) To engage learner in skill based practice for professional development.

- **Learning Outcomes :**

- 1) Enable learner to develop their personality and emerge as more promising social worker.
- 2) Enable learner to develop greater self-confidence and self esteem.
- 3) Enable learner to improve their communication and respond with proper empathy, patience and courtesy.
- 4) Enable learner improvise their critical thinking and creativity.
- 5) It help learner by providing them good decision making and problem solving abilities.

Course Outline

- **Marks: 100**

Credits: 04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Concept of Soft Skills	a) Meaning and concept of soft skills b) Need and Importance of soft skill training c) Relevance of soft skill in social work profession.	Lectures, Library assignments, PPTs and PPTs	06/20
2	Communication Skills	a) Meaning and importance of communication b) Key elements in communication process- communication message, audience, channel of communication. c) Verbal and non-verbal communication d) Interpersonal communication. e) Qualities of effective communicator.	Lectures, Discussions, Library assignments and PPTs, Seminar, Documentary, Discussions, Games	06/20

3	Critical Thinking and Creativity	<ul style="list-style-type: none"> a) Attributes of critical thinker b) Thinking thorough and analysis of situation. c) Significance of creative thinking skills d) Techniques to develop creative thinking e) Strategies for creative thinking. 	Lectures, Discussions, Library assignments and PPTs, Documentary, Games	06/20
4	Problem Solving and Decision Making	<ul style="list-style-type: none"> a) Problem solving approach, Management of conflict finding situation. b) Decision making skills and process, setting goals, key to working on optimal decision. 	Lectures, Library assignments Lectures, Discussions, Library assignments and PPTs	06/20
5	Work related Soft Skills	<ul style="list-style-type: none"> a) Interview, Group Discussion, Presentation skills, Writing and Documentation skills. b) Leadership, Team Work, Planning skill. 	Lectures, Discussions, Library assignments and PPTs, Seminar Lectures, Documentary, Games	06/20
Total Hours/Marks				30/100

References :

- 1) Khandagale B. D., Waghmare V. B, (2014), “Soft skill and Youth Development”, Saumyakta Prakashan, Dhule.
- 2) Karan Shetty (2011). “Communication for Social Change”, Pacific Publication, Delhi
- 3) Andrew, Dubain (2006). “Leadership-Research Finding, Practice and Skills”, New Delhi : Biztantra Publication.
- 4) Luthans Fred (2005). “Organizational Behaviour” New York : McGraw Hill International edition.
- 5) Cattrell, S (2005). “Critical Thinking Skills Developing Effective Analysis and Argument”, New York : Palgrave Macmillan Ltd.
- 6) Mc Gregor, D. (2007). “Developing, Thinking, Developing Learning – A Guide to thinking skills in Education”, New York, USA : Open university press.
- 7) Mary Harrison, Melanie Watts and Paula Beesely (2017). “Developing Communication in Social Work”. UK

SYBSW:- SEMESTER- IVth

Course Types: - Core Course (CC)

Course Code: - BSW CC-7

Course Title: - Social Work Research and Statistics

● **Course Objectives :-**

1. To understand the relevance of social work Research as a method of social work.
2. To develop an understanding of Process of Research, recognize and utilized research as a process in social work practice
3. To develop awareness about the Social problem through research. and its contribution as a method of social work
4. To develop skill to work research with the therapeutic and Non-therapeutic purpose

● **Learning Outcomes:-**

1. Students will understand the relevance of social work research as a method of social work.
2. Students could develop understanding process of research. Recognize and utilized research as a process in social work practice
3. Students will make aware about the Social problems through social work research its contribution as a method of social work
4. It will develop skill to work with therapeutic and non therapeutic purpose

Course Outline

● **Marks: 100**

Credits: 04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Social research meaning and its definition.	a) What is Social Research b) Characteristic of Research c) Objective of research d) Scientific method	Lecture, Classroom discussion, Collaborating	06/20
2	Classification of research Meaning and concept	a) Pure research b) Applied research c) Exploratory research d) Descriptive research e) Diagnostic research f) Evolution studied g) Action research	Lecture Classroom discussion Collaborating Demonstrating	06/20
3	Steps of research conceptual	a) Title finalize b) Introduction of subject c) Importance of research d) Objective e) Hypothesis	Lecture Demonstrating Debriefing	06/20

		f) Methodology g) Sampling h) Data collection i) Data analysis j) Conclusion		
4	Review of literature	a) Library b) Documentation c) Bibliographies d) Bulletins e) Journals f) Government reports g) Research abstracts	Lecture Classroom discussion Collaborating Demonstrating	06/20
5	Planning of research	a) Selection of Problem b) Formulation of selected problem c) Formulation of hypothesis d) Conceptualization e) Research plan or Design f) Coding g) Tabulation h) Graphs,charts,digramme i) Meaning of Average, Mean, Mode, Middian, and standard deviations. j) Report/ Thesis Writing:- • Technical report • Popular report • Interim report • Summary report • Research abstract • Research article	Lecture Classroom discussion Collaborating Demonstrating	06/20
Total Hours/Marks				30/100

● **References:**

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2. Lal Das D.K (2005) - Design of social work Research, Rawat publication, Jaipur.
3. Ramchandran P (1993)- Survey Research in Social Work, Institute Of community organization and research
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9. डॉ. प्राजक्ता टंकसाळे – व्यावसायिक समाजकार्य, मंगेश प्रकाशन, नागपुर
10. प्रतिभा भुतांगे,समाजकार्य व्यवसाय ; समुहांसोबत कार्य, यश प्रकाशन, नागपुरप्राजक्ता टांकसाळे ,एकात्मिक समाजकार्य, श्री मंगेश प्रकाशन, नागपुर

11. डॉ. देवानंद शिंदे, व्यावसायिक समाजकार्य शिक्षण व व्यवसा, डायमंड पब्लिकेशन, पुणे.

Articles

1. Dr. Jagdish Sonawane - Global Journal For research - Analysis To study the opinion of local Ngo's representative in Amalner about social work education. (Sep.2019)
2. Dr. Jagdish Sonawane - Global Journal For research - Modi model or Community Organisation in Indian society of Urban rural and tribal Development (Aug 2016)

Course Types:- Core Course (CC)
Course Code - BSW CC- 8
Course Title –Human Rights and Social Justice

• **Course Objectives:-**

1. To know the meaning and definition of Human Rights and Social Justice.
2. To develop the ability to increase the knowledge of social work students with respect to Human Rights and Social Justice.
3. To sensitize students for the application of human rights to the various practice domains of the profession
4. To help students understand the concept of human rights and its significance to the Social Work profession.

• **Learning Outcome :-**

1. Ability to understand the forms and mechanisms of oppression and discrimination.
2. Ability to advocate for human rights and socio- economic justice.
3. Ability to embrace moral/ethical values in conducting one's life.
4. Develop the ability to apply social work intervention in Human Rights and social justice.

Course Outline

• **Marks: 100**

Credits: 04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Understanding the Concept of Human Rights	a) Concept of Rights and its Origin b) Definition, Concept and Meaning of Human Rights. c) Objectives & importance of Human Rights d) Understanding the Principles of Human rights e) Classification of Human rights	Lectures, Discussions, Seminar and Library assignments and PPTs	06/20
2	Human Rights and Indian Constitution	a) Human Rights and Indian Constitution b) International Covenant, Declarations, Various Commissions, Organizations c) Understanding Human Right Based Social Work Interventions in Various Field.	Lectures, Discussions, Documentary, Seminar and PPTs	04/15
3	Problems related to Human Rights	a) Atrocities against SC, ST b) Violence against Women and Children c) Communal Violence/Riots	Lectures, Discussions, Seminar, PPTs, Games	08/25

4	Concept of Social Justice	a) Social Justice: Concept, Definitions and Scope b) Relationship of Social Justice with Social Legislation; c) Social Injustice: Concept of and Causes d) Issues of Social Justice in India	Lectures, Seminar, PPTs Discussions	06/20
5	Social Justice and Empowerment	a) Scheduled castes (SC) and Scheduled tribes (ST) b) Other backward classes (OBC) c) Minorities d) Role of Social Worker in Promoting Human Rights and Social Justice.	Lectures, Discussions, Seminar, Games and Library assignments and PPTs	06/20
			Total Hours/Marks	30/100

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3. लक्ष्मण कोतापल्ले, भारतातील सामाजिक कल्याण प्रशासन, विदया बुक्स् .
4. वराडकर.र.प, भारतीय राज्यघटना, मानवी हक्क आणि माहिती अधिकार कायदा, निराली प्रकाशन.
5. पिंगला धांडे, मानवी हक्क आणि मूल्यांचे अध्यापन, प्रशांत पब्लिकेशन.
6. अभया शेलकर (2014), मानवी हक्क संरक्षण अधिनियम, लॉबुक्स् हाउस, औरंगाबाद.
7. Jack Donnelly, 2005 Universal Human Rights in Theory and Practices, Manas Publication, New Delhi.
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10. H.O. Agarwal, International Law and Human Rights (CLP, 2019)
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12. Najibul Hasan Khan, Criminal Justice System and Human Rights in India (Ankit Publications)
13. Pandit Kamalakar, Human Rights and Criminal Justice (2019)
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Course Types: Skill Enhancement Courses (SEC)
Course Code - BSW SEC - 4
Course Title - Communication for Social Worker

• **Course Objectives :**

1. To Know the Meaning & definition of Communication
2. To develop the ability to increase the knowledge of social work students with respect to Communication for Social worker.
3. To self- awareness about communication skills.
4. Acquire knowledge of Communication.

• **Learning Outcome :-**

1. Able to understand the Meaning & definition of Communication
2. Able to develop the ability to increase the knowledge of social work students with respect to Communication for Social worker.
3. Able to understand self- awareness about communication skills.
4. Able to acquire knowledge of Communication.

Course Outline

• **Marks :100,**

Credits : 4

Unit No	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Hours /Marks
1	Introduction to Communication	a) Communication: Concept, Meaning, Definition and Components b) Principles and Process of Communication c) Models and Factors in Communication	Lectures, Discussions, Seminar, Assignments.	06/20
2	Types of Communication	a) Formal and Informal Communication b) Interpersonal and Mass Communication c) Verbal/Written and Non-Verbal Communication	lectures, Discussions, Seminar, Assignments, PPTs	06/20
3	Communication Tools	a) Conventional Communication Tools in Prevention and Resolving Community Issues: Puppets, Songs, Folklore, Street Theatre, Posters, Logos and Exhibitions. b) Contemporary Communication Tools: Email, Facebook, WhatsApp, Blogs, Instagram and twitter. c) Information Education and Communication (IEC): Means and	lectures, Discussions, Seminar, Games , Assignments, PPTs	06/20

		Importance d) Documentation for Media: Need and styles.		
4	Communication in Social Work Practice	a) Communication with field work agencies and other personnel. b) Competencies for Social Work Professionals for Using Media, Information and Digital Literacy	lectures, Discussions, Seminar, Games , Assignments, PPTs	06/20
5	Media and Social Work Practice	a) Media: Concept, Forms of Media and Importance b) Role of Media and Information in Perception Building of Social Issues c) Use of Media, Information and Digital Literacy for Social Change	lectures, Discussions, Seminar, Games , Assignments, PPTs	06/20
Total Hours/Marks				30/100

• **References :**

1. Anne M. Geroski, 2016 ,Skills for Helping Professionals.
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10. डॉ. राहुल निकम, व्यवसायिक संदेशवहन

Course Types: Interdisciplinary Course (IC)
Course Code - BSW IC-4
Course Title - Social Reform Movements in India

• **Course Objectives: -**

1. To understand the meaning and concept of reform.
2. To understand Historical review of social movement in India.
3. To understand the contribution of social reformer in India.
4. To learn Government and non-Government initiatives.
5. To understand role of contemporary social reformer in India.

• **Learning outcome:-**

1. Students will be able to know the concept of Social reform movement.
2. Students can understand about Historical background of social reform movements in India.
3. Students will be known the work and contribution of Social reformers.
4. Students will able to know how government and N.G.O both are working on social issue.
5. Students will be understood the work and approach of social Reformers.

Course Outline

Marks –100

Credit-04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Introduction of Social Reform Movement	a) Meaning, concept of social reform movement. b) Features of social reform movement. c) Types of movements	Lecture, Discussion, Library, Power point Presentation	06/20
2	History of Social Reform movement	a) Historical review of social reform movement in India. b) Historical review of social reform in Maharashtra.	Lecture, presentation, Library, Discussion	04/20
3.	Social Reform Movement and Social Reformers	a) Contribution of Social Reform Movements and Reformers in Social development:- 1. Dalit Movement- Dr. Babasaheb Ambedkar 2. Tribal Movement -Birsa Munda 3. Feminist movement – Tarabai Shinde 4. Bhoodan Gramdaan movement – Vinoba Bhave	Lecture Presentation, Library, Group discussion, Role play	08/20

4.	Government and Non-governmental organizations initiatives	a) Government Initiatives in Social reform in India– b) N.G.O's Initiatives in Social reform in India:- 1. Policy 2. Programmes/Schemes 3. Laws	Lecture method, PowerPoint Presentation, Library Discussion	04/20
5.	Various Movements in Maharashtra in Current Phase	a) Anti-Corruption movement b) S.H.G. movement c) Narmada Bachav Andlon	Lecture, PowerPoint Presentation, Discussion, Role play	08/20
Total Hours/Marks				30/100

● **References:**

1. Social Movements and The States edited by Ghanshyam shah
2. Social Movements Concepts, experiences and Concerns edited by Biswajit Ghosh
3. Dalit Movement in India Role of Dr. B. R. Ambedkar, Jai Shankar Prasad
4. Birsa Munda, K. S. Singh National Book Trust
5. Stri Purush tulana, Tarabai Shinde
6. डॉ प्रदिप आगलावे ., प्रा भारतीय समाजाची रूपरेषा साईनाथ प्रकाशन -सरोज जोशी ., नागपुर
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8. घनःश्याम शहा सामाजिक चळवळी आणि सरकार डायमंड प्रकाशन , पुणे
9. घनश्याम शहा भारतातील सामाजिक चळवळी डायमंड प्रकाशन , पुणे
10. डॉ देवगावकर . जी . एस ., डॉ शैलना देवगावकर .
11. डॉ सामाजिक चळवळी परंपरागत आणि नवीन साईनाथ प्रकाश- जयमाला डुमरे ., धर्मपेठ

Course Type:-General Elective Course (GEC)

Course code:-BSW, GEC- 4

Course Title: Tribal Studies

• Course Objectives:-

1. Develop an understanding about tribal society.
2. Understand the origin and history of tribal society in India
3. Understand the institutions of tribal society.
4. Know the information about religion & art of tribal society.
5. Enhance the knowledge about current scenario of tribal society.

• Learning Outcomes

1. To aware about the tribal culture, life and their situation in India and Maharashtra.
2. To train 'development facilitators' for working with tribal communities.
3. To identify & understand the major issues in tribal development such as socio-political, Economic, cultural & infrastructural.
4. To develop adequate skills to prepare and implement integrated development plan & Projects for tribal Communities
5. To develop understanding of good governance in the field of tribal development.
6. To develop trainees as competent change agent in the field of tribal development.

Course Outline

• Marks: 100

Credit: 04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Introduction of Tribal Society	a) Meaning, Definition & Characteristics of tribes. b) Tribal discourse in social work c) Evolution, Nature & Scope of Tribal Studies	Lecturer, Discussion, Seminar, Library work, PPT	06/20
2	Profile of the tribes.	a) Classification of tribes in India b) Major tribes in Maharashtra & India c) Distribution of tribe in Maharashtra	Lecturer, Discussion, Seminar, Documentary, PPT	06/15
3	Tribal society & their Institution	a) Family, Marriage, Kinship b) Youth Dormitory (Yuvagruh) c) Tribal economy d) Tribal Political Organization	Lecturer, Discussion, Seminar, Library work, PPT	06/20

4	Tribal Culture	a) Component of tribal culture - Dance, Drama, Instruments, customs and rituals. b) Tribal dialect/ Language and Tribal Arts c) Changing nature of Tribal culture	Lecturer, Discussion, Seminar, Documentary, PPT	06/25
5	Tribal Issues in India	a) Social issues – Superstitions, Alcoholism, Non-cooperation, unemployment. b) Economic & Livelihood issues – Land & Agriculture, forest, poverty, migration, displacement, industrialization, indebtedness. c) Health Issues – Accessibility, malnutrition, mortality, morbidity and reproductive health, Anemia and sickle cell d) Educational issues - accessibility, drop-out/marginalization	Lecturer, Discussion, Seminar, Library work, PPT	06/20
Total Hours/Marks				30/100

• **References-**

1. Dairy Co-operative and Tribal Development - R v Singh - Gyan Books PVT. LTD. Delhi 2006 Delhi
2. Dr. Nath Krishan (Bhowmilk)-Status and empowerment of Tribal Women Gyan Book PVT LTD Delhi 2005,
3. Dairy Co-operative and Tribal Development - R v Singh - Gyan Books PVT. LTD. Delhi 2006 Delhi
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21. साळवीकार संजय (२०१४): भारतीय आदिवासी जीवन आणि संस्कृती , श्री मंगेश प्रकाशन, नागपूर
22. गारे गोविंद, महाराष्ट्रातील आददवासी जमाती, कंदिनेल प्रकाशन, पुणे
23. देवगावकर शैलजा, आददवासी दवक्ष, आनंद प्रकाशन, नागपूर
24. रायपुरे विनोद , देसाई संभाजी- आदिवासींची शैक्षणिक स्थिती, प्रशांत पब्लिकेशन, जळगाव.
25. शौनक (२००९); महाराष्ट्रातील आदिवासी, डायमंड पब्लिके

Course Types: - General Elective Course (GEC)

Course Code: - BSW GEC- 4

Course Title: - Indian Economy and Cooperation

• **Course Objectives :-**

1. To understand the meaning and nature of Indian Economy.
2. To understand the meaning and nature of Cooperation.
3. To describe the Economy and Cooperation for Social development.
4. To understand co-relation between social work and economic corporative sectors.
5. To understand intervention in social work, economy and cooperation.

• **Learning Outcomes:-**

1. To enable the students to understand the intervention and co-relation between social work, economy and cooperation.

Course Outline

• **Marks: 100**

Credits: 04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
01	Introduction to Indian Economy	a) Concept, Meaning, Definition and Characteristics of Indian Economy b) Economy Types, Merits & Demerits of Mixed Economy. c) Importance of study of Indian Economy and Cooperation in social work.	Lecture, Group Discussion, Power Point Presentation,	06/20
02	Indian Economy and Social Development	a) Tribal Economy: - Meaning, Definition, Nature, and characteristics of Economy and Social Development. b) Rural Economy: - Meaning, Definition, Nature, and characteristics of Economy and Social Development. c) Urban Economy: - Meaning, Definition, Nature, and characteristic of Economy and Social Development.	Lecture, Group discussion, Power Point Presentation	06/20
03	Introduction to Cooperation	a) Concept, Meaning & Definition, Nature and Scope. b) Principles and Importance of Cooperation. c) Types of cooperative Society in India.	Lecture, Power Point Presentation, Group Discussion	06/20
04	Cooperative Movement	a) Historical Review of Cooperative Movement in Maharashtra. b) Merits & Demerits of Cooperation. c) Role of Cooperative Movement in Tribal, Rural and Urban Development.	Lecture, Group Discussion, Role Play	06/20
05	Indian Economy & Cooperation and Intervention of social work.	a) The role of social workers in various programs/schemes, based on socio-economic development of community. b) The role of social workers in cooperative movement. c) The role of social workers in SHG.	Lecture, Group Discussion, Power Point Presentation,	06/20
Total Hours/Marks				30/100

• **References**

1. Ahuja Ram - Indian Economy
2. Chaodhary D. Paul: Social welfare Administration Atma Ram and SonsPractic

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8. Maroti N Gaikwad and G. S. Yelne, Development, Displacement and Rehabilitation – Experiences of Nanded city, India, LAMBERT Academic Publishing.
9. Sundaram and Dutta - Indian Economy.
10. डॉ. मंगलाजंगले; महाराष्ट्राची अर्थव्यवस्था ; प्रशांत पब्लिकेशन्स, जळगाव
11. डॉ. एन.एल. चव्हाण; भारतीय अर्थव्यवस्था 1 ; प्रशांत पब्लिकेशन्स जळगाव
12. डॉ. एन.एल. चव्हाण; भारतीय अर्थव्यवस्था 2 ; प्रशांत पब्लिकेशन्स, जळगाव
13. डॉ. विजय कविमंडन; कृषी व ग्रामीण अर्थशास्त्र ; श्री. मंगेश प्रकाशन, नागपूर
14. डॉ. नंदा पांगुळ – बारहाते; भारतीय ग्रामीण समुदाय विकास ; आर.बी. प्रकाशन, नागपुर
15. प्रा.रा.ना.घाटोळे; ग्रामीण समाजशास्त्र व सामुदायिक विकास ; श्री. मंगेश प्रकाशन नागपूर
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**KAVAYITRI BAHINABAI CHAUDHARI
NORTH MAHARASHTRA UNIVERSITY,
JALGAON**

Faculty of Humanities

**SYLLABUS STRUCTURE OF
BACHELOR OF SOCIAL WORK
(TYBSW Semester Vth & VIth)**

Program Code: B.S.W.

(Syllabus for Semester Vth & VIth and 60:40 Patterns)

UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

Revised Rules and Regulations

With effect from

Academic Year: - 2022-2023

Prepared By

BOARD OF STUDIES IN SOCIAL WORK, 2022

• **Structure of the Bachelor of Social Work Program**

TYBSW- Vth -SEMESTER

Sr. No.	Domain / Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Core Course (CC)	BSW CC-9	Method of Social Work : Social Action	30 Hours	4	100
2	Core Course(CC)	BSW CC-10	Participatory Approaches in Social Work	30 Hours	4	100
3	Skill Enhancement Courses (SEC)	BSW SEC -5	Communicative English	30 Hours	4	100
4	Interdisciplinary Course (IC)	BSW IC-5	Social Legislation in India	30 Hours	4	100
5	General Elective Course (GEC)	BSW GEC-5	Students Choose one out of two GEC 1) Life Skill Education 2) Human Resource Management	30 Hours	4	100
6	Field Work Practicum (FWP)	BSW FWP-5	Field Work Practicum	144 Hours	4	100

TYBSW- VIth –SEMESTER

Sr. No.	Domain / Course Types	Course Code	Course Title	Suggested Clock Hours	Credits	Marks Allotted
1	Core Course (CC)	BSW CC-11	Method of Social Work : Social Welfare Administration	30 Hours	4	100
2	Core Course(CC)	BSW CC-12	Social Policy and Planning in India	30 Hours	4	100
3	Skill Enhancement Courses (SEC)	BSW SEC -6	NGO Management	30 Hours	4	100
4	Interdisciplinary Course (IC)	BSW IC-6	Health System in India	30 Hours	4	100
5	General Elective Course (GEC)	BSW GEC-6	Students Choose one out of two GEC 1) Women Studies 2) Livelihood Promotion	30 Hours	4	100
6	Field Work Practicum (FWP)	BSW FWP-6	Field Work Practicum	144 Hours	4	100
7	Research Project Report	BSW RPR-1	Research Project Report	-	4	100
8	Viva- Voce (Based on Research Project)	BSW VV-1	Viva- Voce (Based on Research Project)	-	2	50

- Field Work Practicum Structure of B.S.W Program**

TYBSW - Vth – SEMESTER

(BSW FWP- 5)

Sr. No.	Components	Max. Marks
1	Concurrent Field Work (Work with Community)	30
2	Seminar on Field Work	10
3	Individual Conference	05
4	Group Conference	05
5	Record Keeping /Writing Skills	20
6	Skill Lab (at least two)	10
7	Viva-Voce on field work practicum	20
	Total Marks	100

TYBSW - VIth – SEMESTER

(BSW FWP- 6)

Sr. No.	Components	Max. Marks
1	Concurrent Field Work (Work with Community)	30
2	Special Awareness Campaign	10
3	Individual Conference	05
4	Group Conference	05
5	Record Keeping/Writing Skills	20
6	Skill Lab (at least two)	10
7	Viva-Voce on field work practicum	20
	Total Marks	100
8	Research Project Report (External and Internal Examiner as per 60:40 pattern)	100
9	Viva-Voce - (External) Based on Research Project Report	50
	Total Marks	150

- **Summary of Structure of B.S.W Program**

TYBSW- Vth - SEMESTER

Sr. No.	Courses	Maximum Marks	Credits
01	Core Course (CC) :- 02 x100 (Basic Social Work Theory Courses)	200	04+04 =08
02	Skill Enhancement Course (Communicative English) (SEC) :- 01x100	100	04
03	Interdisciplinary Course (IC)) :- 01x100	100	04
04	General Elective Course (GEC) :- 01x100	100	04
05	Field Work Practicum (FWP) :- 01x100	100	04
	Total	600	24

TYBSW- VIth - SEMESTER

Sr. No.	Courses	Maximum Marks	Credits
01	Core Course (CC) :- 02 x100 (Basic Social Work Theory Courses)	200	04+04 =08
02	Skill Enhancement Course (SEC) :- 01x100	100	04
03	Interdisciplinary Course (IC)) :- 01x100	100	04
04	General Elective Course (GEC) :- 01x100	100	04
05	Field Work Practicum (FWP) :- 01x100	100	04
06	Research Project Report	100	04
07	Viva- Voce (on Research Project Report)	50	02
	Total	750	30

• **Equivalent Courses for B.S.W. Semester Courses**

(W.e.f Academic Year 2022 - 23)

TYBSW- Vth -SEMESTER

OLD (60:40) PATTERN (w.e.f 2017-18)		NEW (60:40) CBCS PATTERN (w.e.f 2022-23)	
Course Code	Course Title	Course Code	Course Title
BSW-351	ENGLISH	BSW SEC -5	Communicative English
BSW-352	PARTICIPATORY APPROACHES IN SOCIAL WORK	BSW CC-10	Participatory Approaches in Social Work
BSW-353	PARA-LEGAL EDUCATION	BSW IC-5	Social Legislation in India
BSW-354	SOCIAL WELFARE ADMINISTRATION	BSW CC-9	Method of Social Work : Social Action
BSW-355	COUNSELLING IN SOCIAL WORK	BSW GEC-5	Students Choose one out of two GEC 1) Life Skill Education 2) Human Resource Management
BSW-356	FIELD WORK	BSW FWP-5	Field Work Practicum

TYBSW- VIth –SEMESTER

OLD (60:40) PATTERN (w.e.f 2017-18)		NEW (60:40) CBCS PATTERN (w.e.f 2022-23)	
Course Code	Course Title	Course Code	Course Title
BSW-361	LIFE AND SOFT SKILL EDUCATION FOR SOCIAL WORKER	BSW CC-11	Method of Social Work : Social Welfare Administration
BSW-362	SOCIAL POLICY AND PLANNING IN INDIA	BSW CC-12	Social Policy and Planning in India
BSW-363	HEALTH SYSTEM IN INDIA	BSW IC-6	Health System in India
BSW-364	COMMUNICATION FOR DEVELOPMENT	BSW SEC -6	NGO Management
BSW-365	DEVELOPMENT OF WEAKER SECTION	BSW GEC-6	Students Choose one out of two GEC 1) Women Studies 2) Livelihood Promotion
BSW-366	FIELD WORK	BSW FWP-6	Field Work Practicum
BSW-367	RESEARCH DISSERTATION	BSW RPR-1	Research Project Report
BSW-368	VIVA VOCE	BSW VV-1	Viva- Voce (Based on Research Project)

- **Syllabus of Theory Courses**

TYBSW – SEMESTER - Vth

Course Types: - Core Course (CC)

Course Code: - BSW CC-9 Course

Title: - Method of Social Work: Social Action

- **Course Objectives:-**

1. To develop an understanding regarding social action.
2. To understand the elements of social action practice.
3. To development perspective and skills for participatory process in the Social Action
4. To develop sensitivity towards Social problems and marginalized groups in the society

- **Learning Outcomes: -**

1. Able to understand the concept, goals and objectives of social action..
2. Able to develop understanding of the learners about ethical, legal and practice based scientific approach and standards of social action.
3. Able to understand and skills for participatory process in social action for Social Work.
4. Able to develop sensitivity towards Social problems and marginalized groups

Course Outline

• **Marks: 100**

Credits: 04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/ Marks
1	Social Action: - Importance of Social Action	What is Social Action Concept Meaning ,Definition, Types Examples -Social Action: Goals, Scope and importance of Social Action	Lecture Classroom discussion	06/20
2	Principal of Social Action Steps of Social Action	How we use Principal of social action - Steps/ process of Social Action	Lecture Classroom discussion Collaborating Demonstrating	06/20

3	- Strategies of Social Action - Social Problems and Various social movement,	- Social Action a Strategies for Various social movement, Corruption, Poverty, Slum, Urbanization, Unemployment, Migration. Weaker Sections, LPG, Government Policy's, Privatization. Etc.	Lecture Classroom discussion Collaborating Demonstrating	06/20
4	Model of Social Action	Model of Social Action - - Elitist Social Action model - Popular Social Action model - Social institutional model	Lecture Classroom discussion Collaborating Demonstrating	06/20
5	Social Reformer and Social Action Role of Social Worker	Chhatrapati Shahu Maharaj, Mahatma Phule ,Mahatma Gandhi, Dr. Babasaheb Ambedkar, Savitribai phule, Mother Teresa. - Role of social worker in Social Action -. Limitation in Development of Social Action as a method	Lecture Classroom discussion Collaborating Demonstrating	06/20
Total Hours/Marks				30/100

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- 1) Jitendra kumar Jha, Encyclopedia of social work (Vol. No. 1,2,3,4,)
- 2) Nayak R.K., Siddiqui H. Y., Social Work and Social Development, Gitanjali Publication, New Delhi.
- 3) <https://www.socialworkin.com/2020/10/Principles-of-social-action.html>
- 4) Shah G.2004 : Social Movements in India, Sage Publication ‘ New Delhi
- 5) Deshamukh Vilas, Sonawane .J. S. Social work personal training and development R.P. PublicationsDelhi.2013
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- 7) Banmala (Dr) Community Organisation. Indian institute of Youth Welfare. Nagpur
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- 11) Towards Advocacy: An Indian Perspective, National Centre for Advocacy Studies (NCAS),
- 12) Chavan Sagerraj, Sonawane Jagdish . Basic Concept in Sociology: R.P. Publication New Delhi.
- 13) Desle Vasant Shraavan, Sonawane Jagdish History and ideology of Social work for the Society: R.P. Publication New Delhi.
- 14) https://en.wikipedia.org/wiki/Social_actions

Course Types: CC
Course Code: BSW CC - 10
Course Title – Participatory Approaches in Social Work

• **Course Objective:**

- 1) To help students acquainted with concept and important of Participatory Approaches in Social Work
- 2) To sensitize students towards people participation in various methods of Social Work.
- 3) To help students in developing skills practice in using various techniques such as PRA.
- 4) To help students in understanding the importance of Social Intervention and Community Action.

• **Learning Outcomes:**

1. Able to understand the concept and important of Participatory Approaches in Social Work.
2. Able to understand towards people participation in various methods of Social Work.
3. Able to understand of skills practice in using various techniques such as PRA.

Course Outline

• **Marks: 100**

Credits: 04

Sr .No.	Topic	Content	Suggested Teaching Learning Process	Suggested No. of Hours/ Marks
01	Participatory Approaches in Social Work	a) Meaning & concept of people participation. b) Importance of Participatory Approaches in Social Work. c) Principles of people participation	Lecture Classroom discussion	06/20
02	Dynamics of Participatory Approaches	a) Types of people participation b) Aims & Objectives of people participation c) Limitations & Barriers of people participation	Lecture Classroom discussion	06/20
03	Strategies and Techniques of Participatory Approaches	a) Participatory rural Appraisal (PRA)/RRA b) Micro –Level Planning, Community Based Organization (CBO's) , Total Sanitation Campaign(TSC) ,Govt. & NGO'S initiatives	Lecture Classroom discussion	06/20
04	Introduction to New Concept of People Participation	a) Peoples Initiatives and Involvement. b) Local Resources Mobilization c) Concept of Social Auditor	Lecture Classroom discussion	06/20

05	Various methods of People participation in Social Work	a) Participation of individual, family & groups b) Community Participation in decision making, Planning, Implementation, Monitoring, Evaluation & feedback. c) People Participation in Social action.	Lecture Classroom discussion	06/20
Total Hours/ Marks				30/100

Reference:-

1. Jitendra kumar Jha, Encyclopedia of social work (Vol. No. 1, 2, 3, 4,)
2. Vivek Rampal, Social Work and Community Development, Alfa Publication, New Delhi.
3. Siddiqui H.Y:1997: Working with Communities – An Introduction to Community Work. Hira Publisher.
5. Rathod Sudam, Counseling for Social Worker, YKing Publishers, Jaipur, Rajasthan
6. Siddhiki H. Y. , Working With Communities, Hira Publication , New Dehli
7. Banmala (Dr) Community Organization. Indian institute of Youth Welfare. Nagpur

Course Types: SEC
Course Code: BSW- SEC - 5
Course Title – Communicative English

Course Objectives:

1. To know about Fundamentals of Communicative English and Communication Skills in general. •
2. To understand use of communicative English in business, N.G.O., social work fields.
3. To enhance English vocabulary and language proficiency for better communication skills. •
4. To learn about Techniques of Information Transfer through presentation.

Learning Outcomes:

1. Students will be able to use English language in their work place
2. Students will have knowledge of Electronic and traditional way of correspondence in Business.
3. Students will be able to speak and write fluently
4. Students will be able to write reports in English for various social work practices

Course Outline

Sr. No	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/ Marks
1	Communication in Business/ N.G.O./ Social work	i. Role of communication in the business world/ social work fields ii. Patterns of business communication	Lecture, Power Point Presentation, Discussion	06/20
2	2.Business Correspondence	Business letters ii. Writing memos iii. Writing minutes iv. Writing agenda v. Writing circulars vi. Writing notices vii. Writing CV/ Resume	Lecture, Power Point Presentation, Discussion	06/20
3	Writing Reports	I. Types of Reports II. Report Writing- Field work, Camp Report, Campaign Report	Lecture, Power Point Presentation, Discussion	06/20
4	.Oral Communication	I. Placement interview II. Presentation skills	Lecture, Power Point Presentation, Discussion	06/20

5	E-communication	I. E-mail writing II. Blog Writing III. Use of social Media	Lecture, Power Point Presentation, Discussion	06/20
Total Hours/ Marks				30/100

Recommended Readings:

- Bhatia, R.C., Business Communication, New Delhi: Ane Books Pvt Ltd
- Scot, O., Contemporary Business Communication, New Delhi: Biztnatra
- Parikh, J.P. et al, Business Communication: Basic Concepts and Skills,
Hyderabad: Orient Blackswan

Course Types : IC
Course Code: - BSW - IC -5
Course Title: - Social Legislation in India

Course Objectives:-

1. Acquire information on the legal right of people
2. Gain inside into the problems faced by the people belonging to different strata of society, in interacting with this system
3. Develop an understanding of the process and problems of public interest litigation and legal aid to marginalize.

Learning Outcomes:-

1. Student will be able to acquire Knowledge of Various Social Legislation.
2. Student will be able to apply Social Work Methods in Solving Social Problems.

Course Outline

Marks: - 100

Credits:-04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/ Marks
01	Social Justice & Social Legislation	Concept, Scope, Need, and Indicators of social justice. Concept, Scope, and Need of Social legislation	Lecture Classroom discussion	6/20
02.	Marriage, Divorce and Maintenance Provisions	Marriage and Divorce Act related different religion, (Hindu, Muslim, Christian, Sikhs, Others) Special Marriage Act.	Lecture Classroom discussion	6/20
03.	Provision Related to Women and Child	Juvenile Justice act,(care and Protection) Adoption and Maintenances Act, Child Marriage restraint Act, Maternity benefit Act, Dowry Prohibition Act, Married woman's property Act, Medical Termination of Pregnancy Act, PNDT Act Child Labor (Prohibition & Regulation) Act	Lecture Classroom discussion, PPT, Field Visit	6/20
04.	Family Court & Legal Services	Meaning, Nature, Scope, Functions, Role of Counselor in Family Court Role Of Maharashtra State Legal Services Authority	Lecture Classroom discussion, PPT, Video, Field Visit	6/20

05.	Main Provisions of Special Act's	Atrocities & Untouchability Act, (SC& ST) Right to Information Act 2005, Consumer Protection Act, Maharashtra Prevention & Eradication of Human Sacrifice & other Inhuman, Evil & Aghori Practice & Black Magic Act 2013, Maharashtra Social Boycott Act 2016, National Disaster Management Act 2005	Lecture Classroom discussion, PPT, Video, Field Visit	6/20
Total Hours/Marks				30/100

Reference:

1. Mani B.N. –Jurisprudence (Legal Theory, Alahabad Law Agency, Faridabad
2. Arantha T. –Social Advocacy, Perspectives in Social Work, Nirmala Niketan Mumbai.
3. Iyer V.R.K. Law Vs. Justice, Deep & Deep Publication, New Delhi
4. Basu Durga Das Introduction to the Constitution of India, Prentice Hall of India, NewDelhi-01
5. Krishan Arora, Labour and Industrial Law Manual, Professional Book Publishers, New Delhi.
6. Justice M. R. Mallick, Criminal Minor Acts, Professional Book Publishers, New Delhi.
7. B.M. Shukla - Lawand Justice, Rawat Publication, Jaipur & Delhi.
8. Pagare Sanjiv, Gunjal V.R., Sonawane .J. S., Social Legislation For Social work –R. P. Publication New Delhi.
9. Patil P.S. Human Rights – Exclusion Groups Akshita Publishers and distributors, Delhi 110053
10. ०. व. मंजुषा म्थ, मंहित्तीचम अधिकर संकत ० कशन नगपु
11. रम शकेकर क/ीय मंहित्तीचम अधिकर 2005 लं बूस सेस अंड पलिलशस महारा शसन जदटोण अधिनयम
12. अड. क टी शिश्कर ँह वरस कयदा
13. जगतरव सनेवण मंहित्तीचम अधिकर व दूपयोग सनेनाडीप पलिलशस देपु धुळ
14. अड. ए. क. गु व अनसुधित जातरी व अनसुधित जमतरी (अ:याचार ० तितबं अधिनयम 1989 वनियम 1995 ँह लं हऊस पुण
15. अड. अभय शकेकर ँह कयद शिवं पलिलकश:स नशिक
16. डं. उमेश वणरी बल मजुणी आणि कषी ० ो: एक द ी. व िच:मय ० कशन औरगबद

Course Type: General Elective Course (GEC)

Course Code: BSW GEC-5

Course Title: 1) Life Skill Education

• Course Objectives:-

- 1) To define the meaning, important and components of life skills.
- 2) To identify the pillars of education and Life skills.
- 3) To develop an understanding of Self Awareness, Coping Skills, Life Skills For Personality Development
- 4) To explore the application of life skills education
- 5) To anticipate the challenges and opportunities faced in Life skill education.

• Learning Outcomes:

- 1) Enable learner to develop their thinking of life skills
- 2) Enable learner to develop their thinking of pillars of education and life skills
- 3) Enable learner to develop life skills of self-management and empathy
- 4) Enable learner to develop life skills for personality development
- 5) Enable learner to develop life skills for personality development
- 6) Enable learner to develop knowledge about application of life skills education

Course Outline

Marks: - 100

Credits:-04

Sr. No.	Title	Content	Suggested Teaching Learning Process	Suggested Number Of Class Hours/Marks
1	Introduction To Life Skills	a) Definition And Importance of Life Skills b) Main Components of LifeSkills c) Life Skills Approach	Lectures, Discussions, PPTs, Seminar Lectures	06/20
2	Pillars of Education And Life Skills	a) The Four Pillars of Education - Learning To Know - Learning To Do - Learning To Live Together - Learning To Be b) Learning Throughout Life c) Intervention models for LifeSkill Education.	Lectures, Discussions, PPTs, Seminar Lectures, Documentary	06/20
3	Life Skills of Self-Management	a) Self-Awareness (Self Concept, Self Esteem, Self Image, Techniques for	Lectures, Discussions, PPTs, Seminar	06/20

	and Empathy	<p>enhancing Self Awareness) and Empathy (Meaning and techniques to enhance empathy)</p> <p>b) Coping with emotions (Meaning of emotions, Expressing emotions, Coping with negative emotions, Cultivating positive emotions)</p> <p>c) Coping with stress (Types of stress, signs and symptoms, strategies to manage stress)</p>	Lectures, Documentary, Games	
4	Life Skills For Personality Development	<p>a) Life Skills For Personal Effectiveness- Values: Punctuality, Honesty, Loyalty, Dependability, Reliability; Building Self-Confidence And Self- Motivation;</p> <p>b) Goal Setting: Types, Steps, Personal Vision And Goal; Time Management;</p> <p>c) Effective Learning: Study Skills And Memory Techniques; Manners And Etiquettes</p>	Lectures, Discussions, PPTs, Seminar Lectures, Documentary, Games	06/20
5	Application of Life Skills Education	<p>a. Life Skills Education for Well-being</p> <p>b. Life Skills Education for social worker</p> <p>c. Opportunities and challenges in application of Life Skills Education.</p>	Lectures, Discussions, PPTs, Seminar Lectures	06/20
Total Hours/Marks				30/100

References :

1. Bhandarkar Abhijeet., Patil P. S., Khandagale B. D., Waghmare V. B., (2015) :“Skill Development Tribal Youths – Issues and Challenges”, Samyakata Prakashan, Dhule.
2. Nair .V. Rajasenan, (2010) : “Life Skills, Personality and Leadership”, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
3. Dr. K. Ravikanth Rao, Dr. P. Dinkar, (2016): “Life Skill Education”, Neelkamal Publication, New Delhi
- 4.Khandagale B. D., Waghmare V. B., (2014): “Soft Skills and Youth Development”, Samyakata Prakashan, Dhule.
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- 7.UNESCO and Indian National Commission for Co-operation with UNESCO (2001): “Life Skills in Non-formal Education: A Review”.
- 8.Hurlock, B. Elizabeth (2007) : “Personality Development”, Tata Mc Graw Hill Publishing Company Limited, New Delhi.
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12. Ravindra Prajapati, Bosky Sharma & Dharmendra Sharma (2017) :“Significance of Life Skills Education”, Contemporary Issues in Education Research, Vol.10, Issue No: 1, March 2017.
- 13.A text book of Social work Prof. Dr.I. M. Saundankar Asst.Prof. Dr.J. S. Sonawane R.P. PublicationsDelhi.2013
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16. डॉ. बव बि. एन. (२०१०) : "ताण आणि आरुय वषयक मानसशा्ट", वला संकाशन नागपूर
17. डॉ. जयश्री एम. नेमाडे : "व्यवस्थापन विकास", संशान्त पब्लिके शंस, जळगाव
18. डॉ. रणधीर जाधव (२०१८): "मलभत व सामाजिक मानसशा्ट", संशान्त पब्लिके शंस, जळगाव.

Course Type: General Elective Course (GEC)

Course Code: BSW GEC-5

Course Title: 2) HUMAN RESOURCE MANAGEMENT

Objective

1. To introduce learner to Human Resource management.
2. To develop knowledge of Human Resource management.
3. To develop knowledge of importance of training & transfer.

Learning outcomes

1. Enable learner to develop their personality for Human Resource manager
2. Enable learner to develop greater self confidence
3. Enable learner improvise their responsibilities and communication skill
4. Student win have competence in Human Resource

Course Outline

Marks: - 100

Credits:-04

Sr. No.	Title	Content	Suggested No. of hours & Marks
1	Human Resource Management - Basic Concept	a) Concept and Meaning of Human Resource Management b) Nature, Objectives, Scope and Importance of Human Resource Management. c) Principles of human resource management	06/20
2	Functions and Structure Of HRM	a) Functions of human resource department b) Organizational structure of human resource department c) Role of human resource manager	06/20
3	Practices In HR : Recruitment and Selection	a) Meaning, objectives, types, internal & external sources of recruitment and process of recruitment b) Selection process, criteria, steps & methods, importance of systematic and scientific selection procedures	06/20
4	Employees training	a) meaning , needs of training b) types and methods of training c) importance of training	06/20

5	Promotions and transfer	a) meaning goals principles , policies of promotion and transfer b) essentials and salient features of sound promotion and transfer policies	06/20
Total Hours/Marks			30/100

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- मानवी संसाधन व 3थापन, डॉ. षी िनवास जोशी, डॉ. ोकाश कोठारी, डॉ. नंदकशोर दायमल, शांत पब्लिकेशन, थमवती 2010
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- मानवी संसाधन व 3थापन, डॉ. ोभाकर देशमुख, षपळापु अंड क. पब्लिशस नागपु
- व 3थापनाची मूलतःव, ो. मीहन सराफ, ो. रमेश दापक
- Anuradha Sharma & Aradhana Khandekar 2006 Human Resource Management – An Indian Perspective, Response Books, New Delhi
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- Deepak Kumar Bhattacharya, 2009, Compensation Management, Oxford University Press, New Delhi.
- Dipak Kumar Bhattacharya 2002 Human Resource Management, Excel Books, New Delhi
- Gary Dessler 2002 Human Resource Management, Practice-Hall of India Private Limited, New Delhi.
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- Jyothi P & Venkatesh D.N 2006 Human Resource Management , Oxford University Press, New Delhi.
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TYBSW – VI th Semester

Course Types :- Core Course (CC)

Course Code - BSW CC-11

Course Title – Method of Social Work: Social Welfare Administration

Course Objectives:-

1. Understand concept, principles and Significance of social welfare administration.
2. Develop understanding of social welfare administration as a method of social work profession.
3. Acquire competence in social welfare and development services.
4. Understand conceptual frame work & History of Social Welfare Administration.
5. Understand functions and skills required for Social Administration.
6. To know the structure and new areas of welfare administration.

Learning Outcome:-

1. Ability to understand the forms and mechanisms of social welfare administration.
2. Ability to advocate of social welfare and development services.
3. Ability to embrace moral/ethical values in conducting one's life.
4. Develop the ability to apply social work intervention in Method of Social Work : SocialWelfare Administration.

Course Outline

Marks: 100

Credits: 04

Sr. No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Method of Social Work : Social Welfare Administration	<ol style="list-style-type: none">1. Meaning, Nature and Scope of Social Welfare Administration.2. Objectives, Significance, principles and importance of social Welfare Administration.3. Social Welfare Administration as Method of Social Work.	Lectures, Discussions, Seminar and Library assignments and PPTs	06/20
2	Social Welfare Administration in India	<ol style="list-style-type: none">1. Historical background of Social Welfare Administration in India2. Types of Social Welfare Organizations (GO, NGO, CSO)3. Organizational Structure of Social Welfare : CSWB, State and District Level.	Lectures, Discussions, Documentary, Seminar and PPTs	06/20

3	Administrative Skills and concepts	1. Concept of POSDCORB 2. Team Work, Staff development, Capacity building, Decision Making, Communication and Evaluation. 3. Qualities of good administrator.	Lectures, Discussions, Seminar, PPTs, Games	06/20
4	Administrative records & documentation	1. Concept of recoding, Budgeting and Documentation 2. Ways and importance of documentation 3. Report writing	Lectures, Seminar, PPTs Discussions	06/20
5	Understanding the Working of Social Welfare Agencies	1. Children 2. Women 3. Elderly 4. Differently Able	Lectures, Discussions, Seminar, Games and Library assignments and PPTs	06/20
Total Hours/Marks				30/100

Reference:-

1. सचदेव. डी. आर, भारततल समाजकारण व समाजकारण शासन, के सागर पब्लिशिंग.
2. अहवाल दिलीप, समाजकारण [एवं जनकारण, मिमि बुक्स जयपुर.
3. चौधरी धरमपाल, समाज कारण शासन, बिहार हिउद अकादमी पटना.
4. पांडे तेजकर, पांडे बालीवर, खत पब्लिकेशन्स.
5. कटारिया सूर्य, सामाजिक शासन, आर. बी. एस. ए. पब्लिकेशन्स.
6. भारत मे समाज कारण एवं सामाजिक अधिनियम, अहवाल. जी. के. , SBPD Publishing House
7. D. Paul Chaudhary: Social Welfare Administration.
8. Skidmore Rex. A: Social Welfare Administration Prentice Hall New Jersey.
9. Chowdhary, D.P. (1992) Social Welfare Administration in India, Deep and Deep Publication, New Delhi
10. Goel & Kumar (2004) Administration and Management of NGOs, Deep and Deep publication, New Delhi.
11. Goel, S.L. and Jain, R.K (1988) Social Welfare Administration, Vol. I and II, Deep Publication, New Delhi.
12. Kaushik, A (2012) Welfare and Development Administration in India, Global Vision Publishing House, New Delhi.
13. Naidu, S.P. (1996) Public Administration Concept and Theories, New Age International Publishers, New Delhi.
14. Sachdeva, D.R. (1993) Social Welfare Administration in India, Allahabad, KitabMahal.
15. Siddiqui, H.Y (1990) Social Welfare in India, Harnam Publications, New Delhi

Course Types: - Core Course (CC)

Course Code: - TYBSW CC-12

Course Title: - SOCIAL POLICY AND PLANNING IN INDIA

Course Objectives:-

1. Gain knowledge of policy analysis and the policy formulation process.
2. Acquire in critical analysis of social policies and development plans.
3. Study social policies, plans & programmers so as to be able to interpret, enforce & challenge them.
4. Develop an understanding of social policy in the perspective of national goals as stated in the constitution particularly with reference to fundamental rights and the directive principle of state policy.
5. Examine application and litigation machinery.

Learning Outcomes:-

1. Able to develop understanding of concept of Social Policy and Social Planning
2. Able to understand Different Social and Welfare Policies and Programmers
3. Enable to understand the Social Policy Perspective of National goals as stated in Constitution.
4. Enable student to understand the process of policy formulation

Course Outline

Marks :- 100

Credits :- 04

Unit	Unit Title	Content	Suggested Teaching Learning Process	Suggested Hours of Marks
1	Social policy	a) Concept of Social Policy b) Social Policy - Objectives, Values c) Relationship between social policy and social development	Lecture, Power Point Presentation, Discussion	6/20
2	Policy formulation	a) Indian Constitution Parliament b) Judicial Pronouncement & Social Policy c) Models of Social Policy d) Process of Social Policy formulation.	Lecture, Power Point Presentation, Discussion	6/20
3	Different Social and Welfare	a) Social Welfare b) Women and Child Welfare c) Welfare of Sc,s and ST,s	Lecture, Power Point Presentation,	6/20

	Policies and Programmers	Disabilities d) Poverty alleviation	Discussion	
4	Review and Evolution	a) Review of Major Policies and Programmers. b) Evolution of Social Policy in Indian a historical Perspective	Lecture, Power Point Presentation, Discussion	6/20
5	Social Planning & Indian Planning in a historical perspective	a) Concept Scope, Principle Planning Process b) Niti Ayog-Concept & function c) Peoples Participation in Social Planning d) Role of social worker in policy Formulation	Lecture, Power Point Presentation, Discussion	6/20
Total Hours/Marls				30/100

References :-

1. ल. मण कोषिपः ल, भारततील सामाजिक कःयण ः शासन व समाजकाय, ः कःशन विहःस पःलितशस औरगापः, औरगाबःद
2. सचदे डः आर. भारततील समाजकःयण व समाजकःयण ः शासन, क सःगर, पःण - 2010
3. Bhanti R. 1993, Social Policy and Dev. In Rajasthan, Himanshu Pub. Udaipur
4. Ganapathy R.S. and others. 1985 - Public Policy and Policy Analysis in India, Sagar Publications, Delhi
5. Hebsur R.K. (ed) Social Intervention for Justice, TISS, Mumbai
6. Kulkarni P.D. 1979- Social Policy and Social Development in India
7. Mathur K. Bjorkman Top Policy Makers in India, Concept Publishing co. New Delhi
8. Midgley, James Social Development - The developmental perspective in social welfare Sage Publication New Delhi, 1955
9. Social Legislation For Social work – Dr. Sanjivpagare, Dr. Vishnu R. Gunjal, Dr. Jagdish S. Sonawane R. P. Publication New Delhi.
10. Social work personal training and development Prof. Vilas Deshamukh Asst. Prof. Dr. J. S. Sonawane R.P. Publications Delhi. 2013
11. Mundle S. 1993 - Policies, paradigms and development debate at the close of 21st century - Economic and Political weekly. Vol XXVIII, No.26. Sept. 4 1993
12. Mishra R. 1977 Society and Social Policy, McMillan Lid. London
13. Rastogi P.N. 1992 Policy Analysis and problem solving for social systems, age Publication, New Delhi
14. Chakraborty S. 1987 Development Planning Indian Experience, Oxford: Clarendon
15. Patil P.S. Human Rights – Exclusion Groups Akshita Publishers and distributors, Delhi 110053

Course Types: - SEC
Course Code: - BSW SEC - 06
Course Title: - SEC -6 NGO Management

Learning objectives:

1. To understand the concept of N.G.O.
2. To know the laws and act related to N.G.O. In India
3. To understand the administration process of N.G.O.

Learning Outcomes –

1. Students will understand concept, scope and fields of N.G.O.
2. Students will know the functions of N.G.O.
3. Students will use administrative skills. to manage the N.G.O.
4. Students will know importance of communication skill in the N.G.O. management

Course Outline

Marks: - 100

Credits: - 04

Sr. No	Title	Content	Suggested Teaching Learning Process	Suggested Hours / marks
1	Introduction to N.G.O. Management	a) Definition Concepts and Functions. b) Types of N.G.O. c) Issues and Challenges in NGO Management	Lecture, Group Discussion	06/20
2	Establishment of N.G.O, Acts and laws related to N.G.O	a) Legal procedures for establishment of NGOs; b) Overview of Societies Registration Act 1860, The Indian Trusts Act ,1882 c) Indian Company's Act (section 8 A) 2013 d) Charitable endowment Act and FCRA, e) Memorandum of Association and Bye laws, f) Tax Reliefs under various Acts -12A and 80 G	Lecture, Group Discussion	06/20
3	Communication, Leadership Development and Human Resource Management	Communication a) Principles of good communication b) Successful negotiations Leadership Development a) Building and leading a team b) Conflict resolution Human Resource Management a) Human resources policy, staffing and salaries b) Staff development	Lecture, Group Discussion	06/20

4	Administration	a) concepts, challenges, perspectives and ethical concerns b) Meeting expectations: Good Governance standards codes and accountability c) The relationship between Board Members, Executive Directors, Senior Managers, Founders and other stakeholders	Lecture, Group Discussion	06/20
5	Report Writing and Co-ordination with other organizations	a) Guidelines for writing reports for NGOs b) Long Reports c) Short Reports a) International Organizations b) National and Regional organizations c) Use of Government schemes for NGO	Lecture, Group Discussion	06/20
Total Hours/Marks				30/ 100

• **Reference :**

1. Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals, by Darian Rodriguez Heyman, Laila Brenner, ISBN: 978-1-119-58547-3, publisher John Wiley & Sons
2. Forces for Good: The Six Practices of High-Impact Nonprofits by Lesli R. Crutchfield and Heather McLeod Grant, Publisher : John Wiley & Sons Inc
3. िबगर सरकारी संउथा आिण िवकास - एम . ए. भाग -2 , समाजशाा , कश्क िशवाजी िवहापीठ
4. Pagare Sanjiv, Gunjal V. R., Sonawane J. S. , Social Legislation For Social work - R. P. Publication New Delhi.

Course Types: - IC

Course Code: - BSW IC - 06

Course Title: - Health System in India

- **Course Objectives:**

1. To Acquire informational about health and Hygiene and It impaction Community health.
2. Developing understanding of the problems of personal and community health.
3. To give informational about various healths's related diseases and preventive medicine.
4. To explore the role and responsibilities of social worker in medical fields and rehabilitation Activity.

- **Learning Outcomes**

1. Able to develop understanding about health and Hygiene and It impaction Community health.
2. Able to develop understanding of the problems of personal and community health.
3. Able to develop understanding about various healths's related diseases and preventive medicine.
4. Able to develop understanding the role and responsibilities of social work medical fields and rehabilitation Activity.

Course Outline

Marks: - 100

Credits: - 04

Sr. No.	Title	Contents	Suggested Teaching Learning Process	Suggested Hours and marks
1	Concept of Health	a) Health-Definition, Meaning and Scope. b) Treatment-Methods in India- Ayurveda, Siddha, Unani, Homeopathy, Yoga and Naturopathy c) Define Hospital and Types of Hospital d) Determinants- Heredity, Environment, Psychosocial Environment, Bio- Physical Environment. e) Health and Social Institutions i.e. Family, Finance, Education and Religion	Lecture, Group Discussion	06/20
2	Concept of Community Health	a) Community Health-Meaning, Definition, Nature b) Public Health-Meaning, Definition; c) Community Health Service and Diversity in Community Health Services. d) Concept of Hygiene-Meaning and definition	Lecture, Group Discussion	06/20

3	Concept of Disease	<p>a) Concept- Disease, Illness and Sickness; Sick Role-Talcot Parson's concept; Jewsons Research Contribution on Trends of Sick Role</p> <p>b) Disease- Meaning, definition, types; Aetiology,</p> <p>c) Define Communicable and Non communicable disease.</p> <p>d) Epidemiology- Social Epidemiology Meaning and Definition</p>	Lecture, Group Discussion	06/20
4	Family Welfare program in India	<p>a) Health and family welfare in India.</p> <p>b) Role of FPAI (Family Planning Association in India)</p> <p>c) Role of organisation- WHO, UNICEF, SIDA, DANINDA, NORAD and USAID</p>	Lecture, Group Discussion	06/20
5	Rights to Health	<p>a) Health for All</p> <p>b) Health policies, programmes- objectives of Govt. of India,</p> <p>c) Health Commissions.</p> <p>d) Impact of Pollution on Health. (Water Pollution, Air Pollution and Noise Pollution)</p>	Lecture, Group Discussion	06/20
Total Hours/Marks				30/ 100

References:

- 1) Madivale Leela B. Vajyktik Aani Samajik Aarogya, Anant Prakashan Nagpur.
- 2) Bedi Yashpal Kumar D. Hygiene & Public Health Atmaram & Son's Delhi – Social Work Feminine Society Intellectual Book Bureau, Bhopal (2006).
- 3) Park J.E., Park K-Text Book of Preventive & Social Medicine.
- 4) Kulkarni P.K. – Aarogya Aani Samaj, Daymand Prakashan, Pune.
- 5) Jayaswal Jayanrayan – Nirdosh Aahar Padhati, Gopal Granth Prakashan
- 6) Redvade Jayashri – Samaj Karyataarogya Kalajiv Vyavstha, Yash Prakashan, Napur
- 7) Sardesai I.V. – Aapanaanisamajik Aarogya, Vidya Prakashan, Pune
- 8) I.M. Saunshankar, Jagdish Shankar Sonawane – A Text Book of Social Work.

Course Types: - GEC
Course Code: - BSW GEC -6
Course Title: - 1) Women Studies

• **Course Objectives:-**

1. To develop an understanding regarding women studies.
2. To understand the elements of Gender Studies.
3. To Skill Development for Women.
4. To Work and Employment for women

• **Learning Outcomes: -**

1. Able to understand the concept, goals and objectives of women studies..
2. Able to develop understanding of the learners about ethical, legal and practice based scientific approach and standards of Gender Studies.
3. Able to understand Skill Development for Women Work and Employment for women

Sr. No.	Title	Content	Suggested Teaching Learning Process	Suggested No. of Hours / Marks
1	Introduction to Women Studies	a. Concept in Gender Studies. b. Need, Scope and Challenges in Women's studies. c. Need for Gender Sensitization. d. Women's Movements in India – Pre-Independence, Post-Independence and current movements. e. National Committees and Commissions for Women.	Lecture, Group Discussion	06 / 20
2	Women and Education	a. Concept and Importance b. Disparities in enrolment, Dropouts, Profession and Gender c. Education for Marginalised women d. Self Help Group and Micro credit e. Vocational education and Skill Development for Women.	Lecture, Group Discussion	06 / 20
3	Women Law & Rights	a. Rights – Gender Equality, Gender Discrimination b. Family Law – Marriage, Divorce, Maintenance, Property and Succession. c. Sexual Harassment of Women at workplace Act, 2013 d. Crimes against women – Domestic Violence, Child Marriage, Human Trafficking, Rape, Stalking.	Lecture, Group Discussion	06 / 20

		e. Constitutional Provisions for women in India and International conventions and Legislations.		
4	Women Health and Problems	a. Health Status of Women in India, Factors influencing health and Nutrition b. Occupational and Mental health c. Health, Hygiene and Sanitation. d. Problems related to female children – femalefeticide, female infanticide, Child marriage e. Problems related to women – Dowry, Divorce, Widowhood, Violence, Stalking	Lecture, Group Discussion	06 / 20
5	Work and Employment for women	a. Importance in Indian Context b. Gender division of Labour c. Women in organized and unorganized sector d. Concept of Work – Productive and Non-productive work e. Problems of wage discrimination for women f. New economic Policy and its impact on womenemployment.	Lecture, Group Discussion	06 / 20
Total Hours/Marks				30/ 100

References :

1. UGC Net JRF Women's Studies – Neha Goyal – Educreation Publishing, Bilaspur, Chattisgarh.
2. Womens' Studies in India – DR. L THARA BHAI – A.P.H. Publishing Corporation – New delhi.
3. Widows in India - DR. L THARA BHAI – B.R. Publishing Corporation –
4. Gawai S.D. & Khandagale B.D. Women Centered Development and Social Work –
5. Women Studies – The interdisciplinary perspective – Vidyut Bhagwat – Diamond Publication.
6. Patil P.S. Human Rights – Exclusion Groups Akshita Publishers and distributors, Delhi 110053

Course Types: - GEC
Course Code: - BSW GEC -6
Course Title: - 2) Livelihood Promotion

• **Course Objectives :-**

1. To understand the concept and of livelihood and livelihood promotion
2. To develop understanding about the livelihood frameworks.
3. To acquire skills in developing livelihood interventions.
4. To develop understanding the dimensions of livelihoods promotion.

• **Learning Outcomes: -** After Completion of Course Students will be able to:

1. Explain various dimensions of livelihoods promotion.
2. Analyzed Grassroots level scenario of livelihoods and specify suitable method to implement livelihoods based intervention.

Course Outline

• **Marks: 100**

Credits: 04

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours / Marks
01	Introduction to Livelihood Promotion	<ol style="list-style-type: none"> 1. Concept & Meaning of Livelihood Promotion. 2. Types of Livelihood Promotion. 3. Objectives of livelihood promotion. 4. Importance of Livelihood Promotion. 	Lecture, Group Discussion	06/20
02	Understanding Tribal, Rural & Urban Livelihood	<ol style="list-style-type: none"> 1. Rural Livelihoods Systems: Agriculture, Horticulture, Sericulture, Animal Husbandry, Dairying and Fishery etc. 2. Tribal Livelihoods Systems: Agriculture, Horticulture, Sericulture, Animal Husbandry, Dairying and Fishery etc. 3. Urban Livelihoods Systems: Self- employed and work on streets selling goods, workers in organized & unorganized sectors, service providers, private or Govt. servants, businessmen, Shopkeeper etc. 4. Tribal, Rural & Urban Livelihood Linkages. 5. Determining factors of Livelihood Opportunity. 	Lecture, Group discussion, field visit	06/20

03	Steps and Tools in Designing Livelihood Intervention.	<ol style="list-style-type: none"> Livelihood Mapping Tools & Techniques - Participatory Assessment and Planning for Sustainable Livelihood (PAPSL), Rapid & Participatory Livelihood Security Assessment (RPLSA). Livelihood Mapping- Creating livelihood Profile, Mapping of Community Assets. Profiling the Local Markets- Understanding Viability, Range of goods, Clustering, Internal & External Economies, and Backward & Forward Linkages. 	Lecture, Power Point Presentation Group Discussion, field work	06/20
04	Methods and Strategies of Livelihood Interventions and Sustainability	<ol style="list-style-type: none"> Methods of Livelihood Interventions- Technology, Training, Marketing, Policy Advocacy, Asserting Rights, Developing Local Economy, Credit, Infrastructure and Institution Building, ownership and Management. Strategies for Livelihood Promotions. Concept, Meaning of Sustainable Livelihood. Challenges in Livelihood Promotions. 	Lecture, Group Discussion	06/20
05	Livelihood Promotion Programmes	<ol style="list-style-type: none"> National Rural Livelihood Mission (NRLM) National Urban Livelihood Mission (NULM) Maharashtra State Rural Livelihood Mission (MSRLM) Initiatives of NGO's /CSR for Livelihood Promotion 	Lecture, Group Discussion, Project visit, case studies	06/20
Total Hours/Marks				30/100

• **References:**

- Rural Livelihood in India Social, Economical & Environmental Issues, Dutta S. K. P.K Kuri, Serials Publications Pvt. Ltd.
- Carney, Diana (1998): "Sustainable Rural Livelihoods: What Contribution Can We Make?" Department for International Development.
- Biswajit Chatterjee, Asim K. Karmakar, Rural Livelihoods in India, Issues, Measurement and Policies World Bank, New York.
- Baumgartner, Ruedi. 2004. In search of sustainable livelihood systems. Sage publications, New Delhi.
- Niranjan Sahoo, Rural Development and Livelihoods in India, New century Publications
- Dr. J.P. Sharma, Agro-Enterprises for rural Development and Livelihood Security, New India Publishing Agency.
- H.S. Shylendra, Uma Rani, Diversification and Sustainable Livelihood, Concept Publishing Company, New Delhi.
- NRLM Hand Book on Community Capacity Building, Ministry of Rural Development, GOI.
- Manual for MSRLM.
- NULM Hand Book.



**KAVAYITRI BAHINABAI CHAUDHARI NORTH
MAHARASHTRA UNIVERSITY, JALGAON**

Faculty of Humanities

**SYLLABUS STRUCTURE OF
MASTER OF SOCIAL WORK (MSW) DEGREE
PROGRAM**

**Programme Code: M.S.W.
(Syllabus for Semester and 60:40 Patterns)**

UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

Revised Rules and Regulations With effect from
Academic Year: - 2021 -2022

Prepared By

BOARD OF STUDIES (SOCIAL WORK)

KAVAYITRI BAHINABAI CHAUDHARI
NORTH MAHARASHTRA UNIVERSITY, JALGAON
Faculty of Humanities
MASTER OF SOCIAL WORK (MSW)
Under Choice Based Credit System (CBCS) & Semester Pattern
(Revised rules and Regulations w. e. f. 2021-22)

INTRODUCTION:

The degree of Master of Social Work is a professional Post-Graduate degree in Social Work. This course is aimed at developing the knowledge, values, beliefs and skills necessary for working with individuals, groups, communities and for collective social action. The course also gives an edge to the social work students to enable them to inculcate the philosophies, ideologies and methodologies of social work profession. In order to fulfil this, the course covers wide range of topics pertaining to the core, supportive, interdisciplinary and elective domains of social work education. The course is designed with appropriate consistency within the papers and among the papers. Therefore, interdependence of the papers is a characteristic feature of the course. The course will enable the learners to assume the role as the agents of social change and development with a positive attitude. Furthermore, it is a professional course with ample employment opportunities in various fields such as state and central government, NGOs, industries, Social Movements, Hospitals, Social Enterprises, Cooperatives, International Development Agencies and CSR Projects, in capacities such as Human Resource personnel, Community Organisers, Program Officers, Social Planners, Development Facilitators, and Social Welfare Administrators.

From the Academic Year 2021-22, Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon comes within the preview of the Faculty of Humanities, the Master of Social Work program offered by affiliated colleges will be based on Choice Based Credit System (CBCS) which provides an opportunity for the students to choose courses from the prescribed elective courses. The evaluation system and student's performance in examinations will be evaluated on a scale of Cumulative Grade Point Average (CGPA), based on University Grants Commissions (UGC) guidelines. The uniform grading system will also help potential employers in making proper comparative assessment of the academic performance of the candidates based on CGPA scores.

OBJECTIVES OF MSW PROGRAMME:

The objectives of the MSW programme are as follows:

- To create critical understanding of social realities reflecting its changing nature and participate in the dynamics of change
- To orient students on diverse population, their issues and social justice stance for social work practice
- To equip the students with skills to work with different groups and communities using social work practice methods and strategies
- To inculcate professional values and ethics that guide social work graduates in professional practice

- Develop interdisciplinary and specialized professional outlook, upheld the dignity and esteem of the social work profession and achieve self-actualization.
- Employ participatory, action and evidence-based practices in the field settings.

EXPECTED OUTCOME:

On completion of this course students are expected to:

- Learner will have sound knowledge of professional social work.
- Learner will be able to deal with human needs with professional approach.
- Learner will get sufficient knowledge to work as paramedical staff.
- Learner will acquire experience and knowledge in research and contribute to social work.
- Learner will have positive approach toward life and be able to undertake any responsibilities with focused on future career goals.

NATURE AND DURATION OF THE PROGRAMME:

The Master of Social work (M.S.W.) programme shall be regular, full time. The duration of the programme shall be four semesters for a period of two academic years. Each academic year shall be divided into two semesters.

DEFINITION OF KEY TERMS:

1. Choice Based Credit System (CBCS):

The CBCS provides choice for students to select from the prescribed courses (Core course, Core course method- Compulsory Course / Skill Enhancement Courses, Supportive Course / Interdisciplinary Course, Discipline Specific Elective). The choice based credit system provides a 'cafeteria' type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.

2. Credit:

A unit by which the course work is measured. It determines the each 25 marks carry one credit. The objective of credit system is to guarantee the academic recognition of studies throughout the world, enabling the students to have access to regular vertical and or horizontal course in any Institutions or the Universities in the world.

3. Cumulative Grade Point Average (CGPA):

It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters.

4. Program:

An educational programme leading to award of a Post Graduate Degree.

5. Core Course(CC):

Every semester consists of Core Course/s which is to be compulsorily studied by a student as a core requirement to complete the programme in social work discipline.

6. Core Course Method (CCM):

A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course. In which all methods are compulsory to study so it is called Core Course Method.

7. Skill Enhancement Course (SEC):

The social work stream offers skill enhancement courses that help the students to enhance their knowledge and develop their skills for getting employment or for self-employment related to social welfare, development and allied areas, which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course. A Skill Enhancement Course focuses on those courses which add Skill/Ability proficiency to the students. This SEC is an Open Elective/ choice base course in which student have an option to choose any subject which are given in semester.

8. Interdisciplinary Course (IC):

In the CBCS scheme of this postgraduate programme, the students are mandatorily required to choose subjects of Interdisciplinary Course for additional knowledge and building their competencies outside their main subjects of study.

9. Discipline Specific Elective Course (DSE):

Every recognized training Centre of KBC North Maharashtra University selects its own areas of specialized training. There shall be four specialization groups. Each specialization group shall have eight specialization- specific theory papers. Each specialization-specific theory paper shall be of 04 Credits. Students should opt for any one specialization group of their choice during the second semester of the two-year Master of Social Work course. There shall be no option for changing the specialization group which is opted during the 2nd Semester. Students are required to continue with the same specialization group during their 3rd & 4th Semester. The specialization are known as Discipline Specific Elective Courses. (DSE)

10. Audit Course (AC):

In the CBCS scheme of this post graduate programme, the students are mandatorily required to choose one Audit Course in every semester for additional knowledge and develop the skills. The audit course are graded course, it has no weightage in CGPA.

11. Semester:

Each semester will consist of 12-15 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to November and even semester from December to April.

12. Semester Grade Point Average (SGPA):

It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total

course credits taken during that semester. It shall be expressed up to two decimal places.

13. Letter Grade:

Evaluation of student performance in the examinations will be done using Letter Grades, which have corresponding Grade Points instead of marks. It is an index of the performance of students in a said course. Grades are denoted by letters O, A, B, C, D, E, P and F.

STRUCTURE OF THE M.S.W. COURSE (CBCS SEMESTER PATTERN)

(Implemented from 2021-2022)

Sr. No.	Semester – I		Marks	Credits
1	Theory Papers	Total Five Subjects for 100 Marks each 60 Marks External + 40 Marks Internal assessment on the basis of Seminar/ Assignment, Attendance, Test, General performance / Behaviour.	500	20
2	Field Work	Field work in the first Semester shall consist of orientation visits to welfare institutions, Group conferences, seminars and Institutional placement for case work and group work practice. The field work shall be of minimum 15 hours per week.	150	06
Semester – II				
1	Theory Papers	Five Subjects for 100 Marks each (60 + 40) The courses will consist of three compulsory and two optional Courses from the Specialization programme offered by the concerned Collage.	500	20
2	Field Work	The field work in this semester shall consist of Institutional placement for case work and group work practice. The institutions for placement should be suitable for practice of relevant theory taught in the class rooms.	150	06
3	Viva voce (Internal assessment)	The Viva Voce (Internal) Base on theory papers and field work	50	02
Semester-III				
1	Theory Papers	Five theory papers for 100 Marks each (60 +40)	500	20
2	Field Work	The Field Work in the third Semester shall consist according to specialization (Concurrent Field Work)	150	06
Semester-IV				
1	Theory Papers	Five theory papers for 100 Marks each (60 +40)	500	20
2	Field Work	The Field Work in the Fourth Semester shall consist of placement in suitable Agencies and shall be internally assessed. Field visits to development projects and welfare agencies, Organizations, Industries as a part of study tour. Study tour is based on specialization.	150	06
3	Project Report	Every student shall select a suitable topic for conducting a short term research representing any field of social work practice or field of specialization and submit a well prepared Dissertation Report duly signed by concerned research guide and the Principal of the College. The original Copy shall be submitted to the University before the concerned Exam. The Project Work	150	06

		shall be assessed internally by the concerned research guide for 60 marks and externally for 90 marks by the Examiners appointed by the University as per 60 + 40 pattern.		
4	Viva voce	The viva voce in the Fourth Semester shall be conducted by the University at the concerned Centres immediately after the written examination.	50	02
Grand Total			2850	114

MSW Programme / Course Credit Scheme

• Semester	(A) Core Courses CC & CCM & IC			(B) Skill Based/Elective SEC			(C) Discipline Specific Elective DSE			(D) Audit Courses AC (No weight age in CGPA)			Total Credits (A+B+C)
	No. of Courses	Credits (T)	Total Credits	No. of Courses	Credits (T)	Total Credits	No. of Courses	Credits (T)	Total Credits	No. of Courses	Credits (T)	Total Credits	
I	05 FWP I	4 6	20 6							1	2	2	26+2
II	02 FWP II VV I	4 6 2	8 6 2	01	4	4	02	4	8	1	2	2	28+2
III	01 FWP III	4 6	4 6	01	4	4	03	4	12	1	2	2	26+2
IV	01 FWP IV Research VV II	4 6 6 2	4 6 6 2	01	4	4	03	4	12	1	2	2	34+2

Total MSW Programme Credits = 114

(CC - Core Course, CCM - Core Course Method, IC - Interdisciplinary Course, FWP - Field Work Practicum, VV - Viva Voce, RD - Research Dissertation, AC - Audit Courses, SEC - Skill Enhancement Course, DSE - Discipline Specific Elective)

**SUBJECT STRUCTURE OF MASTER OF SOCIAL WORK (M.S.W.)
FIRST SEMESTER (CBCS Pattern)**

GROUP	TYPE OF COURSE	COURSE / SUBJECT CODE	TITLE OF THE COURSE	MARKS	CREDITS
COMPULSARY	CC	MSW -111	PROFESSIONAL SOCIAL WORK – HISTORY AND IDEOLOGY	100	4
	CC M-1	MSW -112	SOCIAL WORK METHOD - SOCIAL CASE WORK	100	4
	CC M-2	MSW -113	SOCIAL WORK METHOD - SOCIAL GROUP WORK	100	4
	IC-1	MSW -114	INTRODUCTION OF SOCIOLOGY AND SOCIAL PROBLEMS IN INDIA	100	4
	IC-2	MSW -115	PSYCHOLOGY FOR SOCIAL WORK PRACTICE	100	4
	FWP I	MSW -116	FIELD WORK PRACTICUM	150	6
COMPULSARY (No Weightage in CGPA)	AUDIT COURSE	AC 101	Practicing Cleanliness	100	2
Total Credits of the Semester – 26 + 2					

SECOND SEMESTER (CBCS Pattern)

GROUP	TYPE OF COURSE	COURSE / SUBJECT CODE	TITLE OF THE COURSE	MARKS	CREDITS
COMPULSARY / ELECTIVE	CC M 3	MSW-121	SOCIAL WORK METHOD - COMMUNITY ORGANIZATION AND SOCIAL ACTION	100	4
	CC M-4	MSW-122	SOCIAL WORK METHOD - SOCIAL WORK RESEARCH AND STATISTICS	100	4
	SEC (Any ONE out of two Skill Enhancement courses)	MSW -123	BASICS OF COUNSELING IN SOCIAL WORK PRACTICE	100	4
		MSW-124	PERSONAL & PROFESSIONAL DEVELOPMENT FOR SOCIAL WORK PRACTICE	100	4
	FWP II	MSW -125	FIELD WORK PRACTICUM	150	6
	VV 1	MSW -126	VIVA VOCE	50	2
From Following Specialisation wise Discipline specific course select one specialisation group of 2 subjects					
GENERIC	DSE	MSW-G-1	INDIAN SOCIETIES, ISSUES, IMPLICATIONS AND CHALLENGES:	100	4
	DSE	MSW-G-2	SOCIAL SECURITY LAWS AND LABOUR WELFARE	100	4
TRIBAL WELFARE	DSE	MSW-TW-1	TRIBAL ANTHROPOLOGY AND SOCIAL WORK	100	4
	DSE	MSW-TW-2	EMERGING ISSUES AND PROBLEMS OF TRIBAL COMMUNITIES	100	4
COMMUNITY DEVELOPMENT	DSE	MSW-CD-1	URBAN, RURAL AND TRIBAL COMMUNITIES IN INDIA	100	4
	DSE	MSW-CD-2	EMERGING ISSUES AND PROBLEMS OF URBAN, RURAL AND TRIBAL COMMUNITIES	100	4
HUMAN RESOURCE MANAGEMENT	DSE	MSW-HRM-1	LABOUR WELFARE	100	4
	DSE	MSW-HRM-2	LABOUR LEGISLATION IN INDIA	100	4
CHOOSE ONE OUT OF FOUR (No Weightage in CGPA)	AUDIT COURSE	AC 201 (A) AC201 (B) AC 201 (C) AC 201 (D)	Soft Skills Sport Activities Yoga Music	100	2
Total Credits of the Semester – 28 + 2					

THIRD SEMESTER (CBCS Pattern)

GROUP	TYPE OF COURSE	COURSE / SUBJECT CODE	TITLE OF THE COURSE	MARKS	CREDITS
COMPULSARY & ELECTIVE	CC	MSW-231	SOCIAL LEGISLATION IN INDIA	100	4
	SEC (Any ONE out of two Skill Enhancement courses)	MSW-232	DISASTER MANAGEMENT AND SOCIAL WORK	100	4
		MSW-233	WOMEN DEVELOPMENT AND SOCIAL WORK	100	4
	FWP III	MSW-234	FIELD WORK PRACTICUM	150	6
From Following Specialisation wise Discipline specific course select one specialisation group of 3 subjects					
GENERIC	DSE	MSW-G-3	CORRECTIONAL SOCIAL WORK	100	4
	DSE	MSW-G-4	DEVELOPMENT OF WEAKER SECTIONS	100	4
	DSE	MSW-G-5	YOUTH AND DEVELOPMENT	100	4
TRIBAL WELFARE	DSE	MSW-TW-3	TRIBAL DEVELOPMENT SCHEMES AND PROGRAMME	100	4
	DSE	MSW-TW-4	ECOLOGY AND SOCIAL WORK	100	4
	DSE	MSW-TW-5	ENVIRONMENT POLICY AND LAW	100	4
COMMUNITY DEVELOPMENT	DSE	MSW-CD-3	RURAL & URBAN ECONOMY	100	4
	DSE	MSW-CD-4	COMMUNITY DEVELOPMENT AND GOVERNANCE	100	4
	DSE	MSW-CD-5	MANAGEMENT OF VOLUNTARY ORGANIZATION	100	4
HUMAN RESOURCE MANAGEMENT	DSE	MSW-HRM-3	HUMAN RESOURCE MANAGEMENT	100	4
	DSE	MSW-HRM-4	PERSONNEL MANAGEMENT AND INDUSTRIAL RELATIONS	100	4
	DSE	MSW-HRM-5	ORGANIZATIONAL BEHAVIOUR	100	4
CHOOSE ONE OUT OF FOUR (No Weightage in CGPA)	AUDIT COURSE	AC 301 (A) AC301 (B) AC 301 (C) AC 301 (D)	Computer Skills Cyber Security SPSS In Social Sciences Skills of Data Analysis	100	2
Total Credits of the Semester – 26 + 2					

FOURTH SEMESTER (CBCS Pattern)

GROUP	TYPE OF COURSE	COURSE / SUBJECT CODE	TITLE OF THE COURSE	MARKS	CREDITS
COMPULSARY / ELECTIVE	CCM-5	MSW -241	SOCIAL POLICY, PLANNING AND ADMINISTRATION	100	4
	SEC (Any ONE out of two Skill Enhancement courses)	MSW -242	HEALTH SYSTEM IN INDIA	100	4
		MSW -243	CORPORATE SOCIAL RESPONSIBILITY	100	4
	FWP IV	MSW -244	FIELD WORK PRACTICUM	150	6
	RD	MSW-245	RESEARCH DISSERTATION (PROJECT REPORT)	150	6
	VV 2	MSW-246	VIVA VOCE	50	2
From Following Specialisation wise Discipline specific course select one specialisation group of 3 subjects					
GENERIC	DSE	MSW-G-6	INSTITUTIONAL MANAGEMENT	100	4
	DSE	MSW-G-7	SOCIAL WELFARE AND SOCIAL JUSTICE	100	4
	DSE	MSW-G-8	FAMILY AND CHILD WELFARE	100	4
TRIBAL WELFARE	DSE	MSW-TW-6	ADMINISTRATION OF TRIBAL WELFARE	100	4
	DSE	MSW-TW-7	ENVIRONMENT DEVELOPMENT PROGRAMME	100	4
	DSE	MSW-TW-8	RURAL, TRIBAL MOVEMENT IN INDIA	100	4
COMMUNITY DEVELOPMENT	DSE	MSW-CD-6	SOCIAL EDUCATION AND DEVELOPMENT	100	4
	DSE	MSW-CD-7	PARTICIPATORY APPROACHES OF COMMUNITY DEVELOPMENT	100	4
	DSE	MSW-CD-8	ADMINISTRATION OF URBAN DEVELOPMENT	100	4
HUMAN RESOURCE MANAGEMENT	DSE	MSW-HRM-6	LABOUR ECONOMICS AND INDIAN LABOUR PROBLEMS	100	4
	DSE	MSW-HRM-7	PERSONNEL PROCEDURES & PRACTICES	100	4
	DSE	MSW-HRM-8	INDUSTRIAL SOCIOLOGY	100	4
CHOOSE ONE OUT OF FOUR (No Weightage in CGPA)	AUDIT COURSE	AC 401 (A) AC401 (B) AC 401 (C) AC 401 (D)	Human Rights Current Affairs Personality Development Writing and Record Keeping Skills	100	2
Total Credits of the Semester – 34 + 2					

(**CC** - Core Course, **CCM** - Core Course Method, **IC** - Interdisciplinary Course, **FWP** - Field Work Practicum, **VV** - Viva Voce, **RD** - Research Dissertation, **AC** - Audit Courses, **SEC** - Skill Enhancement Course, **DSE** - Discipline Specific Elective)

LIST OF AUDIT COURSES
(SELECT ANY ONE COURSE OF CHOICE FROM SEMESTER II, III & IV)

Semester I (Compulsory)		Semester II (Choose ONE) Personality & Cultural Development		Semester III (Choose ONE) Technology + Value Added Course		Semester IV (Choose ONE) Professional and Social + Value Added Course	
Course Code	Course Title	Course Code	Course Title	Course Code	Course Title	Course Code	Course Title
AC 101	Practicing Cleanliness	AC 201 (A)	Soft Skills	AC 301 (A)	Computer Skills	AC 401 (A)	Human Rights
		AC 201 (B)	Sport Activities	AC 301 (B)	Cyber Security	AC 401 (B)	Current Affairs
		AC 201 (C)	Yoga	AC 301 (C)	SPSS in Social Sciences	AC 401 (C)	Personality Development
		AC 201 (D)	Music	AC 301 (D)	Skills of Data Analysis	AC 401 (D)	Writing and Record Keeping Skills

*(** Note: The paper of audit course will be of 100 marks which will be examined at college level. The marks of this course will not be obtained in the total marks of MSW but only grades will be given)*

MSW PROGRAMME STRUCTURE:

The MSW degree will be awarded to the students who complete a total of 4 Semesters in minimum of two years clearing examination held by the University for a total of 20 Courses/ papers, 09 compulsory Core courses, 03 Skill enhancement Courses (Elective) and 08 Specialization courses i.e Discipline Specific Courses besides other heads of passing (student shall select any one specialization or the Generic course) in four semesters. Five papers per semester, field work, research (Dissertation) and other components as per semester structure. Total number of the Semesters for M.S.W programme will be four.

Specialization/ Elective Courses: Every recognized training Centre of North Maharashtra University selects its own areas of specialized training. The following Specialization Courses are offered by the recognized Institutions of North Maharashtra University, Jalgaon

- | | |
|--------------------------|------------------------------|
| 1. Community Development | 2. Human Resource Management |
| 3. Generic | 4 Tribal Welfare. |

1. PATTERN & GRADING SYSTEM

A. Features of the CGPA System:

1. Master's degree courses namely, MSW would be of 114 credits for whole Degree Course
2. One credit for the theory course shall be of the 15 clock hours (Each course being taught in the semester will be of 4 credits) that is each course will be of 60 hours (Including Continues Internal Assessment).
3. 6 credits shall be awarded to the Project course, which will commence after completion of IVth sem. report will be submitted during IV Semester. The marks and the credits will be allotted in IV Semester.
4. For Field Work 6 credits per each semester should be allotted. That is total field work is of 24 credit.

B. Grades:

- (i) Marks for each course would be converted to grades as shown in Table 1

Table 1: Conversion of marks to grades in credit system
Grade will be awarded as per the seven point grading scale.

CGPA Value	Final Grade Obtained	Grade Remark	Equivalent Percentage
05.00 - 6.00	O	Outstanding	75 to 100
04.50 - 04.99	A	Very Good	65 to 74
03.50 - 04.49	B	Good	55 to 64
02.50 - 03.49	C	Average	50 to 54
01.50 - 02.49	D	Satisfactory	45 to 49
00.50 - 01.49	E	Pass	40 to 44
00.00 - 00.49	F	Fail	0 to 39

- (ii) The grade point will be given on the total marks (sum of mark obtained in internal assessment and term end university level examination) obtained in the said subject.
- (iii) A student who fails in a course (i.e. He scores less than 24 out of 60 marks in the Term End Examination and 16 out of 40 in internal assessment or less than 40 out 100 marks) shall be given F grade. Student with F grade in course would be granted credit for that course but not the grade for that course and shall have to clear the concerned course.
- (iv) The **total grade points earned in each course** shall be calculated as –
Grade points obtained (vide Table-1) X Credits for the course
- (v) **Semester Grade Point Average (SGPA) –**
The performance of a student in a semester is indicated by a number called SGPA. SGPA is the weighted average of the grade points obtained in all courses registered by the student during the semester. It shall be calculated as follows-

$$SGPA = \frac{\sum_{j=1}^n c_i p_i}{\sum_{j=1}^n c_i}$$

Where, C_i = the number of credits earned in the i th course of a semester for which SGPA is to be calculated

p_i = grade point earned in the i th course

$i = 1,2,3,\dots,n$ represent the number of courses in which a student is registered in the concerned semester.

That is,

Total earned grade points for the semester

SGPA = Total credits for the semester

The SGPA is rounded up to two decimal places.

- (vi) **Final result** – Up to date assessment of the overall performance of a student from the time of his/her first registration is obtained by calculating a number called Cumulative Grade Point Average (CGPA), which is weighted average of the grade points obtained in all courses registered by the student since he/she entered the college.

$$CGPA = \frac{\sum_{j=1}^n c_j p_j}{\sum_{j=1}^n c_j}$$

Where C_j = the number of credits earned in the j th course up to the semester

p_j = grade point earned in the j th course. A letter grade lower than D (i.e. grade point < 4) in a course shall not be taken into consideration for the calculation of CGPA

$j = 1, 2, 3, \dots, m$ represent the number of courses in which a student is registered up to the semester for which the CGPA is to be calculated

The CGPA is rounded up to two decimal places.

(vii) The final grade earned shall be as per Table 2 given below-

Table-2

CGPA	Grade
05.00 - 6.00	O
04.50 - 04.99	A
03.50 - 04.49	B
02.50 - 03.49	C
01.50 - 02.49	D
00.50 - 01.49	E
00.00 - 00.49	F

Final grade to be awarded and equivalent percentage of marks of the candidate based on his/her CGPA

2. Credit Pattern:

MASTER OF SOCIAL WORK - Under Choice Based Credit System (CBCS)

Summary of Distribution of Credits under CBCS for MSW

(w. e. f. 2021-2022)

Type of Course		Sem. I	Sem. II	Sem. III	Sem. IV
Core	Theory	20	12	08	08
	FWP	06	06	06	06
	Viva	--	02	--	02
	Research	--	--	--	06
Discipline Specific Elective	Theory	--	08	12	12
Audit		02	02	02	02
Total Credits		26	28	26	34
Total Credits = 114					

Subject Type	Core	Discipline Specific Elective	Audit	Total Credits
Credits	72	32	04	114+(04 Audit)

Credit shall be awarded in the following order

- | | | |
|---|---|------------|
| 1. Written theory papers @ 4 credits per paper x 20 | = | 80 credits |
| 2. Field Work --@ 06 credits per Semester x 04 | = | 24 credits |
| 3. Research dissertation @ 06 credits (IV Semester) x 01 | = | 06 credits |
| 4. Viva voce @ 02 credits per Viva voce x 02 | = | 04 credits |

(to be conducted in the end of II & IV Semester)

Total = 114 credits

5. Audit Course 1 paper per semester@2 credits (no weightage in CGPA) Graded course.

OR

The award of grads & final grades should be as per the Uniform policy of K.B.C.N.M.U. is applicable.

Note: One credit means one hour of teaching work (theory) per week for 15 weeks in a semester; or two hours of field work (practical work) per week for 15 weeks in a Semester.

OVERALL STRUCTURE:

The structure of the course shall be as under:

1. Written theory papers 05 per semester, 20 papers x 100 Marks	2000 marks
2. Field work: 100 marks per semester 150 x 4	600 marks
3. Research Dissertation (Submitted in Semester IV)	150 marks
4. Viva Voce (Semester II and IV) @ 50 marks x 2	100 marks
	Total Marks = 2850 marks
5. Audit Course 1 paper per semester (no weightage in CGPA) Graded course.	

3. FIELD WORK:

Total marks 600, per semester 150 marks.

- I) The respective affiliated Institutes/ Colleges may develop the field work modules and manual according to the available field opportunities in their region. The field work over 4 semesters will include concurrent field work, Orientation Visits, Special Awareness campaigns, Rural Camp, Study Tour and Block Field Work placement etc.
- II) Field Work shall be of 150 marks (6 credits) for each Semester. The total of field work marks for four Semesters shall be 600 (24 credits).
- III) Field work shall be conducted during a period of two days a week for 15 (fifteen) clock hours.
- IV) Field work shall be conducted at a social welfare agency/organization/ Industry selected by the college. Every student shall be supervised by an experienced/professional social worker from the agency and a faculty member of the college
- V) A weekly Individual Conference of about 15 minutes, related to field work of every student, shall be conducted by the concerned Field Work Supervisor.
- VI) Field Work shall be evaluated internally by a panel of 03 faculty members including the Field Work Supervisor.
- VII) 90% attendance at Field work is compulsory.
- VIII) A student failing in field work at any Semester shall be declared as 'Fail' and shall have to repeat the entire Semester including theory courses.
- IX) In any case, there shall be no revaluation or moderation of Field Work marks.
- X) **RURAL CAMP:** Participation in Rural Camp of 5-7 days organized by the college shall be compulsory for every student appearing for the Second Semester Exam. The Rural Camp shall be a graded activity to develop the understanding among the students about rural community and problems for intervention. 30 marks shall be allotted to this activity under the head of Field Work. The Students performance should be assessed on the basis of their participation, initiative, skills and discipline.

- XI) **STUDY TOUR:** Study tour is compulsory for Students of M.S.W IV Semester. It is a graded activity to orient the students about field realities and give exposure to the learners about the settings in social work and its challenges. 30 marks out of 150 marks earmarked for Field Work shall be allotted to this activity and the student's performance should be assessed on the basis of their participation, report writing, skills and discipline.
- The Study Tour shall be of 6 to 8 days duration and it shall be either to an urban setting, or a rural setting or a mix of urban and rural settings, depending on the specialization of the students. During the educational tour, the students should visit a minimum of four developmental agencies/ Organizations/ Projects/ Industries, out of which at least two should be relevant to their specialization group. It shall be organized by the institution during the fourth semester.
- XII) Skill Lab is a learning activity which is non graded activity organized for the students to develop their skills in order to develop their understanding to relate theory to practice and for their professional development.
- XIII) Special awareness campaigns - the students shall participate in special awareness campaigns such as HIV/AIDS awareness, issues of Child labour, Environment, Civil Rights etc. organized by the college under the guidance of faculty supervisor. At least two issue based campaigns should be organized during the Semester.
- XIV) Issue based Paper, Book review, Website Review Presentation. Every student should make a presentation on social issues and agencies working on them, book review etc.. (At least one presentation during the Semester)

FIELD WORK COMPONENTS: Semester - I

Sr. No.	ACTIVITY	MARKS
1	Orientation Visits to welfare Institution (10 visits)	30
2	Concurrent Field Work (Case work and group work)	50
3	Individual conference	15
4	Group conference	15
5	Seminar on Field Work	20
6	Report writing/attendance and general impression	20
	Total	150

FIELD WORK COMPONENTS: Semester- II

Sr. No.	ACTIVITY	MARKS
1	Concurrent Field Work (Case work and group work)	50
2	Rural Camp	30
3	Individual conference	15
4	Group conference	15
5	Field work seminar - Website Review / Book Review / Article presentation	20
6	Report writing/attendance and general impression	20
	Total	150

FIELD WORK COMPONENTS: Semester- III

Sr. No.	ACTIVITY	MARKS
1	Concurrent Field Work (As per Specialisation)	50
2	Issue Based awareness campaigns	30
3	Individual conference	15
4	Group Conference	15
5	Field work seminar/assignment on field work task	20
6	Report writing, attendance and general impression	20
	Total	150

FIELD WORK COMPONENTS: Semester- IV

Sr. No.	ACTIVITY	MARKS
1	Concurrent Field Work (As per Specialisation)	50
2	Study Tour	30
3	Individual conference	15
4	Group conference	15
5	Field work seminar on social issues/ Group presentation/ Success stories presentation.	20
6	Report writing, attendance and general impression	20
	Total	150

4. RESEARCH DISSERTATION (M.S.W.IV SEMESTER)

Every faculty shall devote at least 4 Hours per week for research guidance to be given to the students assigned to him/her. The Research dissertation shall carry 150 Marks and shall have external and internal Assessment on the bases of 60:40 patterns.

The M.S.W. students admitted to the Third Semester shall select a research topic in the beginning of the third semester for project work in consultation with the Research Guide. Sample for the project report should be selected as per the requirement of Research Topic, where the sampling Method is used.

Every student shall submit three typed and well bound copies of such project report 15 days before the commencement of the Fourth Semester examination. The project report shall carry a total of 150 marks and shall be treated as a separate head of passing. A candidate must obtain minimum 75 marks for passing under this head. The project report at MSW IV Semester Examination should be assessed internally by the concerned research guide for 60 marks and externally for 90 marks by the Examiners appointed by the University as per norms.

A candidate failing at this head shall submit a research report as prescribed by the University within a period of three months from the date of the results and shall pay applicable fees along with examination form.

Prescribed Standard for Research Dissertation:

1. The topic of research must be related to the area of social work.
2. The candidate must follow the scientific process and methods of social work research or social research.
3. The Report submitted to the University must be duly signed by the Principal and concerned research Guide and shall also be certified by the Guide as to originality of the short term research work.
4. The content of the Report shall not cause any dispute or defamation to any person or the Institution.

5. Any malpractice including any attempt at plagiarism exposed even at a later stage may invite withdrawal of the Degree of such a candidate.

5. VIVA VOCE EXAMINATION:

The Viva voce will be conducted for 50 marks each at the end of Semester II and IV. The viva voce constitutes a separate head of passing. A candidate failing in viva voce of second Semester shall be eligible for admission to the third Semester.

A candidate failing in Fourth semester Viva voce conducted by the external examiner shall be declared Fail at the M.S.W Examination. However, he may attend the viva voce within three months from the date of declaration of the results as per University schedule. In such a case he will have to pay the extra fees as per the decision of University to time to time.

- 5.1 There shall be a Viva-Voce Examination at the end of IInd and IVth Semester based on theory knowledge, research and field work practicum.
- 5.2 In the second semester Viva-Voce of 50 marks will be conducted before the commencement of the Second Semester examination by the Colleges and a statement of the marks obtained by the students shall be submitted to the University by the Heads of the Institutions for inclusion in the mark sheet. The minimum marks required for passing the Viva Voce are 25 for each Viva-Voce examination.
- 5.3 A student failing in Viva-Voce (Semester II) shall be called again for the Viva Voce within one month of the date of declaration of the Second Semester Examination results. Only one repeat Viva Voce shall be permissible to be conducted during the Second Semester. However a student failing in the Second Semester Viva Voce Examination shall be eligible for admission to the MSW Third Semester.
- 5.4. Fourth Semester Viva-Voce Examination of 50 marks shall be conducted externally by the University.
- 5.5 The Viva Voce conducted in the Fourth semester shall be based on theory, field work, research, professional development and related area of specialization.

6. BLOCK PLACEMENT TRAINING (Internship):

- 6.1 Every student shall require to complete his/her block placement/ internship for a period of one month i.e. 30 working days after the fourth Semester examination. The Result of the candidates would be handed over to the College only after submission of a report on completion of block placement/ internship to the University. The Certificates indicating clearly successful completion of block placement/ internship by the students shall be retained by the concerned College.
- 6.2 After completion of Block placement, the student must submit a report of work along with completion certificate to the Head/ Principal of the College/ Institute within 45 days from last day of MSW IVth semester university examination. Ordinarily, no leave of absence will be permissible during the stipulated period of the block field work placement.
- 6.3 Every student is required to complete his/her block placement/ internship in a Government/ Non-Government organisations, welfare/development agency, Industries.
- 6.4 The block placement/ internship shall be organized by a faculty nominated by the Principal.

7. HEADS OF PASSING, STANDARD OF PASSING, CREDIT PATTERN AND GRADE POINTS:

- 7.1 The following shall be the independent heads of passing:
1. Written theory papers
 2. Field work
 3. Research Dissertation
 4. Viva Voce
- 7.2 Standard of passing Marks: Percentage
- a. Written theory papers in each paper - 40% Marks (Aggregate of 100- inclusive of both 60 external and 40 internal marks)
 - b. Field work in every semester - 50% Marks
 - c. Viva Voce - 50% Marks
 - d. Research dissertation - 50% Marks

8. RULES OF ATKT:

- 8.1 A students must pass in 3 theory courses in each semester out of 5 courses to avail of the benefit of ATKT for the next semester and he/she must clear the backlog in the next semester examination. Their internal assessment marks will not change.
- 8.2. A students shall be allowed to keep term of Semester- III, (MSW-II), if he/she has no backlog and clears all the heads of passing of Semester- I.
- 8.3. A student failing in Field Work at any Semester shall not get the benefit of ATKT including theory papers and will have to repeat the entire semester.
- 8.4. In any case, for what so ever reasons, if a student does not appear or fails in any semester examination will have to repeat the entire semester.

9. ADMISSION PROCEDURE:

- 9.1 The candidate must apply only on a prescribed form attached to the prospectus of the Institution. The Prospectus of the College must clearly indicate the reservation of seats as per the Government and University norms, dates of sale of prospectus, last date for submission of the filled up forms, date of entrance test, date of declaration of the selection list and waiting list and the last date of admission .The selected candidate must, at the time of admission, produce all original certificates (SSC, HSC, and Graduation, caste certificate, Domicile Certificate, Income Certificate, Non-creamy layer certificate and other relevant certificates or documents) and mark-lists. The candidate shall have to pay the full fees as prescribed by the University .The Principal of the College may grant concession at his own discretion. Candidates will have to obtain their transference certificate indicating the College last attended and the Examination last passed. The candidates who have passed their last qualifying Examination from a University other than North Maharashtra University, Jalgaon must submit a migration certificate immediately after securing admission. As per K.B.C North Maharashtra University, Jalgaon rules every candidate must obtain an eligibility certificate. A student who fails to obtain the eligibility certificate will not be permitted to appear for the Semester IV Examination.

9.2 Reservation of Seats:

There will be reservation of seats for the backward class students and the female candidates as per rules of K.B.C. North Maharashtra University, Jalgaon and the Government of Maharashtra.

10. ELIGIBILITY:

Candidates who have passed Bachelors' degree in any discipline of North Maharashtra University or any other Statutory University recognized equivalent thereto and must have obtained minimum aggregate 45 percent marks shall be eligible to apply for the MSW degree programme.

Minimum 50% of the sanctioned seats shall be reserved for BSW degree holders on merit basis. Strictly following the rules of reservation for different categories including 10% seats for other universities.

The remaining seats shall be filled up according to merit. The Merit list shall be prepared by central common entrance test (CET) conducted by Kavyitri Bahinabai Chaudhari North Maharashtra University, Jalgaon or the College / Institute affiliated to it as the case may be.

11. MEDIUM OF INSTRUCTION:

The medium of Instruction shall be English. However, as North Maharashtra University, Jalgaon has allowed students to write examination answer books in Marathi suitable instructions may be given in the regional language i.e. Marathi.

12. COURSE EVALUATION:

12.1 Evaluation/ Examination Pattern:

There would be Continuous Internal Evaluation (CIE) conduct by Concern College and an End of Semester Examination (ESE) conduct by university for each theory course.

The pattern of the examination is 60:40.

12.2 Continuous Internal Evaluation (CIE) :- 40 Marks

The total Continuous Internal Evaluation (CIE) component carries **40 Marks** for each theory course, which is divided as follows:

1. Internal Written Examination	- 20 Marks
2. Class Attendance and overall impression	- 10 Marks
3. Written Assignment / Tutorials	- 10 Marks

1. Internal Written Examination - 20 Marks:

- i) The Internal Written Examination of each theory course will be conducted by the college.
- ii) Internal Written Examination of each theory course shall be of 20 marks and shall be taken in each semester before the end semester.
- iii) The examination department will declare detailed time-table of internal written examination well in advance. Concern course teacher prepare question paper. Examination department conduct one test of 20 marks for internal written examination of all theory courses.
- iv) Only those who secure a minimum of 75% attendance in the aggregate for all the theory courses of a semester taken together alone will be allowed for the Internal Written Examination of the Semester.
- v) A student who is short of attendance (below 75%) in the aggregate for all the theory courses of a semester shall not be allowed for the Internal Written Examination of the Semester.

2. Class Attendance and overall impression - 10 Marks

- i) Marks for class attendance are given on the basis of class room session's attendance of the student's in every theory course of the semester. Marks for class attendance fill – up by concern course teacher.
- ii) Active class participation is expected from the students. Faculty will do continuous evaluation of student performance in the class.
- iii) Overall Impression of the student is measure through continuous formative assessment of his/her competencies and advanced level practice behaviours. Professional development, and participation in curricular and co-curricular activities.

3. Written Assignment / Tutorials - 10 Marks

- i) Student should write minimum 02 assignments/tutorials for each theory course in each semester.
- ii) Concern course teacher conduct written assignment related to the theory course. Marks for written assignment fill - up by concern course teacher.

12.3 Re- Continuous Internal Evaluation –

If due to any unforeseen or unpredictable event, any of the student/s fails to appear for the CIE component or fails in the CIE, the re- Continuous Internal Evaluation for such students can be held during the same Semester, subjected to faculty and principal approval.

12.4 External Examination:- 60 Marks

- Only those who secure a minimum of 75% attendance in the aggregate for all the theory courses of a semester taken together alone will be allowed to register for the End Semester Examination of the Semester.
- A student who is short of attendance (below 75%) in the aggregate for all the theory courses of a semester shall not be allowed to register for the End Semester Examination of the Semester.
- The external examinations of each semester will be of 60 Marks held by the university at the end of each semester. Each course will have examination of 60 marks. University will declare detailed time table for external examinations well in advance.
- The question paper will be set on the syllabus of concerned courses of 60 marks and written examination will be of 03 (Three) hours duration.

12.5 Audit Course (AC):

In the CBCS scheme of this post graduate programme, the students are mandatorily required to choose one Audit Course in every semester for additional knowledge and develop the skills. The audit course are graded course, it has no weightage in CGPA. The Written Examination of 100 marks and evaluation of course will be conducted by the college.

12.5 Pattern of Question Paper

1. Internal Written Examination - 20 Marks

Que. No. 1- Write the answer of the following question. **(Any one out of two)** **10 marks**

Que. No. 2- Write **short notes** of the following. **(Any two out of four)** **10 marks**

2. External Examination:- 60 Marks

Que. No. 1- Write the answer **any four** of the following questions. **(Out of eight).** **12 marks**

Que. No. 2- Broad questions. **(Any one out of two).** **12 marks**

Que. No. 3- Broad questions. **(Any one out of two).** **12 marks**

Que. No. 4- Broad questions. **(Any one out of two).** **12 marks**

Que. No. 5- Write **short notes any two** of the following. **(Out of four)** **12 marks**

13. DISCIPLINE:

Students are expected to follow all rules and maintain discipline throughout the course period. Ragging in any form, within or outside the campus, is strictly prohibited. In case a student is found violating the rules of discipline, the Principal of the College shall take stringent action against him/her.

14. GRANT OF TERMS:

90 percent attendance at Field Work and class Room teaching sessions is required for a student to be eligible for keeping the term. In very exceptional circumstances leave with prior permission of the Principal of the College may be granted with a condition of compensating the loss of educational days within the limit of 90%. The Principal of the college shall have the responsibility of and control over all matters pertaining to discipline and professional behaviour.

15. JOB/CAREER OPPORTUNITIES:

The Job opportunities are one of the important output of MSW course.

JOB OPPORTUNITIES

- Family Court, Family Counselling centres
- Non-Governmental organizations (NGO) working on varies social issues
- Schools, Ashram Schools
- Mental Health Institutions and De-addiction Centres
- Govt. and Private Hospitals
- Blood Bank and Municipal Corporation Hospitals and Projects
- Community Health Projects, Govt. Health Departments
- Industries and multi-national groups/corporate sector such as small scale/medium/large scale industries, bank, hotels, institutions etc.
- Service Industries
- Social Development Officers, Consultant in NGOs
- Government projects for Watershed Development, Drinking water & sanitation
- Social Welfare officers in State Department of Social Justice
- Women and child development department, Tribal development department
- Research and Resource Organizations at national, international level.
- Panchayat Raj institutions various projects.
- Corporate Social Responsibility (CSR) projects
- Social Work Education
- Opportunity abroad for education and jobs

NORTH MAHARASHTRA UNIVERSITY, JALGAON
Semester Courses equivalent to old Courses of MSW

FIRST SEMESTER

GROUP	Old Course (w.e.f. 2017-18)		New Course (w.e.f. 2021-22)	
	Sub. Code	Subject Title	Sub. Code	Subject Title
COMPULSARY	SW -111	HISTORY AND IDEOLOGY OF SOCIAL WORK	MSW -111	PROFESSIONAL SOCIAL WORK – HISTORY AND IDEOLOGY
	SW -112	WORKING WITH INDIVIDUALS AND FAMILIES	MSW -112	SOCIAL WORK METHOD - SOCIAL CASE WORK
	SW -113	SOCIOLOGY AND INDIAN SOCIAL PROBLEMS	MSW -114	INTRODUCTION OF SOCIOLOGY AND SOCIAL PROBLEMS IN INDIA
	SW -114	PSYCOLOGY FOR SOCIAL WORKERS	MSW -115	PSYCHOLOGY FOR SOCIAL WORK PRACTICE
	SW -115	WORKING WITH GROUPS	MSW -113	SOCIAL WORK METHOD - SOCIAL GROUP WORK
	SW -116	PROFESSIONAL DEVELOPMENT OF SOCIAL WORKER	MSW-124	PERSONAL & PROFESSIONAL DEVELOPMENT FOR SOCIAL WORK PRACTICE
	SW -117	FIELD WORK PRACTICUM	MSW -116	FIELD WORK PRACTICUM

SECOND SEMESTER

GROUP	Old Course (w.e.f. 2017-18)		New Course (w.e.f. 2021-22)	
	Sub. Code	New course Title	Sub. Code	Old course Title
COMPULSARY	SW -121	COUNSELING IN SOCIAL WORK PRACTICE	MSW -123	BASICS OF COUNSELING IN SOCIAL WORK PRACTICE
	SW -122	SOCIAL WORK RESEARCH AND STATISTICS	MSW-122	SOCIAL WORK METHOD - SOCIAL WORK RESEARCH AND STATISTICS
	SW -123	INTRODUCTION TO THE INDIAN CONSTITUTION		
	SW -124	WOMEN CENTRED SOCIAL WORK	MSW-233	WOMEN DEVELOPMENT AND SOCIAL WORK
	SW -125	FIELD WORK PRACTICUM	MSW -125	FIELD WORK PRACTICUM
	SW -126	VIVA VOCE	MSW -126	VIVA VOCE
GENERIC	G-1	RURAL, URBAN AND TRIBAL SOCIETY IN INDIA	MSW-G-1	INDIAN SOCIETIES, ISSUES, IMPLICATIONS AND CHALLENGES:
	G-2	SOCIAL SECURITY AND LABOUR WELFARE	MSW-G-2	SOCIAL SECURITY LAWS AND LABOUR WELFARE
TRIBAL WELFARE	TW-1	TRIBAL ANTHROPOLOGY AND SOCIAL WORK	MSW-TW-1	TRIBAL ANTHROPOLOGY AND SOCIAL WORK
	TW-2	PROBLEMS OF TRIBAL COMMUNITY	MSW-TW-2	EMERGING ISSUES AND PROBLEMS OF TRIBAL COMMUNITIES
COMMUNITY DEVELOPMENT	CD-1	URBAN, RURAL AND TRIBAL COMMUNITIES	MSW-CD-1	URBAN, RURAL AND TRIBAL COMMUNITIES IN INDIA
	CD-2	PROBLEMS OF URBAN, RURAL AND TRIBAL COMMUNITIES	MSW-CD-2	EMERGING ISSUES AND PROBLEMS OF URBAN, RURAL AND TRIBAL COMMUNITIES
HUMAN RESOURCES MANAGEMENT	HRM-1	LABOUR WELFARE	MSW-HRM-1	LABOUR WELFARE
	HRM-2	LABOUR LEGISLATION	MSW-HRM-2	LABOUR LEGISLATION IN INDIA

THIRD SEMESTER

GROUP	Old Course (w.e.f. 2017-18)		New Course (w.e.f. 2021-22)	
	Sub. Code	Title	Sub. Code	Title
COMPULSARY	SW -231	COMMUNITY ORGANIZATION AND SOCIAL ACTION	MSW-121	SOCIAL WORK METHOD - COMMUNITY ORGANIZATION AND SOCIAL ACTION
	SW -232	SOCIAL LEGISLATION	MSW-231	SOCIAL LEGISLATION IN INDIA
	SW -233	DISASTER MANAGEMENT	MSW-232	DISASTER MANAGEMENT AND SOCIAL WORK
	SW -234	FIELD WORK PRACTICUM	MSW-234	FIELD WORK PRACTICUM
GENERIC	G-3	CORRECTIONAL SOCIAL WORK	MSW-G-3	CORRECTIONAL SOCIAL WORK
	G-4	DEVELOPMENT OF WEAKER SECTIONS	MSW-G-4	DEVELOPMENT OF WEAKER SECTIONS
	G-5	YOUTH AND DEVELOPMENT	MSW-G-5	YOUTH AND DEVELOPMENT
TRIBAL WELFARE	TW-3	TRIBAL DEVELOPMENT SCHEMES AND PROGRAMME	MSW-TW-3	TRIBAL DEVELOPMENT SCHEMES AND PROGRAMME
	TW-4	ECOLOGY AND SOCIAL WORK	MSW-TW-4	ECOLOGY AND SOCIAL WORK
	TW-5	ENVIRONMENT POLICY AND LAW	MSW-TW-5	ENVIRONMENT POLICY AND LAW
COMMUNITY DEVELOPMENT	CD-3	RURAL, URBAN ECONOMY	MSW-CD-3	RURAL & URBAN ECONOMY
	CD-4	COMMUNITY DEVELOPMENT AND GOVERNANCE	MSW-CD-4	COMMUNITY DEVELOPMENT AND GOVERNANCE
	CD-5	MANAGEMENT OF VOLUNTARY ORGANIZATION	MSW-CD-5	MANAGEMENT OF VOLUNTARY ORGANIZATION
HUMAN RESOURCES MANAGEMENT	HRM-3	HUMAN RESOURCE MANAGEMENT	MSW-HRM-3	HUMAN RESOURCE MANAGEMENT
	HRM-4	PERSONNEL MANAGEMENT AND INDUSTRIAL RELATIONS	MSW-HRM-4	PERSONNEL MANAGEMENT AND INDUSTRIAL RELATIONS
	HRM-5	ORGANIZATIONAL BEHAVIOUR	MSW-HRM-5	ORGANIZATIONAL BEHAVIOUR

FOURTH SEMESTER

GROUP	Old Course (w.e.f. 2017-18)		New Course (w.e.f. 2021-22)	
	Sub. Code	Title	Sub. Code	Title
COMPULSARY	SW -241	SOCIAL POLICY, PLANNING AND ADMINISTRATION	MSW -241	SOCIAL POLICY, PLANNING AND ADMINISTRATION
	SW -242	HEALTH SYSTEM IN INDIA	MSW -242	HEALTH SYSTEM IN INDIA
	SW -243	CORPORATE SOCIAL RESPONSIBILITY	MSW -243	CORPORATE SOCIAL RESPONSIBILITY
	SW -244	FIELD WORK PRACTICUM	MSW -244	FIELD WORK PRACTICUM
	SW-245	RESEARCH DISSERTATION (PROJECT REPORT)	MSW-245	RESEARCH DISSERTATION (PROJECT REPORT)
GENERIC	G-6	INSTITUTIONAL MANAGEMENT	MSW-G-6	INSTITUTIONAL MANAGEMENT
	G-7	SOCIAL WELFARE AND SOCIAL JUSTICE	MSW-G-7	SOCIAL WELFARE AND SOCIAL JUSTICE
	G-8	FAMILY AND CHILD WELFARE	MSW-G-8	FAMILY AND CHILD WELFARE
TRIBAL WELFARE	TW-6	ADMINISTRATION OF TRIBAL WELFARE	MSW-TW-6	ADMINISTRATION OF TRIBAL WELFARE
	TW-7	ENVIRONMENT DEVELOPMENT PROGRAMME	MSW-TW-7	ENVIRONMENT DEVELOPMENT PROGRAMME
	TW-8	RURAL, TRIBAL MOVEMENT IN INDIA	MSW-TW-8	RURAL, TRIBAL MOVEMENT IN INDIA
COMMUNITY DEVELOPMENT	CD-6	EDUCATION FOR SOCIAL DEVELOPMENT	MSW-CD-6	SOCIAL EDUCATION AND DEVELOPMENT
	CD-7	PARTICIPATORY APPROACHES OF COMMUNITY DEVELOPMENT	MSW-CD-7	PARTICIPATORY APPROACHES OF COMMUNITY DEVELOPMENT
	CD-8	MUNICIPAL ADMINISTRATION	MSW-CD-8	ADMINISTRATION OF URBAN DEVELOPMENT
HUMAN RESOURCES MANAGEMENT	HRM-6	LABOUR ECONOMICS	MSW-HRM-6	LABOUR ECONOMICS AND INDIAN LABOUR PROBLEMS
	HRM-7	PERSONNEL PROCEDURES & PRACTICES	MSW-HRM-7	PERSONNEL PROCEDURES & PRACTICES
	HRM-8	INDUSTRIAL SOCIOLOGY	MSW-HRM-8	INDUSTRIAL SOCIOLOGY

SUBJECT STRUCTURE OF MASTER OF SOCIAL WORK (M.S.W.)

FIRST SEMESTER (CBCS Pattern)

GROUP	TYPE OF COURSE	COURSE / SUBJECT CODE	TITLE OF THE COURSE	MARKS	CREDITS
COMPULSARY	CC	MSW -111	PROFESSIONAL SOCIAL WORK – HISTORY AND IDEOLOGY	100	4
	CC M-1	MSW -112	SOCIAL WORK METHOD - SOCIAL CASE WORK	100	4
	CC M-2	MSW -113	SOCIAL WORK METHOD - SOCIAL GROUP WORK	100	4
	IC-1	MSW -114	INTRODUCTION OF SOCIOLOGY AND SOCIAL PROBLEMS IN INDIA	100	4
	IC-2	MSW -115	PSYCHOLOGY FOR SOCIAL WORK PRACTICE	100	4
	FWP I	MSW -116	FIELD WORK PRACTICUM	150	6
COMPULSARY (No Weightage in CGPA)	AUDIT COURSE	AC 101	Practicing Cleanliness	100	2

COURSE TYPE	COURSE CODE	TITLE
Core Course (CC)	MSW-111	PROFESSIONAL SOCIAL WORK – HISTORY AND IDEOLOGY

Learning Objectives:

1. To know the nature and development of social work profession in India and abroad
2. Understand different social service traditions requirement and transition from welfare to empowerment.
3. Understand the concept definition objectives Values, principles, ethics, function, methods and fields of social work
4. To explore and develop professional self and persona of a professional social work practitioner.

Topic No	Title of Topic	Contents	Allotted Hours of Teaching and Marks
01	Introduction to Professional social work	a) Professional Social Work- Concept, goal and function, its relationship with social service, social reform , social welfare, social development and Human right b) Concept, Definition, Objectives, Values, Principles, Ethics and Function of Professional Social Work	06/20
02	History of Professional Social work	a) Development of social work education and Profession in UK, USA & India b) Contribution of Social & Political Leaders of 20 th and 21 st Century for social change namely Shahu Maharaj, Mahatma Phule, Mahatma Gandhi, Dr. B.R Ambedkar, Vinoba Bhave., Baba Amte, Medha Patkar, Anna Hajare. c) Current issues, Challenges of social work education in India d) Attributes of Professional Association of Social work at National and State level- ASSWI, APSWA, ISPSW, NAPSWA, MASWE	08/20
03	Ideology of Professional social work	a) Ancient Period: Vedic, Vedantic and non-Vedic Ideologies, Spirituality b) Medieval Period: Zoroastrianism and Islam in India – Mysticism of Bhakati, Suffi and Sikhism movement. c) Modern Period: Christianity in India, Hindu Reform Movement, Dalit Movement, Nationalism- Ideology of Indian Constitution, Ideology of Voluntary Organization.	06/15
04	Methods of Social Work Practice	Methods of Social Work 1. Direct Method 2 Indirect Method	04/15
05	Approaches of Social Work Practice	Approaches:- Integration, Holistic, Eclectic and Participatory approach. - Welfare to Development approach. - Institutional to Non-Institutional Approach. Humanitarian to Commercial Approach.	04/10
06	Fields of Social Work Practice	Family Welfare, Women and child welfare, Youth Welfare, Urban, Rural and Tribal Welfare. Labour Welfare, Correctional Services Services for Differently able persons, Medical and Psychiatric Social Work, CSR, Disaster Management, Dalit & Tribal Social Work.	06/20

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30. मदन जी आर ; समाजकार्य विवेक प्रकाशन, नई दिल्ली
31. शाह भारती; समाज कार्य परिचय, विवेक प्रकाशन, नागपूर
32. सिंह के; समाजकार्य सिद्धांत और व्यवहार, प्रकाशन केंद्र, लखनौ
33. साळीवकर संजय, समाज कार्य पद्धती क्षेत्र विचारधारा व समाज सुधारक , मंगेश प्रकाशन, नागपूर
34. साळीवकर संजय, समाजकार्य प्रत्यक्ष स्वरूपाच्या पद्धती, मंगेश प्रकाशन, नागपूर
35. टांसाळे प्राजक्ता, एकात्मिक समाजकार्य, श्री मंगेश प्रकाशन, नागपूर

36. शिंदे देवानंद, व्यावसायिक समाजकार्य शिक्षण व व्यवसाय, डायमंड पब्लिकेशन, पुणे
 37. टाकसाळे प्राजक्ता; व्यावसायिक समाजकार्य विचारधारा व इतिहास, श्री मंगेश प्रकाशन, नागपूर

COURSE TYPE	COURSE CODE	TITLE
Core Course Method (CCM-1)	MSW-112	SOCIAL WORK METHOD - SOCIAL CASE WORK

Learning Objectives:

1. Discuss the Concepts and theoretical framework in working with individuals and families.
2. Understand case work as a method of social work, and appreciate its place in Social work practice.
3. Identify and explain the different principles, skills, methods, techniques and helping mode land phases utilized in working with individuals and families
4. Develop the ability to critically analyses problems of individuals and families and factors affecting them.
5. Develop appropriate skills and attitudes to work with individuals and families
6. Develop ability to reflect on 'self' as a person and grow as a professional social worker

Topic No.	Title of the topic	Contents	Allotted hours of teaching and Marks
1	Introduction and historical review of social case work	Introduction of case work as a method of social work History and development of social case work in U.K., U.S.A. & India	4/10
2	Concepts in social case work	Definition, meaning, objectives, concept of case work Process of case work Principles of case work	6/20
3	Theory Approaches and models in case work	Understanding the client system Eclectic model, crisis intervention model, problem solving approach, behaviour modification, psychoanalytical, psycho-socio, developmental approach	6/20
4	Tools and techniques in social case work	Tools for help: Interview, home visits, observation, listening, communication and rapport building, recording Techniques: Supportive, resource enhancement, use of relationship and counselling.	6/20
5	Case work in different setting	Case work practice in: Educational, Health, Career Guidance, Correctional services and	6/20

		Disability Social case work and counselling-similarities and Differences	
6	Self as a profession	Professional Self: Conflicts and Dilemmas in working with individuals and families Role of case worker	4/10

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- 17.टांकसाळे प्राजक्ता, व्यक्तीसहयोग कार्य भाग १,२,३ श्री मंगेश प्रकाशन, नागपूर.
- 18.टांकसाळे प्राजक्ता, व्यावसायिक समाजकार्य, साईनाथ प्रकाशन, नागपूर.
- 19.निकम राहुल, व्यावसायिक समाजकार्याची पद्धत, व्यक्तीसहयोग कार्य, प्रशांत पब्लिकेशन, जळगाव.
- 20.महाजन रघुनाथ, व्यावसायिक समाजकार्याची पद्धत, व्यक्तीसहयोग कार्य, अथर्व पब्लिकेशन, जळगाव.
21. लक्कावर नीलप्रभा, समाजकार्याची रूपरेखा, रेखा प्रकाशन, नागपूर.

COURSE TYPE	COURSE CODE	TITLE
Core Course Method (CCM II)	MSW-113	SOCIAL WORK METHOD - SOCIAL GROUP WORK

Learning Objectives :

1. Appreciate the importance of groups in the life of an individual
2. Develop awareness about the specific characteristics of group work and its contribution as a method of social work
3. Gain knowledge about group formation and the use of variety of group approaches and types of groups such as family, staff etc.

4. Develop understanding of concepts, dynamics and small group theory in relation to various types of groups such as family, staff etc.
5. Develop knowledge of the skills and techniques to be used by the social worker in groups and awareness of various program media and skills of program planning

Unit No.	Title	Content	Suggested No. of hours & Marks
1	Social Group Work	a) Definition, Meaning, Concept, Scope, Objectives and History of Social Group Work, b) Types of Groups c) Principles and Values of Social Group Work,	06/20
2	Theories and Models in Group work	a) Theories applicable to group work and models in group practice. b) Approaches to group work, c) Social group work in different settings	06/15
3	Group Processes	a) Importance of group processes b) Phases: Planning phase, Beginning phase, Middle phase, Ending phase, c) Stages of Group Development: Orientation Stage, Working Stage, Termination Stage, Programme Planning , Implementation and Evaluation. d) Use of Programme for Group Development	06/20
4	Use of Program as Tools	a) Use of Program as A Tool- Program Meaning, Goals b) and Principles, c) Play, games, Singing, Dancing, Role Play, Story Telling, Puppetry, d) Group Discussion and Excursion – Group Work practices among Children, Youth, Aged, Women and in different setting e) Tools and Techniques of Groups Work	08/20
5	Role and Skills of Group Worker	a) Role of Group Worker Enabler, Therapist, Helper, Resource Mobilizer and Evaluator. b) Skill of Social Group Worker.	06/10
6	Recording and Evaluation in Group Work	a) Importance and Method of Recording in Group work, b) Recording Structure, types and Principles of Recording c) Importance of Evaluation and types of Evaluation, Methods of Evaluation,	06/15

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7. Kemp, C.G. 1970 - Perspectives on the group process, Boston: Houghton Mifflin C.

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12. Pepell, C.P. and Rothman, B. - Social Work with groups, New York: The Haworth Press
13. Sundel, M.Glasser P., Sarri, - Individual change through small groups, New York
14. R. Vinter, R. 1985 : The Free Press.
15. Toselance, R.W. 1984 - An Introduction to Group Work practice, New York: Macmillan publication co.
16. Trecker, Harieigh B.1990 - Social Group Work: Principles & practice, New York : Association Press.
17. Wilson G. Rayland, G.1949 - Social Group Work practice, Boston: Houghton Mifflin, Co.
18. Dr. Prajakta Tanksale - Gat Karya (group work) I & II
19. Dr. Umesh D. Wani – Social Group Work Principles and Practices, Current Publications, Agra

COURSE TYPE	COURSE CODE	TITLE
Interdisciplinary Course (IC-1)	MSW-114	INTRODUCTION OF SOCIOLOGY AND SOCIAL PROBLEMS IN INDIA

• **Course Objectives :-**

This course will help the students.

1. To understand the basic concepts in Sociology.
2. To understand various social problems of society.
3. To understand the social situation and causes of social problems.
4. To get a scientific insight about the social structure, stratification.
5. To understand the social institutions and its importance and its changing pattern in society.

• **Learning Outcomes:-**

1. Students will be able to acquire knowledge of various social problems.
2. Students will be able to apply social work method in solving social problems.
3. Students will able to develop the skill to analysis the situation and causes of social problems.
4. Students will able to develop the understanding of issues and challenges related to social concern and its impact on society.

Unit No.	Unit Title	Content	Suggested Teaching Learning Process	Suggested Number of Class Hours/Marks
1	Introduction of Sociology	a. Meaning, Definitions, and Scope of Sociology b. Sociology and its Relationship with Social Work c. Importance of the Study of Sociology	Lecture, PPT, Group Discussion	05/15
2	Basic Concepts in Sociology	a. Society: Meaning, Concept and types of Society.	Lecture, PPT, Group	06/20

		<p>b. Social Structure: Meaning and nature of Social Structure, Status and Roles.</p> <p>c. Culture: Meaning, types and element of culture</p> <p>d. Social institution: Definition, types, and characteristics</p>	Discussion	
3	Social Stratification and Socialization	<p>a. Meaning, Concept and Characteristics of Social Stratification.</p> <p>b. Meaning of Caste, Class and Gender</p> <p>c. Meaning, Process and Agent of Socialization</p>	Lecture, PPT, Group Discussion	06/15
4	Social Control, Social Change and Social Groups	<p>a. Meaning, Concept and Means of Social Control.</p> <p>b. Meaning, definition and factors of Social Change.</p> <p>c. Meaning and types of Social Groups.</p>	Lecture, PPT, Group Discussion	05/15
5	Indian Social Problems	<p>a. Concept, Causes and Remedies of Poverty, Juvenile Delinquency, Population Explosion</p> <p>b. Concept, Causes and Remedies of Unemployment, Migration and Slums.</p> <p>c. Concept, Causes and Remedies of Child Abuse, Child Labour and Violence against Women.</p>	Lecture, PPT, Group Discussion	06/20
6	Emerging Social Issues in India	<p>a. Farmers suicides</p> <p>b. Cyber crime</p> <p>c. Atrocities against SC and ST communities</p> <p>d. Problems of communal riots</p>	Lecture, PPT, Group Discussion	05/15

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- रघुनाथ महाजन, संभाजी देसाई (2016), कौटुंबिक हिंसाचार आणि महिला, प्रशांत पब्लिकेशन, जळगाव
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- पी.के. कुलकर्णी, (2010), भारतातील सामाजिक समस्या, विद्या प्रकाशन, नागपूर.
- निकम आर. वाय., (2016), आवास योजना आणि अनुसूचित जाती व जमातींचा विकास, प्रशांत पब्लिकेशन, जळगाव
- भांडारकर पी. एस., समाजशास्त्र संकल्पना आणि सिद्धांत
- उमेश वाणी, बाल मजुरी आणि कृषी क्षेत्र, चिन्मय प्रकाशन, औरंगाबाद
- रा. ज. लोटे, समाजशास्त्र
- Madan G.R., (2007), Indian Social Problems Vol.-I and II, Allied Publication Ltd, Mumbai.
- Dr. Sagarraj Chavan, Dr. Jagdish Sonawane, Basic Concept in Sociology, R. P. Publication, New Delhi.

COURSE TYPE	COURSE CODE	TITLE
Interdisciplinary Course (IC- 2)	MSW-115	PSYCHOLOGY FOR SOCIAL WORK PRACTICE

Learning Objectives:

1. Understand human development and growth of individual at various stages in the life span gain insight into factors contributing to development of personality.
2. Understand basic components of human behaviour.
3. Understand the process of adjustment and non-adjustment and its impact on human behaviour
4. Find the areas of application of Psychology within social work.

Topic No.	Title of topic	Contents	Allotted Hrs of teaching & Marks
01	Psychology	a) Definition nature and scope of Psychology and concept of behaviour b) Branches of psychology c) Relation between Psychology and Social work, Psychology and Social workers, Psychiatric Social Work.	05/15
02	Theories of Human Development	a) Ericson's psycho-social theory b) Alder's cognitive theory c) Piager's cognitive theory d) Rogers Self concept theory	06/20
03	Principles and Areas of Human Development	a) Social, emotional, cognitive and physical. b) Principles of Human Development c) Stages in life span- Characteristics, Tasks, Needs and Problems at each stage.	06/20
04	Factors influencing human Behaviour	a) Heredity-concept, role of heredity in human development, mechanism of heredity. b) Environment – concept and influence of social, physical and family environment c) Twins -. d) Concept of Self	05/15
05	Psychological processes in Behaviour	a) Needs and motives b) Concept and Types of Emotions c) Perception d) Intelligence, Emotional Intelligence, Social Intelligence e) Learning and Motivation	06/15
06	Process of adjustment	a) Adjustment - Concept and factors b) Stress and frustration c) Conflict d) Behavioural problems in children e) Defence Mechanism	05/15

References :

1. Social Psychology - R. N. Ghatole

2. Psychology and Effective Behaviour - James C. Coleman
3. Psychology for Social Work- Dr. Kalpana Bharambe, Current Publication, Agra
3. General Psychology - S. K. Chaube
4. Abnormal psychology - S. B. Chaube
5. Developmental Psychology - Elizabeth Hurlock
6. Manas Shastrachi Multatwe – Prof. R. V. Pandit
7. Manas shastra - Dr. S. S. Rane
8. Social Psychology for Social Worker – Dr. S. R. Chavan
- 9) वैकसिक मानसशास्त्र डॉ. कुमठेकर, पुणे विद्यार्थीगृह प्रकाशन
- 10) शैक्षणिक मानसशास्त्र - प्रो. तंबाके
- 11) सामाजिक मानसशास्त्र - प्रो. तडसरे

SECOND SEMESTER (CBCS Pattern)

GROUP	TYPE OF COURSE	COURSE / SUBJECT CODE	TITLE OF THE COURSE	MARKS	CREDITS
COMPULSARY / ELECTIVE	CC M 3	MSW-121	SOCIAL WORK METHOD - COMMUNITY ORGANIZATION AND SOCIAL ACTION	100	4
	CC M-4	MSW-122	SOCIAL WORK METHOD - SOCIAL WORK RESEARCH AND STATISTICS	100	4
	SEC (Any ONE out of two Skill Enhancement courses)	MSW -123	BASICS OF COUNSELING IN SOCIAL WORK PRACTICE	100	4
		MSW-124	PERSONAL & PROFESSIONAL DEVELOPMENT FOR SOCIAL WORK PRACTICE	100	4
	FWP II	MSW -125	FIELD WORK PRACTICUM	150	6
	VV 1	MSW -126	VIVA VOCE	50	2
From Following Specialisation wise Discipline specific course select one specialisation group of 2 subjects					
GENERIC	DSE	MSW-G-1	INDIAN SOCIETIES, ISSUES, IMPLICATIONS AND CHALLENGES:	100	4
	DSE	MSW-G-2	SOCIAL SECURITY LAWS AND LABOUR WELFARE	100	4
TRIBAL WELFARE	DSE	MSW-TW-1	TRIBAL ANTHROPOLOGY AND SOCIAL WORK	100	4
	DSE	MSW-TW-2	EMERGING ISSUES AND PROBLEMS OF TRIBAL COMMUNITIES	100	4
COMMUNITY DEVELOPMENT	DSE	MSW-CD-1	URBAN, RURAL AND TRIBAL COMMUNITIES IN INDIA	100	4
	DSE	MSW-CD-2	EMERGING ISSUES AND PROBLEMS OF URBAN, RURAL AND TRIBAL COMMUNITIES	100	4
HUMAN RESOURCE MANAGEMENT	DSE	MSW-HRM-1	LABOUR WELFARE	100	4
	DSE	MSW-HRM-2	LABOUR LEGISLATION IN INDIA	100	4
CHOOSE ONE OUT OF FOUR (No Weightage in CGPA)	AUDIT COURSE	AC 201 (A) AC201 (B) AC 201 (C) AC 201 (D)	Soft Skills Sport Activities Yoga Music	100	2
Total Credits:- 28+2					

COURSE TYPE	COURSE CODE	TITLE
Core Course Method (CCM III)	MSW-121	SOCIAL WORK METHOD – COMMUNITY ORGANIZATION AND SOCIAL ACTION

Learners Objectives:

1. To understand and analyze the different aspects of a Community, its issues, function & resources etc.
2. To develop understanding of the concept of Community Organization and social Action.
3. To enhance critical understanding of models, Approaches and strategies of Community Organization and Social Action.
4. To gain knowledge on the various techniques and skills of community organization & social action and to develop the basic skills to apply those in the community.
5. To develop professional attitude and Skills for intervention with communities.
6. To help Students to understand different Community Projects / Model Villages in Maharashtra

Learning Outcome:

After completion of this course, students will be.....

1. Understand and analyze the different aspects of a Community, its issues, function & resources etc.
2. Develop understanding of the concept of Community Organization and social Action.
3. Enhance critical understanding of models, Approaches and strategies of Community Organization and Social Action.
4. Gain knowledge on the various techniques and skills of community organization & social action and to develop the basic skills to apply those in the community.
5. Develop professional attitude and Skills for intervention with communities.
6. Understand different Community Projects / Model Villages in Maharashtra

Unit No.	Title	Content	Suggested Hours & Marks
1	Community Organization Concept and Definitions	a) Meaning, Definition & Scop of Concepts of community, community organization and Community development b) History of Community organization in India c) Distinction between Community Organization and Social Action d) Principles and values of Community organization e) Relation between Community Organization and other Method of Social Work	6/15
2	Approaches, Models & Process of Community Organization	a) Approaches of community organization. b) Indigenous approach to Community Work c) ABCD approach: Asset Based Community Development d) Rothman's Models of Community organization e) Steps/Process of Community Organization f) Practice of Community Organization: Urban (Slum area), Rural and Tribal Area	5/15

3	Strategies & Techniques in Community Organization	<ul style="list-style-type: none"> a) Strategy of Community Based organization; Role of CBOs in Community Development b) Community Based Monitoring Process (CBMP) c) Participatory Rural Appraisal (PRA) d) Rapid Rural Appraisal (RRA) e) Micro level Planning (MLP) f) SWOT analysis of community g) Community Practice: Continuum from micro, mezzo, to macro practice in social work. 	6/20
4	Social Action Concept and Definition	<ul style="list-style-type: none"> a) Meaning, Definition, Concept & Scop of social action. b) Principles of Social Action c) Objectives of social action. d) Steps/process of social action 	5/15
5	Strategies & Tools of Social Action	<ul style="list-style-type: none"> a) Strategies of Social Action b) Concept of Advocacy & Advocacy a tool of social action c) Social Action in Relation to Community Work and Social Movement d) Role of social worker in Community Organization and Social Action. e) Skills in Community Organization & Social Action 	5/15
6	Community Project & Monitoring, Evaluation in Community Work	<ul style="list-style-type: none"> A) Community Project in Maharashtra <ul style="list-style-type: none"> a) Raleganshiddhi. b) Hiware Bazar c) Lekhamendha d) Baripada e) Patoda B) Monitoring and Evaluation in The Community Work <ul style="list-style-type: none"> a) Concept and Importance of Recording b) Purpose & Types of Recording in community Work c) Social Audit d) Monitoring & Evaluation in the Community work. 	6/20

Reference Books:

- 1 Rajni Kothari: Politics and People 1989-Vol II; Ajanta Publication Arthur Dunham 1965: Community Welfare Organization T.Y. Crowell Company, N Y
2. Siddiqui H.Y.:1997: Working with Communities – An Introduction to Community Work. Hira publisher.
3. Shah A.M.:1996: Social Structure and Change: Community Organization and Urban Communities Sage Publication, New Delhi
4. P. Sainath.:1996: Everybody Loves A Good Drought; Penguin Books India.
5. Kramer and Speech: 1975(2nd Edition); Readings in Community Organization practice. Prentice-Hall, USA
6. Bokil Milind: 1987: Community Development- An attempt by peoples Multipurpose
7. Pandit Vivek: 2000. Fearless Minds; National Centre for Advocacy Studies, Pune Development Society.
8. Shah G.:2004 : Social Movements in India, Sage Publication ' New Delhi
9. Rath G.C(ed.):2006 : Tribal Development in India, Sage Publication, New Delhi
10. Siddhiki Working With Communities, Hira Publication , New Dehli
12. Ramchandra Raj Functioning and dysfunctions of Conflict, popular prakashan, Mumbai
13. Banmala (Dr) Community Organization. Indian institute of Youth Welfare. Nagpur
14. George K. N Socialwork Today, Madras School of Social Work,
15. Siddiqui H.Y.:1984, Social work and social action, Harnam Publication, New Delhi.
16. Somesh Kumar ,2002, Methods for community participation, Sage Publication, New Delhi

17. C. P. Yadav, Encyclopedia of social work and community organization. Vol.-I to IV, Anmol Publication, New Delhi
18. Dr. Sudam Rathod: Skill Training for Social Worker, yking publication, Jaipur
19. Khandagle, B.D., Yelne, G. (2018). An Intervention of CBOs in Rural development: A Social Work Perspective, Pacific Books International, New Delhi
20. Dr. Umesh Wani: Community Organization & Social Action, Current Publication, Agra
21. प्राचार्य डॉ. संभाजी देसाई (२०१३) महाराष्ट्रातील चळवळ, प्रशांत पब्लिकेशन, जळगाव
22. प्राचार्य संभाजी देसाई (२०१४) महिला सबलीकरण, प्रशांत पब्लिकेशन, जळगाव
23. प्राजक्ता टांकसाळे, व्यावसायिक समाजकार्य, साईनाथ प्रकाशन नागपूर
24. प्रा. रा. ना. घाटोळे, समाजशास्त्र व सामुदायिक विकास, मंगेश प्रकाशन, नागपूर

COURSE TYPE	COURSE CODE	TITLE
Core Course Method (CCM IV)	MSW-122	SOCIAL WORK METHOD - SOCIAL WORK RESEARCH AND STATISTICS

Learners Objectives:

1. Develop an understanding of scientific approach to human in enquiry.
2. Understand major research strategies, meaning, scope and importance of social work research.
3. Develop an understanding of use of library and other literature for conducting research
4. Acquire skills in data analysis and research reporting.

Topic No.	Title of topic	Contents	Allotted hoursof teaching & Marks
01	Scientific Method and Research	a) Meaning and characteristics of scientific method b) Concept of research c) use of literature review d) Social research and social work research e) Types of research – Qualitative research and Quantitative research (case study, survey) f) Research ethics	6/20
02	Research Design :-	a) Meaning and importance of research design b) Purpose of research design c) Types of research design-exploratory , descriptive, diagnostic experimental	5/15
03	Hypothesis	a) Meaning and importance of hypothesis b) Sources of hypothesis c) Attributes of a sound hypothesis d) Types of hypothesis- Positive , Negative, Sound Hypothesis, Null hypothesis	4/15
04	Sampling method and data collection	Sampling a) Meaning, importance and purpose of sampling b) Types of Sampling Probability and non-probability sample method c) Techniques and procedures in sample selection d) Determinants of sample size Data collection Data Collection	8/15

		a) Meaning and definition of data b) Sources of data collection – Primary sources – observation, Interview, Interview schedule Questionnaire Secondary sources – books, research articles published in journals, research reports of private organizations, research report of international organization, reports of various commissions set up by government etc.	
05	Data processing, classification analysis and use of SPSS	A) Data Processing a) Editing, classification, coding, tabulation, Graphical presentation b) Precautions in presentation of data in tabular form c) Types of table d) Levels of measurement – nominal, Ordinal, interval, ratio. e) Measures of central tendency (mean, median, mode) f) chi-Square B) Statistical Package for Social Science (SPSS) a) Introduction and basic steps of SPSS b) Use of SPSS for data entry and data analysis c) use of large scale secondary data using SPSS	8/20
06	Research report writing	a) Objective of research report b) Content of the research report c) Characteristics of good research report d) Major steps in report writing e) Use of research report for policy and implementation various program f) Foot-note, references, bibliography, preparation of abstract and publication	5/15

References:

- 1) Ahuja, Ram (2001), *Research Methods*, Rawat Publication Jaipur
- 2) Aglave Pradeep (2000), *Samajik Sanshodhan Paddhati*, Vidya Prakashan Nagpur (Marathi)
- 3) Bailey, Kenneth, D (1987), *Methods of Social Research*, New York, Free Press
- 4) Bhandarkar & Gokhale *Samajshastriya Sanshodhan Paddhati* (Marathi)
- 5) Bodhankar Sudhir, (2015), *Samajik Sanshodhan Paddhati Sainath Pub, Nagpur* (Marathi)
- 6) Denzin, Norman and Lincoln *Handbook Of Qualitative research*, New Delhi, sage publication.
- 7) Ghatole R.N. (2015) *Samajshastriya Sanshodhan Tatva va Paddhati* (Marathi)
- 8) Goode, W.J & Hatt, P.K. (1981) *Methods in Social Research*, McGraw Hill Publication
- 9) Jacob, K. K. (1965) *Methods & Fields of Social Work in India*, Bombay: Asia Publishing
- 10) Kothari, C. R. (2004 2nd edition reprint) *Research Methodology: Methods & Techniques*, New Delhi,
- 11) Lal Das, D.K. (2000), *Practice of Social Research: Social Work Perspective*, Jaipur: Rawat Publications.
- 12) Lal Das, D.K. (2005), *Designs of Social Research*, Jaipur : Rawat Publications
- 13) Marshall, Catherine and *Designing Qualitative Research*, III Edition, Sage Publication
- 14) Mukharji, Partha N *Methodology in Social Research*, New Delhi, sage Publication
- 15) Niranjankumar sardar *research and statistic in field of social work*. R.P. Publication, delhi.
- 16) Ramchandran P. (1988) *Issues in Social Work Research in India*, Tata institute of Social sciences.
- 17) Rubin, Allen & Babbie Earl (4th Ed. 2001) *Research Methods for Social Work*, USA : Wadsworth, West, Brooks/Cole and Schirmer
- 18) Sharma, K. R. (2002) *Research Methodology*, Jaipur : National Publishing House
- 19) Sheikh Nazir *Social Work Research Methods and Techniques*, R.P. Publication New Delhi.
- 20) Wani Umesh, *Research Methodology in Social Work*, Current Publication, Agra

COURSE TYPE	COURSE CODE	TITLE
Skill Enhancement Course (SEC)	MSW-123	BASICS OF COUNSELING IN SOCIAL WORK PRACTICE

Learning Objectives:

1. To understand the concept, goals and objectives of counseling to the learners for its application.
2. Develop understanding of the learners about ethical, legal and practice based scientific approach and standards of counseling.
3. Provide insights about effective use of tools and techniques of counseling in different areas.
4. To enhance knowledge and information among learners about role and responsibilities of good counsellor

Topic No.	Title of topic	Contents	Allotted Hrs of teaching & Marks
01	Concept of Counselling	A. Meaning, concept, Goals & Objectives, and characteristics of Counselling, B. Scope, Need & Significance of Counseling in Social Work C. Principles of Counselling.	05/20
02	Types, Methods & Process	A. Process of Counselling, B. Types and Methods of Counselling, C. Difference between Counseling & Guidance.	05/20
03	Ethics, Approaches and Kinds of Services in counseling	A. Ethical standard and legal consideration in Counselling B. B. Approaches to Counselling C. Kinds of Services - Individual Inventory , Information services, Counseling and Guidance services , Placement services, Remedial services, Follow-up services , Evaluation services ,	06/15
04	Tools & Technique in Counselling	Interview , Questioning, case study, observation, communication (listening , feedback , non- verbal) making notes & reflection, Referral Services.	04/15
05	Special Areas/ Fields of Counselling	A. Family Counselling , Pre marriage & post marriage Counselling B. Counseling with Children & Adolescent , Education Settings , Career Counselling ,Counselling with delinquents, C. Counselling in health setting, Industrial setting and Counselling in community center (NGOs)	06/15
06	Counsellor	A. Characteristics, Functions and Role of counsellor in Social Work, B. Skills and Criteria required for counsellor. C. Recent Trends in Counselling and Problems faced by Counselors.	06/15

References :

1. Effective guidance & Counselling – Manju Gupta , Mangaldeep Publication , Jaipur.
2. Counselling & guidance – S Narayana Rao, Tata Mc Graw – Hill Publication Company Ltd, New Delhi.
3. Guidance & Counselling in College & Universities – S K Kochhar – Sterling Publication , New Delhi.
4. Guidance & Counselling – A Devid , Common Wealth Publishers , New Delhi.
5. Guidance & Counselling – A K Nayak , APH Publication , New Delhi.
6. Guidance & Counselling – manual – B.G. Barki , B Mukhopadhyay ,Sterling Publication, New Delhi.
7. Counselling in Industry a rational Approach – K.M.Phadke, Rita khear, Himalaya Publication House, Mumbai.
8. Carrier information in carrier Guidance & Counselling – Nibedita Dash, .B.N.Dash , Dominant Publisher,
9. Counselling in Social Work, Dr Mohini Upasani, Current Publication, Agra

Marathi Version Books

1. Shaikshanik Margdarshan aani Samupdeshan – Dr. K.U.Ghormode, Dr.Kala Ghormode, Vidya Prakashan, Nagpur.
2. Samupdeshan Manasshastra- Prof. B.S.Pawar, Dr.G.B.Chaudhari, Prashant Publication, Jalgaon.
3. Samupdeshan Manasshastra- Dr.Gokul Chaudhari, Dr. Benhar Pawar, Atharv Publication, Dhule.
4. Shaikshanik Margdarshan aani Samupdeshan- Shashi Sarvade, Dimond Publication, Pune.
5. Margdarshan V Samupdeshan- Dr.Megha Gulavani, Nitynutan Publication, Pune.

COURSE TYPE	COURSE CODE	TITLE
Skill Enhancement Course (SEC)	MSW-124	PERSONAL & PROFESSTIONAL DEVELOPMENT FOR SOCIAL WORK PRACTICE

Learning Objectives:

1. The student social worker should get the knowledge of key social work theories and methods
2. The student social worker should get to introduce and learn the basic skills of social work practice
3. The student social worker should develop attitude of critical thinking and professional judgment

Topic No.	Title of topic	Contents	Allotted hoursof teaching & Marks
01	Self Development, Self Management and Organization	a) Self Development, Self Awareness, Perception, Time management b) Stress and Stress Management, Critical Thinking and c) Professional Judgment for Social Work	6/20
02	Techniques of understanding self: (Intra and interpersonal) & Self Development	a) Transactional Analysis b) Jo-Hari window c)SWOT analysis and Mirror reflection techniques;	4/15

03	Communication and Awareness Skills	a)Communication and Social Work, Active Listening, b)Verbal Communication, Non-verbal Communication, Observing Communication Through behavior, c)Process, Characteristics & Channels of communication	6/20
04	Writing Skills: Macro-Practice & Daily Practice	a)From Email, Blogs, Twitter etc. b)Writing Case Records and other Report Writing Obtaining Resources And Creating Change, c)Writing For Community Practice, Writing Funding Applications, Obtaining Resources And Creating Change,	5/15
05	Influencing your Professional Social Work Context	a)Writing Letters and minutes of meeting b)Writing A Literature Review, c)Writing Journal Articles And Conference Papers	4/15
06	Computing Skills Workshop	a)Functionality of Microsoft Office ,Word Processing b)Preparing and Delivering PowerPoint Presentation c)Using Basic Formulae in Excel Creating Charts and Graphs in Excel	5/15

References:

- 1 Datar S. & others 2010- Skill Training for Social Workers - A Manual, SAGE Publication
- 2 Christine Stogdon, Robin Kiteley, 2010- Study Skills for Social Workers
- 3 Anne M. Geroski, 2016- Study Skills for Social Workers
- 4 Bernard Moss, 2015- Communication Skills in Health and Social Care
- 5 Juliet Koprowska, 2014- Communication and Interpersonal Skills in Social
- 6 Poul Aliver –Writing Your Thesis (Tumache prabandh Likhan) Sage Publication, New Delhi, Diamond Publication, Pune
- 7 Prin. Dr Sudhir Bodhankar, Bussiness Communication and Management (Vyavsayeek Sandeshvahan ani Vyavasthapan) , Sainath Publication, Nagpur

Specialization:- Generic		
COURSE TYPE	COURSE CODE	TITLE
Discipline Specific Elective (DSE)	MSW-G-1	INDIAN SOCIETIES, ISSUES, IMPLICATIONS AND CHALLENGES

Learner Objectives

1. Understand Tribal, Rural and Urban Societies in India
2. Understand the change Processes in Tribal, Rural and Urban Societies.
3. Understand issues and their implications, Challenges in Tribal ,Rural & Urban Societies
4. Understand the limitation and challenges for interventions by social workers

Sr. No	Title of the Topic	Contents	Allotted hours of Teaching & Marks
1.	Introduction to Indian Societies	a) Meaning, concept and Types of Indian Societies b) Characteristics of Tribal, Rural & Urban Societies in India. c) Historical background of Indian Tribal ,Rural Urban Societies	06/15
2.	Social Institutions in Tribal, Rural and Urban Societies.	a) Meaning, concept and Types of Social Institutions in Tribal, Rural and Urban Societies. b) Nature of Family, Marriage, kinship, Religion & Caste in Tribal, Rural and Urban Societies. c) Changing Occupational pattern in Tribal, Rural And Urban Societies.	05/15
3.	Economic system in Tribal, Rural and Urban Societies	a) Economy Impact & Challenges - Tribal, Rural and Urban Societies. b) Impact & Challenges of Agricultural Sector in Tribal, Rural and Urban Societies. c) Processes of change: Migration- Tribal , Rural to Urban, and Rural to Rural , problem of Poverty, unemployment	06/15
4.	Socio-Cultural Problems of Urban, Rural and Tribal Societies in India	a) Socio-Cultural issues: Inequality (class, caste and gender), b) Cultural invasion and changes in life styles and culture, Impact of global culture on local communities, c) Caste polarization, Communalism and regionalism Impact of Urbanization, Industrialization, Privatization, and Globalization on Tribal , Rural and Urban Societies	06/20
5.	Issues, Implications and Challenges: of Tribal , Rural and Urban Societies in India	a) Environmental Problems -Ecological imbalance Pollution, Waste Disposal and Sanitation, Bio- Hazard b) Infrastructure and Basic Amenities: - Water, energy, Power and housing, Road Transport and Communication Facilities, Health care services & structure, Education. c) Displacement – Meaning & Concept of Development project (Highway, big dams, SEZ, large scale industries)	06/20
6.	Social Work Intervention for Tribal, Rural and Urban Development	a) Social Work intervention for tribal ,Rural and Urban Development b) Role of International, National NGOs and CBOs for Tribal, Rural and Urban Development, Government programmes, Projects and Schemes. c) Role of Social Worker in Tribal, Rural and Urban Development	05/15

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- 21) भारतीय नागरी समुदाय विकास ,नंदा पांगुळ बारहाते ,आर.बी प्रकाशन,पुणे जानेवारी २०११
- 22) भारतीय ग्रामीण समुदाय विकास ,नंदा पांगुळ बारहाते ,आर.बी प्रकाशन,पुणे फेब्रुवारी २००९
- 23) ग्रामीण समाजशास्त्र व समुदाय विकास , रा.ना.घाटोळे श्री. मंगेश प्रकाशन नागपूर २००७
- 24) ग्रामीण व नागरी समाजशास्त्र ,एन.आर.राजपूत अंशुल पब्लिकेशन्स ,जानेवारी २००४
- 25) आवास योजना आणि अनुसूचित जाती व जमातींचा विकास, डॉ राहुल निकम, प्रशांत पब्लिकेशन जळगाव
- 26) भारतीय ग्रामीण समाजशास्त्र , दिलीप खैरनार,विद्याबुक पब्लिकेशन्स ,औरंगाबाद जानेवारी २०१०
- 27) नागरी समाजशास्त्र,दा.धो.काचोळे,कैलाश पब्लिकेशन्स ,औरंगाबाद जून २०००
- 28) समाजशास्त्रिय संकल्पना आणि सिद्धांत,प्रदीप आगलावे, श्री. साईनाथ प्रकाशन नागपूर २००१
- 29) समाजशास्त्र, प्रदीप आगलावे, श्री. साईनाथ प्रकाशन नागपूर ऑगस्ट २००२
- 30) जलस्वराज्य प्रकल्प (गुणात्मक ग्रामीण विकासाचे तंत्र) डॉ.नितीन बडगुजर , अथर्व पब्लिकेशन्स, जळगाव , जुलै २०११

Specialization:- Generic		
COURSE TYPE	COURSE CODE	TITLE
Discipline Specific Elective (DSE)	MSW-G-2	SOCIAL SECURITY LAWS AND LABOUR WELFARE

Introduction

This course aims at helping student to develop knowledge and skill s of social security and labour welfare service and acts.

Learner Objectives

- 1) Acquire Knowledge of Various social Security Schemes.
- 2) Develop the Skills to analyze the situation of Labour and understand labour welfare Facilities.
- 3) Understand Labour Welfare Acts and concept of social Insurance and Social Assistance.

Sr. No.	Title of the topic	Sub content	Suggested class hours Marks
1	Social Security in India	a) Concept, Meaning and scope of Social Security. b) History of Social security c) Need and Importance of social security in present contest.	06/15
2	Constituents of Social security	a) Social Insurance: Meaning, Concept, Scope, Need and Importance b) Social Assistance: Meaning, Concept, Scope, Need and Importance c) Social Security: Constitutional Provisions	06/15
3	Social Security Laws In India	a) Employees' State Insurance Act, 1948 (ESI Act) b) Workmen's Compensation Act, 1923 (WC Act) c) employees' Provident Funds & Miscellaneous Provisions Act, 1952 d) Maternity Benefit Act, 1961 (M.B. Act) e) Payment of Gratuity Act, 1972 (P.G. Act) f) The Unorganized Workers Social Security Act, 2008	06/20
4	Social Security Schemes in India	a) Various Pension Schemes in India b) Pradhan Mantri Suraksha Bima Yojana c) Pradhan Mantri Jeevan Jyoti Yojana d) Employment Guarantee Schemes of Government of Maharashtra and India e) Social Assistance schemes In India f) Social Security Schemes For Unorganized Sector	05/15
5	Labour Welfare	a) Labour welfare: Definition, Philosophy, Objectives, Principles and Scope. b) Intra-Mural and Extra-Mural Measures of labour welfare c) Statutory and Non statutory labour welfare provision/facilities / & programmes. d) Duties, Responsibilities and. Role of Labour Welfare Officer. e) The Maharashtra Labour Welfare Board and Centers: Structures, function, Objectives and programmes.	06/20
6	Social Work in Industry	a) Concept, goals, scope and applicability of social work Methods, tools, techniques and Intervention strategies. b) CSR: Meaning, concept, nature, objectives and Overview of various projects. c) Role of social work in implementation of welfare schemes, Employees Counselling, Capacity building and rehabilitation.	05/15

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8. Rakesh Chaudhari, *Employees Welfare*, Current Publication, Agra
9. K. Narendar Jetli, *Human and Natural Resources of India*, New Century Publications, New Delhi, India,

Specialization:- Tribal Welfare		
COURSE TYPE	COURSE CODE	TITLE
Discipline Specific Elective (DSE)	MSW-TW-1	TRIBAL ANTHROPOLOGY AND SOCIAL WORK

Objectives:

1. Be equipped with theoretical framework to analyse tribal societies
2. Gain information on overall understanding about the socio-economic situation of tribal groups in various regions of country
3. Understand process of change in tribal societies
4. Review briefly the development programs and their impact on the life of tribal population

Module No.	Module Title	Content	Suggested class hours/Marks
1	Anthropology: A theoretical framework for Social Work practice	Anthropology as a field in understanding; Introduction to framework of course	06/15
2	Tribal Life	Tribal Society, Tribal village, Marriage Family, Kinship, socio-economic life of Indian Tribes	06/20
3	Process of Change	Cultural, Social and economic changes; Process, direction and causes of change	06/15
4	Illustrative Reforms	Situation(Social, Economical and Political) of the tribal groups in: <ol style="list-style-type: none"> 1. North Eastern Region 2. Central Region 3. Middle India 4. Southern Region 	04/15
5	Programmes	Tribal Development Process and Impact, Historical evaluation of tribal policies; Education and Adult Literacy Program; Children and Women Programs; Tribal Health Related Issues and problems; Tribal Agriculture System	06/20
6	Social Work Intervention	Tribal Population and Development; Scope for social work intervention and the role of social workers	06/15

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Specialization:- Tribal Welfare		
COURSE TYPE	COURSE CODE	TITLE
Discipline Specific Elective (DSE)	MSW-TW-2	EMERGING ISSUES AND PROBLEMS OF TRIBAL COMMUNITIES

Introduction: The Course is offered to students for acquiring fundamental understanding about the tribal communities' problems in India and Global context. The courses also investigate the concepts of tribal issues, status, situations, and problems in current scenario.

Learner Objectives:

1. Acquire knowledge of various issues and problems of tribals in India and Global Context.
2. Develop the skills to analysis the status, situation and problems of tribal people.
3. Develop the ability to apply social work intervention in solving tribals issues and problems.

Unit No	Title	Content	Suggested Hours and Marks allotted
1	Social and Cultural : Issues and Problems	a)Definition, meaning, causes, effects b)Child marriage, Superstitions, Bonded labour, Exploitation, Gender issues c)Cultural traditional and religious problems, impact of global culture d)Role of Government and NGOs, Role of Social Worker	08/20
2	Economic Problems	a)Definition, meaning, causes and impacts b)Poverty, Unemployment, Indebtedness, livelihood c)Lack of knowledge about entrepreneurship d) Role of Social Worker	06/15

3	Educational Issues and Problems	a)Definition, meaning, causes, impacts b)Illiteracy, absenteeism, Drop-out, c)Institutional and infrastructure problems, transports and communication d)Governance system problems	06/15
4	Health Problems	a)Definition, concept, causes, remedies b)Anemia, Sickle cell, Malnutrition and consumption behavior pattern of food practice, Skin diseases, Alcoholism, Drinking water c)Health facilities and infrastructural problems d)Significance role of Government, NGOs and social worker for prevention of health problems.	08/20
5	Problems of Tribal Land	a)Concept, nature, causes and barriers b)Land alienation ,forest law and land, impacts of forest law on tribal life c)Measures taken by government d)Role of social worker	06/15
6	Problems of Displacement, Rehabilitation and Development	a)Migration, causes, impacts and remedies b)Problems of Displacement and Rehabilitation c)Role of Government, NGOs and Social worker	06/15

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17. डॉ. विनोद राईपुरे व डॉ. संभाजी देसाई – आदिवासींची शैक्षणिक स्थिती, प्रशांत पब्लिकेशन, जळगाव
18. प्रा. प्रदीपकुमार – आदिवासी समुदाया सोबत समाजकार्य – यश पब्लिकेशन, नागपूर

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Specialization:- Community Development		
COURSE TYPE	COURSE CODE	TITLE
Discipline Specific Elective (DSE)	MSW-CD-1	URBAN, RURAL & TRIBAL COMMUNITIES IN INDIA

Learning Objectives:

1. Understand Urban, Rural and Tribal societies and their problems.
2. Understand the change processes in Urban, Rural and Tribal Societies.
3. Understand issues and their implications in Urban, Rural and Tribal Welfare.
4. Understand the limitation and challenges for interventions by social workers

Unit No.	Title of topic	Contents	Allotted hours of teaching & Marks
01	The Historical context	a) The historical background of Indian Urban, Rural and Tribal Communities b) Social, economic and political aspects of rural communities c) Identifying politically vulnerable groups-Decision-making, Leadership, and Elections	6/15
02	Communities in India	a) Meaning, concept and Types of Communities b) Characteristics of Rural, Urban and Tribal Communities in India.	5/15
03	Social Institutions in Rural, Urban and Tribal communities	a) Meaning, concept and Types of Social Institutions in Rural, Urban and Tribal Communities b) Nature of Family, Marriage, kinship, Religion & Caste in Rural, Urban and Tribal community	5/15
04	Economic system in Rural, Urban and Tribal communities	a) Economy in Rural, Urban and Tribal Communities. b) Impact of Globalization Changing Occupational Pattern in Rural, Urban and Tribal communities. c) Impact of Globalization on Rural, Urban and Tribal communities	6/20
05	Issues of urban, rural tribal communities	a) Economic Issues – poverty, unemployment and its implications b) Issues of Environment , Infrastructure and Services c) Socio-cultural issues- caste dynamics; intersections of class, caste, gender and ethnicity and Implications d) Issues related to Health care services	8/20

06	Development of Urban, Rural and Tribal communities in India	a) Role of Local self-Government. b) Government programmes, Projects and Schemes. c) Role of International, National Organizations and Non-Governmental Organizations. d) Role of Social worker in different community settings	5/15
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- १५ (भारतीय ग्रामीण समुदाय विकास, नंदा पांगुळ-बारहाते, आर .बी .प्रकाशन, नागपूर फेब्रुवारी २००९
- १६ (भारतीय नागरी समुदाय विकास, नंदा पांगुळ-बारहाते, आर .बी .प्रकाशन, नागपूर जानेवारी २०११
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- १८ (ग्रामीण आणि नागरी समाजशास्त्र ,एन .आर .राजपूत ,अंशुल पब्लिकेशन जानेवारी २००४
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- २१ (जलस्वराज प्रकल्प) गुणात्मक ग्रामीण विकासाचे तंत्र ,(नितीन बडगुजर ,अथर्व प्रकाशन ,धुळे २०१९
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Specialization:- Community Development		
COURSE TYPE	COURSE CODE	TITLE
Discipline Specific Elective (DSE)	MSW-CD-2	EMERGING ISSUES AND PROBLEMS OF URBAN, RURAL & TRIBAL COMMUNITIES

Learner Objectives

1. Enabling students to understand issues and challenges faced by the urban & indigenous people.
2. To study about overall mechanisms for community development.
3. To understand the impact of bureaucratic approaches in the implementation of Urban, Rural

and tribal development schemes.

4. To become familiar with the role of social workers in the context of community development.
5. To understand the use of social work methods in community development programmes.

Unit No.	Title	Content	Suggested Hours & Marks
1	Migration & Urbanization Problems of Urban Rural & Tribal Communities:	a) Migration, its Causes and Impact on Urban,Rural & Tribal Life. b) Problems of Urbanization, Industrialization and environmental pollution.	05/15
2	Problem of Slum Dwellers Habitat and Employability	a) Urban slums Growth, Causes, effect on urban life and Remedies. b) Problems of Housing, Health, Recreation , education, water and sanitation, Prostitution, problems of children and aged. c) Problems of Urban unemployment	06/20
3	Agriculture, Poverty and Unemployment : Problems of Rural Communities	a) Poverty-Concept, definition, distribution of population below poverty line, Indicators of poverty, causes of poverty. b) Unemployment- Causes of Unemployment c) Problems of Agriculture – Soil erosion, Soil conservation fertilizers, seeds, Crop yielding, Irrigation, Water management, plant breed.	06/20
4	Problems of Rural Economy, Ecology, Entrepreneurship & various Services	a) Problems of Rural Credit system & Banking b) Causes of farmers suicide, Indebtedness c) Problems of Education, Drinking water, Health, Gender, Livelihood, Sanitation, Food security. Financial Exclusion d) Problems of small scale and cottage Industry e) Problems with various Public, Private and Government services in rural area. f) Human Right Violation against indigenous people.	06/15
5	Problems of Tribal peoples	a) Educational Problem – Educational Backwardness educational status of Tribal people b) Health problems- malnutrition among women and children, Health Hazards (Blind faith and superstition) Alcoholism, Sanitation, c) Economical Problems: Employability, Indebtedness, Bonded labour, , Displacement.	06/15
6	Social Problems of Tribal Community	a) Problems of Livelihood, water resources, food security, b) Problems with various Public, Private and Government services in tribal area. Human Right Violation against indigenous people. c) Impact of deforestation.	05/15

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Specialization:- Human Resource Management		
COURSE TYPE	COURSE CODE	TITLE
Discipline Specific Elective (DSE)	MSW-HRM-1	LABOUR WELFARE

Learner Objectives

1. Develop the knowledge of employee welfare: pre- independence, post independence & its changing nature in the era of globalization.
2. Understand the importance of health, hygiene and problems related to industrial hazards occupational diseases and its safety management.
3. Know various governmental organizations working for employee welfare
4. Develop insight of employee welfare Programme and its relevance to work culture and productivity.

Unit No.	Title	Content	Suggested No. of hours & Marks
1	Labour Welfare	a) Concept, Definition, Objectives, Principles, Scope and Machinery of labour welfare in India. b) Types of labour welfare:- Intra-mural & extra mural measures of labour welfare, Statutory and Non-Statutory labour welfare provisions	06/20
2	Welfare Officer	a) Duties, Responsibilities, Role and Functions of welfare/labour welfare officer in industry. b) Changing role and challenges before welfare officer in emerging industrial set- up.	05/15

3	Industrial Health & Hygiene and safety Management	a) Industrial hygiene and occupational health. Health at work and at home, b) Problems of hygiene and industrial safety in the factory, c) safety management-policy & programmes. Safety climate, d) Role of safety officer.	06/20
4	Social Security	a) Concept, Meaning and scope of Social Security. b) Need and Importance of social security in present contest. c) International Labour organization, setup conventions, role of ILO .	06/15
5	The Maharashtra Labour welfare Board	a) Structure and functions objectives, b) Programmes and its contribution to the well being of the working class.	04/15
6	Industrial Social Work	(a) Concept, goals, scope and application of social work methods, intervention strategies its application and limitations (b) Role of social work in welfare, problem solving employees counselling and rehabilitation of employees,	05/15

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5. Principles of Labor Welfare Dr. M.V. Moorthy
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15. An Introduction to Labor Barawallah F.L, Vora & Co.,Mumbai
16. Shrama Kalyan: Pratha v Parampara, Manerikar, Vaze (Marathi)
17. Shram Kalyan, Sharadchandra Gokhale (Marathi)
18. Shramache Aarthashastra, Dr. Prabhakar Deshmukh (Marathi)

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Specialization:- Human Resource Management		
COURSE TYPE	COURSE CODE	TITLE
Discipline Specific Elective (DSE)	MSW-HRM-2	LABOUR LEGISLATION IN INDIA

Learner Objectives

1. To know labour as a legal setting;
2. To learn various labour laws;
3. To understand the concept of social security.
4. Understand labour legislation & areas of intervention.
5. Develop skills to deal with legislative functionaries.

Unit No.	Title	Content	Suggested No. of hours & Marks
1	Labour Legislation	Objectives, Principles, Classification, and Evolution of Labour Legislation in India, labour legislation & Indian Constitution	05/20
2	Legislation on Working Conditions	a. The Factories Act, 1948 b. The Plantations Labour Act, 1951 c. The Contract Labour (Regulation And Abolition) Act, 1970 d. The Mines Act, 1952 e. The Bombay Shops and Establishments Act, 1948.	06/20
3	Legislation on Social Security	a. The Workers Compensation Act, 1923 b. The Employees State Insurance Act, 1948 c. The Employees Provident Funds & Miscellaneous Provisions Act, 1952 d. and the Employees Pension Scheme (Since 2005 after and before) e. The Maternity Benefit Act, 1961 f. The Payment of Gratuity Act, 1972 g. The Apprentices Act, 1961	06/20
4	Legislation on Wages	a. The Payment of Wages Act, 1936 b. The Minimum Wages Act, 1948 c. The Payment of Bonus Act, 1965	04/15
5	Legislation on Labour Welfare Funds	a. Maharashtra Labour Welfare Fund Act, 1961	04 /10
6	Legislation on Industrial Relations	a. The Trade Unions Act, 1926 b. The Industrial Employment (Standing Orders) Act, 1946 c. The Industrial Disputes Act, 1947 d. The Maharashtra Recognition of Trade Unions and Prevention of Unfair Labour Practices Act, 1971	06/15

References:

1. A K Sharma, Social Security and Labour Welfare, Sage Publication, New Delhi.
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3. D. M. Oswal, *Social Security Legislations in India*, Deep & Deep Publication, New Delhi, 2011

SYLLABUS OF AUDIT COURSE

Audit Course Sem. I AC-101: Practicing Cleanliness	
Course Objectives:	
<ul style="list-style-type: none"> • To make students aware of Clean India Mission and inculcate cleanliness practices among them. 	
	<ul style="list-style-type: none"> • Awareness program on <ul style="list-style-type: none"> ○ Swachh Bharat Abhiyan (Clean India Mission) ○ Clean Campus Mission ○ Role of youth in Clean India Mission • Cleaning activities inside and surroundings of Department buildings. • Tree plantation and further care of planted trees • Waste(Liquid/Solid/e-waste) Management, Japanese 5-S practices • Planning and execution of collection of Garbage from different sections of University campus • Role of youth in power saving, pollution control, control of global warming, preservation of ground water and many more issues of national importance. • Cleanest School/Department and Cleanest Hostel contests, Painting and Essay writing competitions

Course Outcomes :

On completion of this course, the student will be able to:

CO No.	CO
AC101.1	Identify need at of cleanliness at home/office and other public places.
AC101.2	Plan and observe cleanliness programs at home and other places.
AC101.3	Practice Japanese 5-S practices in regular life.

Audit Courses Sem. II AC-201(A): Soft Skills		
	Course Objectives:	
	<ul style="list-style-type: none"> • To inculcate different soft skills among students. 	
Unit 1	Introduction to soft skills Formal definition, Elements of soft skills, Soft vs. Hard skills, Emotional quotient, Goal setting, life skills, Need for soft skills, Communication skills, Etiquettes & Mannerism.	2 hrs.
Unit 2	Self-Assessment Goal setting, SWOT analysis, attitude, moral values, self-confidence, etiquettes, non-verbal skills, achievements, positive attitude, positive thinking and self-esteem. Activity: The teacher should prepare a questionnaire which evaluate students in all the above areas and make them aware about these aspects.	4 hrs.
Unit 3	Communication Skills Types of communication: Verbal, Non-verbal, body language, gestures,	8 hrs.

	<p>postures, gait, dressing sense, facial expressions, peculiarity of speaker (habits).</p> <p>Rhetoric speech: Prepared speech (topics are given in advance, students get 10 minutes to prepare the speech and 5 minutes to deliver, Extempore speech (students deliver speeches spontaneously for 5 minutes each on a given topic), Storytelling (Each student narrates a fictional or real-life story for 5 minutes each), Oral review (Each student orally presents a review on a story or a book read by them)</p> <p>Drafting skills: Letter, Report & Resume writing, business letters, reading & listening skills</p> <p>Activity: The teacher should teach the students how to write the letter, report and build resume. The teacher should give proper format and layouts. Each student will write one formal letter, one report and a resume.</p>	
Unit 4	<p>Formal Group Discussion, Personal Interview & Presentation skills</p> <p>Topic comprehension, Content organization, Group speaking etiquettes, driving the discussion & skills.</p> <p>Preparation for personal interview: dress code, greeting the panel, crisp self-introduction, neatness, etiquettes, language tone, handling embarrassing & tricky questions, graceful closing.</p> <p>Activity: Each batch is divided into two groups of 12 to 14 students each. Two rounds of a GD for each group should be conducted and teacher should give them feedback. Mock interview are to be conducted.</p>	4 hrs.
Unit 5	<p>Aptitude and analytical skills</p> <p>Quantitative aptitude, Numerical reasoning, verbal reasoning, diagrammatic test, situational tests, logical thinking.</p> <p>Analytical skills: Definition, Types, problem solving</p>	8 hrs.
Unit 6	<p>Life skills</p> <p>Time management, critical thinking, sound and practical decision making by dealing with conflicts, stress management, leadership qualities</p> <p>Activity: The teacher can conduct a case study activity to train students for decision making skills. The teacher should conduct a session on stress management and guide students on how to manage stress. The teacher may conduct a stress relieving activity in the class. He/she may counsel students individually to know their problems and guide them on dealing with them effectively.</p>	4 hrs.
<p>Suggested readings:</p> <ol style="list-style-type: none"> 1. Basics of Communication In English: Francis Sounderaj, MacMillan India Ltd. 2. English for Business Communication: Simon Sweeney, Cambridge University Press 3. An Introduction to Professional English and Soft Skills: Das, Cambridge University Press 4. Quantitative Aptitude: R.S. Agrawal 		

Course Outcomes:

On completion of this course, the student will be able to:

CO No.	CO
AC201A.1	Identify their lacunas about some soft skills and try to overcome the same.
AC201A.2	Practice learned soft skills in real life and do their jobs more effectively.

AC-201(B): Practicing Sports Activities				
Course Objectives:				
<ul style="list-style-type: none"> To motivate students towards sports and provide them required training. 				
SR NO.	NAME OF THE SPORT/GAME (Select ONE of the Following)	SYLLABUS OF THE COURSE	TIMING (02 Hours in a Week)	SEMESTER
1	Volleyball	<ul style="list-style-type: none"> General Fitness Basic Fitness Specific Fitness History of the Game Basic Skill of the Game Major Skill of the Game Technique & Tactics of the Game Game Practice 	Morning : 07 to 09 AM OR Evening : 05 to 07 PM	Total 30 Hours in
2	Athletics			
3	Badminton			
4	Cricket			
5	Basketball			
6	Handball			
7	Kabaddi			
8	Kho-Kho			
9	Table-Tennis			
10	Swimming			

Course Outcomes :

On completion of this course, the student will be able to:

CO No.	CO
AC201B.1	Identify one or more sports of their choice and develop more interest to participate at University/National level sport events.
AC201B.2	Practice the learned sports activities regularly in real life.

AC-201(C): Practicing Yoga	
Course Objectives:	
<ul style="list-style-type: none"> To motivate students towards yoga and provide them required training. 	
	<ul style="list-style-type: none"> Yog: Meaning, Definition & Introduction, Objectives Primary Introduction of Ashtanga Yoga Preparation of Yogabhyas Omkar Sadhana, Prayer, Guru Vandana Sukshma Vyayamas Suryanamaskar (12 Postures) Asanas : <ul style="list-style-type: none"> Sitting (Baithaksthiti) - Vajrasana, Padmasana, Vakrasana, Ardha-Pashchimotanasana Supine (Shayansthiti) - Uttan Padaasan(Ekpad/Dwipad), Pavanmuktasana, Viparitarani Aasan, Khandarasan, Shavasana Prone (Viparitshayansthiti) - Vakrahasta, Bhujangasana, Saralhasta Bhujangasana, Shalabhasana(Ekpad/Dwipad), Makarasana Standing (Dhandsthiti) - Tadasana , TiryakTadasana, Virasana, Ardh Chakrasana Primary Study of Swasana: Dirghaswasana, Santhaswasana, JaladSwasana - 6 Types Pranayama : Anuloma-viloma, Bhramari

Course Outcomes:

On completion of this course, the student will be able to:

CO No.	CO
AC201C.1	Identify and practice some Yoga asanas regularly in their life to remain healthy.
AC201C.2	Provide guidance and practice about Yoga to their friends, parents and relatives.

AC-201(D): Introduction to Indian Music

Course Objectives:

- To motivate students towards Indian music and provide them minimum required training.

- Definition and brief about generation of Swar, Saptak, Thaata, Raaga, Aavartan, Meend, Khatka, Murkee, Taal, Aalaap etc.
- Taal and its uses - Treetaal, Daadraa, Zaptaal, Kervaa.
- Information of Badaakhyaal, Chhotaakhyaal (one), Sargam, Lakshangeet (information)
- Detailed information of Tambora
- Detailed information of Harmonium and Tablaa.
- Five filmy songs based on Indian Classical Music (Theory and Presentation)
- Sound Management - Basic information of Sound Recording (including Practicals)
- Composition of Music as per the Story
- Preparing news write-ups of the Seminars, Library Musical Programmes held at the nearest Akashwani, by personal visits.

Course Outcomes:

On completion of this course, the student will be able to:

CO No.	CO
AC201D.1	Identify different types of Indian music.
AC201D.2	Develop more interest to learn and practice Indian music.



**KAVAYITRI BAHINABAI CHAUDHARI NORTH
MAHARASHTRA UNIVERSITY, JALGAON**

Faculty of Humanities

**SYLLABUS OF MSW SECOND YEAR
(IIIrd and IVth Sem.)**

Programme Code: M.S.W.

UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

Revised Rules and Regulations With effect
from Academic Year: - 2022 -2023

Prepared By

BOARD OF STUDIES (SOCIAL WORK)

THIRD SEMESTER (CBCS Pattern)

GROUP	TYPE OF COURSE	COURSE / SUBJECT CODE	TITLE OF THE COURSE	MARKS	CREDITS
COMPULSARY & ELECTIVE	CC	MSW-231	SOCIAL LEGISLATION IN INDIA	100	4
	SEC (Any ONE out of two Skill Enhancement courses)	MSW-232	DISASTER MANAGEMENT AND SOCIAL WORK	100	4
		MSW-233	WOMEN DEVELOPMENT AND SOCIAL WORK	100	4
	FWP III	MSW-234	FIELD WORK PRACTICUM	150	6
From Following Specialisation wise Discipline specific course select one specialisation group of 3 subjects					
GENERIC	DSE	MSW-G-3	CORRECTIONAL SOCIAL WORK	100	4
	DSE	MSW-G-4	DEVELOPMENT OF WEAKER SECTIONS	100	4
	DSE	MSW-G-5	YOUTH AND DEVELOPMENT	100	4
TRIBAL WELFARE	DSE	MSW-TW-3	TRIBAL DEVELOPMENT SCHEMES AND PROGRAMME	100	4
	DSE	MSW-TW-4	ECOLOGY AND SOCIAL WORK	100	4
	DSE	MSW-TW-5	ENVIRONMENT POLICY AND LAW	100	4
COMMUNITY DEVELOPMENT	DSE	MSW-CD-3	RURAL & URBAN ECONOMY	100	4
	DSE	MSW-CD-4	COMMUNITY DEVELOPMENT AND GOVERNANCE	100	4
	DSE	MSW-CD-5	MANAGEMENT OF VOLUNTARY ORGANIZATION	100	4
HUMAN RESOURCE MANAGEMENT	DSE	MSW-HRM-3	HUMAN RESOURCE MANAGEMENT	100	4
	DSE	MSW-HRM-4	PERSONNEL MANAGEMENT AND INDUSTRIAL RELATIONS	100	4
	DSE	MSW-HRM-5	ORGANIZATIONAL BEHAVIOUR	100	4
CHOOSE ONE OUT OF FOUR (No Weightage in CGPA)	AUDIT COURSE	AC 301 (A) AC301 (B) AC 301 (C) AC 301 (D)	Computer Skills Cyber Security SPSS In Social Sciences Skills of Data Analysis	100	2
Total Credits of the Semester – 26 + 2					

FOURTH SEMESTER (CBCS Pattern)

GROUP	TYPE OF COURSE	COURSE / SUBJECT CODE	TITLE OF THE COURSE	MARKS	CREDITS
COMPULSARY / ELECTIVE	CCM-5	MSW -241	SOCIAL POLICY, PLANNING AND ADMINISTRATION	100	4
	SEC (Any ONE out of two Skill Enhancement courses)	MSW -242	HEALTH SYSTEM IN INDIA	100	4
		MSW -243	CORPORATE SOCIAL RESPONSIBILITY	100	4
	FWP IV	MSW -244	FIELD WORK PRACTICUM	150	6
	RD	MSW-245	RESEARCH DISSERTATION (PROJECT REPORT)	150	6
	VV 2	MSW-246	VIVA VOCE	50	2
From Following Specialisation wise Discipline specific course select one specialisation group of 3 subjects					
GENERIC	DSE	MSW-G-6	INSTITUTIONAL MANAGEMENT	100	4
	DSE	MSW-G-7	SOCIAL WELFARE AND SOCIAL JUSTICE	100	4
	DSE	MSW-G-8	FAMILY AND CHILD WELFARE	100	4
TRIBAL WELFARE	DSE	MSW-TW-6	ADMINISTRATION OF TRIBAL WELFARE	100	4
	DSE	MSW-TW-7	ENVIRONMENT DEVELOPMENT PROGRAMME	100	4
	DSE	MSW-TW-8	RURAL, TRIBAL MOVEMENT IN INDIA	100	4
COMMUNITY DEVELOPMENT	DSE	MSW-CD-6	SOCIAL EDUCATION AND DEVELOPMENT	100	4
	DSE	MSW-CD-7	PARTICIPATORY APPROACHES OF COMMUNITY DEVELOPMENT	100	4
	DSE	MSW-CD-8	ADMINISTRATION OF URBAN DEVELOPMENT	100	4
HUMAN RESOURCE MANAGEMENT	DSE	MSW-HRM-6	LABOUR ECONOMICS AND INDIAN LABOUR PROBLEMS	100	4
	DSE	MSW-HRM-7	PERSONNEL PROCEDURES & PRACTICES	100	4
	DSE	MSW-HRM-8	INDUSTRIAL SOCIOLOGY	100	4
CHOOSE ONE OUT OF FOUR (No Weightage in CGPA)	AUDIT COURSE	AC 401 (A) AC401 (B) AC 401 (C) AC 401 (D)	Human Rights Current Affairs Personality Development Writing and Record Keeping Skills	100	2
Total Credits of the Semester – 34 + 2					

(CC - Core Course, CCM - Core Course Method, IC - Interdisciplinary Course, FWP - Field Work Practicum, VV - Viva Voce, RD - Research Dissertation, AC - Audit Courses, SEC - Skill Enhancement Course, DSE - Discipline Specific Elective)

LIST OF AUDIT COURSES
(SELECT ANY ONE COURSE OF CHOICE FROM SEMESTER II, III & IV)

Semester I (Compulsory)		Semester II (Choose ONE) Personality & Cultural Development		Semester III (Choose ONE) Technology + Value Added Course		Semester IV (Choose ONE) Professional and Social + Value Added Course	
Course Code	Course Title	Course Code	Course Title	Course Code	Course Title	Course Code	Course Title
AC 101	Practicing Cleanliness	AC 201 (A)	Soft Skills	AC 301 (A)	Computer Skills	AC 401 (A)	Human Rights
		AC 201 (B)	Sport Activities	AC 301 (B)	Cyber Security	AC 401 (B)	Current Affairs
		AC 201 (C)	Yoga	AC 301 (C)	SPSS in Social Sciences	AC 401 (C)	Personality Development
		AC 201 (D)	Music	AC 301 (D)	Skills of Data Analysis	AC 401 (D)	Writing and Record Keeping Skills

(** Note: The paper of audit course will be of 100 marks which will be examined at college level. The marks of this course will not be obtained in the total marks of MSW but only grades will be given)

**SUBJECT STRUCTURE OF MASTER OF SOCIAL WORK (M.S.W.)
THIRD SEMESTER (CBCS Pattern)**

GROUP	TYPE OF COURSE	COURSE / SUBJECT CODE	TITLE OF THE COURSE	MARKS	CREDITS
COMPULSARY & ELECTIVE	CC	MSW-231	SOCIAL LEGISLATION IN INDIA	100	4
	SEC (Any ONE out of two Skill Enhancement courses)	MSW-232	DISASTER MANAGEMENT AND SOCIAL WORK	100	4
		MSW-233	WOMEN DEVELOPMENT AND SOCIAL WORK	100	4
	FWP III	MSW-234	FIELD WORK PRACTICUM	150	6
From Following Specialisation wise Discipline specific course select one specialisation group of 3 subjects					
GENERIC	DSE	MSW-G-3	CORRECTIONAL SOCIAL WORK	100	4
	DSE	MSW-G-4	DEVELOPMENT OF WEAKER SECTIONS	100	4
	DSE	MSW-G-5	YOUTH AND DEVELOPMENT	100	4
TRIBAL WELFARE	DSE	MSW-TW-3	TRIBAL DEVELOPMENT SCHEMES AND PROGRAMME	100	4
	DSE	MSW-TW-4	ECOLOGY AND SOCIAL WORK	100	4
	DSE	MSW-TW-5	ENVIRONMENT POLICY AND LAW	100	4
COMMUNITY DEVELOPMENT	DSE	MSW-CD-3	RURAL & URBAN ECONOMY	100	4
	DSE	MSW-CD-4	COMMUNITY DEVELOPMENT AND GOVERNANCE	100	4
	DSE	MSW-CD-5	MANAGEMENT OF VOLUNTARY ORGANIZATION	100	4
HUMAN RESOURCE MANAGEMENT	DSE	MSW-HRM-3	HUMAN RESOURCE MANAGEMENT	100	4
	DSE	MSW-HRM-4	PERSONNEL MANAGEMENT AND INDUSTRIAL RELATIONS	100	4
	DSE	MSW-HRM-5	ORGANIZATIONAL BEHAVIOUR	100	4
CHOOSE ONE OUT OF FOUR (No Weightage in CGPA)	AUDIT COURSE	AC 301 (A) AC301 (B) AC 301 (C) AC 301 (D)	Computer Skills Cyber Security SPSS In Social Sciences Skills of Data Analysis	100	2
Total Credits of the Semester – 26 + 2					

COURSE TYPE	COURSE CODE	TITLE
Core Course (CC)	MSW-231	SOCIAL LEGISLATION IN INDIA

Learners Objective:

- 1) Acquire information on the legal right of people.
- 2) Gain insight into the problems faced by the people belonging to different strata of society, in interacting with this system.
- 3) Develop an understanding of the process and problems of public interest litigation and legal aid to the marginalized

Unit No.	Title	Content	Suggested No. of hours & Marks
1	Social Legislation	a) Concept, classification, need and importance b) Feature of Constitution of India c) Process of enactment of law d) Social legislation as an instrument of social change.	6/15
2	Classification of Law	a) Substantive Law- Indian Penal Code, b) Procedural Law- Criminal Procedure Code, Law of Evidence c) Civil Law – meaning, concept, scope	6/15
3	Acts Related to Women	a) Marriage system and provisions relating to Divorce amongst various religious groups in India. Special Marriage act 1954 b) The Dowry Prohibition Act, 1961. c) The Medical Termination of Pregnancy Act, 1972 d) The Domestic Violence Act, 2005 and relevant provisions under the Indian Penal Code e) Sexual harassment of Women at Workplace (Prevention, Probation and Redressal) Act, 2013	7/15
4	Main Provisions of Special Acts	a) The Consumer Protection Act, 2019 b) The Right to Information Act, 2005 c) The Lokpal and Lokayuktas Act, 2013 d) The Mental Health Care Act, 2017	4/15
5	Legal Aid & Public Interest Litigation	: Concept, the scheme and provisions in legal services authority act 1987 : Concept and history of PIL in India. Problems related to PIL	5/15
6	Acts Related to	a) Juvenile Justice (Care & Protection of	4/15

	Children	Children) Act, 2000 b) Provisions relating to Adoption & Succession amongst various religious groups in India. c) Protection of Children from Sexual Offences Act, 2012	
7	Family Courts	Object, concept, structure, Powers of family courts	3/10

Reference Books:

1. The Constitution of India Government Press, Pune(English and Marathi version)
2. Mani B.N Jurisprudence (Legal Theory) Alahabad Law Agency, Faridabad.
3. Arantha T, Social Advocacy, Perspectives in Social Work, NirmalaNiketan, Mumbai.
4. Iyer V.R.K, Law Vs. Justice, Deep and Deep Pub.New Delhi.
5. BasuDurga Das Introduction to the Constitution of India Prentice Hall of India, New Delhi-01
6. Indian Penal Code
7. Criminal Procedure Code in India
8. Special Marriage Act 1954
9. The Dowry Prohibition Act, 1961
10. The Medical Termination of Pregnancy Act, 1972
11. The Medical Termination of Pregnancy Act, 1972
12. The Domestic Violence Act, 2005 and relevant provisions under the Indian Penal Code
13. Sexual harassment of Women at Workplace (Prevention, Probation and Redressal) Act, 2013
14. The Consumer Protection Act, 2019
15. The Right to Information Act, 2005
16. The Lokpal and Lokayuktas Act, 2013
17. The Mental Health Care Act, 2017
18. Juvenile Justice (Care & Protection of Children) Act, 2000
19. Sonawane Sham D., Social Legislation in India, Current Publication , Agra
20. जावडेकर प्राची - ग्राहक संरक्षक कायदा निराली प्रकाशन, पुणे
21. चपळगावकर नरेंद्र - कायदा आणि माणूस, प्रतिमा प्रकाशन, पुणे
22. अभय शेलकर (2014) मानवी हक्क संरक्षक अधिनियम लॉ बुक हाऊस, औरंगाबाद
23. भारत दंडसंहिता (2014) चौधरी लॉ पब्लिशर्स, पुणे
24. डॉ.व्ही.एम.पेशवे (1993) ग्राहक संरक्षक कायदा विद्या प्रकाशन, कोल्हापूर
25. माहितीचा अधिकार(2013) चौधरी लॉ पब्लिशर्स, पुणे
26. अॅड.के.टी.शिरुडकर पोलिसांचे व नागरिकांचे अधिकार

COURSE TYPE	COURSE CODE	TITLE
SEC	MSW-232	DISASTER MANAGEMENT AND SOCIAL WORK

Course specific Objectives:

- Understand key concepts, theories and approaches of disaster management with specific reference to Indian context
- Develop skills to analyze factors contributing to disaster
- Develop an understanding of the process of disaster management
- Develop an understanding of the social worker's role in the team for disaster management.

Course Outcomes: - Students will learn different disaster and measures to reduce the risk due to Disaster. Also students will learn institutional framework for Disaster Management at National as well as global level. Develop skill that, provide mental and emotional support to People cope with Disaster Management and to develop the process of rehabilitation.

Topic No	Title of the Topic	Content	Allotted Hours and marks
1.	Disasters	a) Meaning and Concept, definition, b) Characteristics, types and impact - Famine, floods, cyclones, hurricanes, warfare, earthquake, volcanoes; c) Traditional and modern disaster threats and care factor, classification of disasters. Models of disaster - crunch model and release model.	6/15
2.	Disaster management	a) Definition and concept; approaches to disaster management, importance and relevance of disaster management in the present environmental scenario, cases studies of disaster management. b) Disaster Management and Phases: Pre-disaster: Prevention, Preparation, education vulnerability and preparedness. Actual disaster: Contingency, short-term and long term plans, search, relief, rescue, recovery and restoration. Post disaster: Rehabilitation and commemorations.	8/20
3.	Disaster Policy	a) The international Decade for National Disaster Reduction. b) United International Strategy for Disaster. Risk Reduction (UNISDR), Hyogo framework for Action (HFA), Sendai framework and Action plan. IDRC Guideline, Sphere standards; c) Disaster policy (National policy on Disaster Management), d) Disaster Management Act-2005, e) National Disaster plan 2019	6/15
4	Role and Responsibility	a) Role of information, Education, Communication and Training	6/15

	ies of different agencies & Government	<p>b) Role and Responsibilities of Central, State, District and Local Administration of Government</p> <p>c) Role and Responsibilities of Armed Forces, Police , Para military forces, para medical forces and Health Department</p> <p>d) Role and Responsibilities of International Agencies, NGO's and CBO's</p> <p>e) Role of Multiple stakeholders in Disaster Management response (Insurance, Media, Civil Society etc)</p>	
5	Disaster and Social Work Intervention	<p>a) Scope of disaster related intervention, intervention during disaster impact stage, trauma counseling and crisis intervention,</p> <p>b) Post disaster management, damage assessment and long term rehabilitation and reconstruction,</p> <p>c) Networking and co-ordination between government, NGOs, donor agencies, local bodies, police, military etc.</p>	6/20
6	Disaster Prevention and Preparedness	<p>a) Vulnerability analysis, hazard mapping, community based disaster preparedness programmes, training for CDBP, preparedness for post-disaster emergency response and long term rehabilitation, organization and planning, logistics;</p> <p>b) Resource utilization, specialized skills and training needs; public awareness and education;</p> <p>c) First-aid training, civil defence training.</p>	6/15

Reference:

1. Birnbaum, F, Coplon 1973 Crisis Intervention after Natural Disaster Social Case work Volume 54 No 9 545,551
2. Blaufard .h& Levine J 1972 : " Crisis intervention in an Earthquake" social work , Vol. 17 , No. 4, 16-19.
3. Bryant Edwards(2005); National Hazards, Cambridge University Press, U.K
4. Das Veena (ed) 1990 Mirrors of Violence, Communities, Riots and Survivors in South Asia, Delhi: Oxford University.
5. Government of India (1997); Vulnerability Atlas of India, New Delhi GOI(2009); National Disaster Management Policy
6. Grossmann L 1973 "Train Crash: Social work and Disaster Services" Social work Volume 18 No. 5 3844
7. Hoff .A. 1978 : "People in Crisis" , understanding and helping California ; Addison Wesley . Publishing company.
8. Indian Journals of Social work(2002); Special issue on Psychosocial Aspects of Disaster, Volume 63, issue 2 April.
9. Joint Assistant Center , 1980 : Natural Disaster , New Delhi : AdyatmaSadhana Kendra.
10. KapurAnu(2010) ; Vulnerable India: A Geographical study of Disaster , New Delhi: IAS & Sage Publication
12. Lindomann .E. 1944 : "Symptomology and management of acute Grief". American Journal of psychiatry Vol. 101.
13. Maharatna. A , 1996 : The Demography of families: An India Historical perspective OUP : Delhi.
14. NDMA(2019); National Disaster Management Plan NDMA, New Delhi
15. Sahnipardeep et.al (eds) 2002; Disaster Management Experiences and Reflactions, Prentice Hall of India , New Delhi
16. Sharma R.K &SharmaG(2005); National Disaster , APH publishing corporation , New Delhi
17. TaoriK(2005); Disaster Management through Panchyati Raj , Concept Publishing Company, New Delhi
18. Vasta Krishna S 2001 TheBhuj Earthquake 2001, Identification of priority Issues: world Institute of Disaster Risk Management U.S.A



COURSE TYPE	COURSE CODE	TITLE
SEC	MSW-233	WOMEN DEVELOPMENT AND SOCIAL WORK

Learners Objectives:

1. To Help Student to acquired knowledge of women of status in India Society.
2. To sensitize the student towards Gender Issues.
3. To help students to understand the need and process of women Empowerment.
4. To help students to understand the NGOs Intervention and the Government efforts for women development.

Learning Outcomes:-

1. Students will be able to acquire knowledge of various issues of women development
2. Students will be able to analyse women empowerment
3. Students will be able to impart various modern reformers thoughts on women development.

Unit No.	Title	Content	Suggested No. of Hours & Marks
1	Status of women in Indian Society	a) Historical Review of position and status of women in Indian society b) Status of Women in Indian Society-Pre and post independent periods c) Demographic characteristics of women d) Current status of women education, health and employment	8/20
2	Issues and problems Related to women in India	a) Problems related to female children: female feticide, female infanticide, child marriage b) Problems related to marriage and women: Dowry, Divorce, widowhood, Domestic violence c) kidnaping and prostitution	6/20
3	Gender Sensitization	(a) Social construction of gender b) Gender discrimination, Gender & Division of work c) Understanding Patriarchy of Gender in India: Focus on Family, Religion and Media d) Factors responsible for adverse sex ratio in India	8/15
4	Laws related to Women	a) Pre-Natal Diagnostic Technique Act 1994 b) Equality before law b) Domestic violence Act-2005 c) Sexual Harassment of women at workplace (prevention prohibition and redressal) Act- 2013	6/20
5	Thoughts on Women Development	a) Marxist thoughts on women development b) Thoughts of Mahatma Phule on women development c) Thoughts of Dr.B.R.Ambedkar on women empowerment	6/15
6	Women Development and Social Work Intervention	a) Role of Social Worker in Women Development Setting b) Women Development with Social Work Intervention	04/10

Reference Books:-

- 1) Agrawal Sushila– Status of Indian Women ,Print well Publication, Jaipur-1988
- 2) Arora Krishna –The protection of women from Domestic violence Act. 2005
- 3) Dutta R. K.– Women Empowerment, Referencepress, New Delhi.
- 4) DevendraKiran – Changing status of women in India ,Vikas publication,1994
- 5) Ganesamurthy V. S. - Empowerment of Women in India, New Centurypublication, New Delhi
- 6) Gawai S.D. &Khandagale B.D. (2018), Women Development and Social Work, Sunrise publishers & distributors , Jaipur Rajasthan
- 7) Gupta Sunit& Mittal Mukta -Status of women India ,Anmolpublication,1995
- 8) Sharma –Gender in Indian Society, Rawatpublication, Jaipur
- 9) Lina Gon salves –Women and Human Rights, APH publication, New Delhi.
- 10) आंबेडकरबीआरभारताचेसंविधानशासकीयमुद्रणालयपुणे
- 11) पाटीलबी (2006) भारतीयराज्यघटना, केसागरपब्लिकेशनपुणे
- 12) देगावकरसामाजिकचळवळीपरंपरागतआणिनवीनसाईनाथप्रकाशननागपूर
- 13) देशपांडेसंबोधी, (2019), "महाराष्ट्रग्रामीणरोजगारहमीयोजनाआणिअनुसूचितजातींच्यामजुरांचीस्थिती", 'सयंदीपप्रकाशन', पुणे
- 14) शहाघनश्यामभारतातीलसामाजिकचळवळडायमंडप्रकाशनपुणे
- 15) मूनमीनाक्षीफुलेआंबेडकरस्त्रीसर्वनागपूरप्रकाशनपुणे-
- 16) देसाईसंभाजी (2014) महिलासबलीकरणप्रशांतपब्लिकेशनजळगाव
- 17) जोशीबिहारतेरणीकरसुलभाजॉर्जजॉन्सनबोर्जेसराऊतगणेश (2007)
डायमंडसामाजिकज्ञानकोषडायमंडप्रकाशनपुणे
- 18) भागवतवंदनाअनिलसपकाळआणिगीताविम(2014)
संदर्भग्रंथसंहितास्त्रीवादस्त्रीवादाचेसमकालीनचर्चाविश्वशब्दपब्लिकेशनबोरिवलीमुंबई
- 19) रोडेपुष्पा2009 महिलांसाठीआधारकायद्याचाडायमंडप्रकाशनपुणे

COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-G-3	CORRECTIONAL SOCIAL WORK

- **Course Objectives :-**

This course will help the students.

1. To develop understanding of the concept of Correctional Social Work.
2. To critically analyze various institutional and non-institutional correctional services.
3. To relate the knowledge of social problems, crime & delinquency to the practice area.
4. To understand the role of a social worker in various correctional settings and crime prevention programmes.

- **Learning Outcomes:-**

1. Students will be able to acquire knowledge of Correctional Social Work.
2. Students will be able to practice skills in correctional setting.
3. Students will be able to critically analyze various institutional and non-institutional correctional services.

Unit No.	Unit Title	Content	Suggested Number of Class Hours/Marks
1	Introduction of Correctional Social Work	a) Meaning & Concept of Correctional Social Work b) Philosophy, Historical back ground of Correctional Social Work c) Need & Importance of Correctional Social Work.	05/15
2	Crime and Juvenile Deviance	a) Meaning & Definition of Crime b) Theories, Types & Causes of Crime c) Prevention & Control of Crime d) Juvenile Deviance: Juvenile Delinquency, Children in conflict with law, Truancy and Vagrancy and Juvenile Justice etc.	06/20
3	Criminal Justice System and legislation	a) Criminal Justice System in India b) Prison Manuals (Salient Features) c) Probation and Parole: Concept and Effectiveness. d) Probation of offenders Act, 1958 e) Juvenile Justice (Care and Protection of Children) Act-2015 f) UN Standard Minimum Rules for treatment of prisoners and other standard settings.	06/15

4	Institutional Correctional Services	<p>a) Correctional Institutions for Juveniles: Observation Home, Children Home, Juvenile Justice Board, Child Welfare Committee, Special Home and Borstal School & Certified School.</p> <p>b) Preventive programmes and methods of treatment of Juvenile Delinquency.</p> <p>c) Integrated Child Protection Scheme.</p> <p>d) Correctional Institutions for Women: Vigilance Home, Protective Home, women hostel, shelter home.</p> <p>e) Prisons and Open Prisons etc.</p> <p>f) Correctional Programmes in Prisons.</p>	06/15
5	Non-Institutional Correctional Services	<p>a) Community Based Programmes: Non-institutional Services - Adoption, Foster-Care, Sponsorship, Child Guidance.</p> <p>b) Family Counselling, Crisis Intervention Centres, Helplines, Neighbourhood and Mutual-Help groups.</p> <p>c) After Care and preventive services, reintegration and follow up.</p>	06/15
6	Social Work in Correctional Setting	<p>a) Role of Social Worker in Institutional and Non-Institutional Correctional Services.</p> <p>b) Role of Social Work in Crime Prevention in Community setting and organizing Community Policing.</p>	06/20

• **References**

1. Dr.Kaldate S.V, Society, Delinquents and Juvenile Courts, Ajanta Pub. New Delhi.
2. Srivastava S. P, Juvenile Justice in India, Ajanta Publication. New Delhi.
3. Dr.Hansa Seth, Juvenile Delinquents in Indian Settings.
4. काळदातेसुधा, गुन्हेगारीचेसमाजशास्त्र, श्रीविद्याप्रकाशन, पुणे
5. आगलावेप्रदीप, (2009), भारतीयसमाजरचनाआणिसमस्या, श्रीसाईनाथप्रकाशन,नागपूर.
6. पी.के. कुलकर्णी, (2010), भारतातीलसामाजिकसमस्या, विद्याप्रकाशन, नागपूर.
7. Srivastava, S.P. – Social Work prisoners, Social Work Forum, Vol. XIII, No. 1 April, 1975.
8. Srivastava, S.P. – Correctional Social Work, The Journal of Correctional Work, Vol. XII, 1965.
9. Mukharji S.K, Administration of Juvenile Correctional Institutions.



COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-G-4	DEVELOPMENT OF WEAKER SECTIONS

Objective:-

- 1) Understand the Weaker section of the Indian society
- 2) Understand the situation and problems of weaker section
- 3) Understand the welfare agencies and welfare scheme for weaker section
- 4) Enable to the student to know the contribution of social reformers for weaker section.
- 5) Understand the constitutional provisions for SC, ST and Minorities.

Topic No	Title of the topic	Contents	Allotted hours of teaching and Marks
1	Weaker Sections of the Society	a) Meaning and Criteria of Weaker Section and Development b) Classification of Weaker Section— Scheduled Castes and Scheduled Tribes, VJNT, Minorities, Other Backward Classes, Differently able, LGBTQ. c) Social inclusion and Rights approach	06/20
2	Problems of Weaker Section	Social, Economic, Health, Education and Political	05/15
3	Various Schemes and programmes	a) Reservation Policy, programme and various s Schemes b) Present Status of Reservation Policy. c) Impact of Mandal Commission on development of OBCs d) Scavengers	05/15
4	Scheduled Castes and Scheduled Tribes	a) SC & ST (Prevention of Atrocities) Act, 1989. b) Present status in Maharashtra c) for scheduled caste and scheduled tribe d) National Commission for SC and ST e) State Commission for SC and ST	08/20
5	Contribution of Reformers	a) Mahatma Jyotirao Phule b) Rajarshi Chh. Shahu Maharaj c) Dr. Babasaheb Ambedkar	05/15
6	Constitutional Provisions and Policies for Minorities	a) Sachar committee report b) National Commission for Minorities c) State Commission for Minorities	06/15

Reference Book:-

1. Nair T.K. 1975 Social Work Education and development of weaker section, ASSWI, Chennai.
2. Revankar R.S The Indian Constitution – a case study of Backward Classes. 3. Government of India Report on Customary Rights of Scavengers.
4. Kananaikil, Jose Scheduled Castes and Struggle against Inequality, Indian Social Institute, New Delhi.
5. Toshniwal (2009) Bhartiya Samaj-Samashyaaniprashna, vishva publishers and Distributors, Nagpur.
6. Aglave Pradip (2009), bhartiya samaj, prashnnannisamasha, sainathprakashan, Nagpur.

7. ChavanRamnath (1990), JatiJamati, Mehta publication pune.
8. ChavanRamnath (1989), bhatkyavimuletacheaantrangsugavaprakashan, pune.
9. Kharatshankarrao (July 2003), bhatkyavimuktjamatityancheprashann, sugavaprakasan, pune. 10. Chavanramnath, bhatkya-vimuktancheejatpanchayat volume-1, 2, 3 and 4.
11. Y.D Fadake (2006), RakhivJagancheeshambharvarsh, sugavaprakashan, pune.
12. Thoratsukhdeo& others (26 June 2010) khajgiksetratilaarakshan, charchetilprashnn, garajaniaapeksha, sugavaprakashan, Pune.
13. ShetteM.B.AnusuchitJatianiJamatiAtyacharpratiband Kayada-1989
14. PansareGovind-MandalAayog.
15. KumbharNagorao, AarakshanKavaKase.

COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-G-5	YOUTH AND DEVELOPMENT

Learning Objectives:

1. Understand the concept and perspective of youth.
2. Understand the various concepts related with youth development.
3. Orientation of various approaches and models for work with youth.
4. Understanding the policies and programmes for youth.
5. Analyse the issues and challenges of youth in India.
6. Acquire the social work skills and strategy of working with youth.

Unit No	Title	Content	Suggested no of Hrs. & Marks
01	Understanding Youth	a. Meaning of Youth –Definition & characteristics. b. Profile of Indian youth – Social, cultural & demographic. c. Youth power – As a social capital, & socio-political change agent.	05/15
02	Youth Development	a. Youth development – meaning & concept. b. Positive youth development – concept & component. c. Youth led development – concept & importance. d. Youth Development Index	06/20
03	Approaches & Models of Youth Work	a. Approaches to Youth Work – Relief based approach, Welfare based approach, Development based approach and Policy Development based approach. b. Models of Youth work – Treatment model, Reform model, Advocacy model, Conscientization model.	05/15
04	Problems and Areas of Youth Development	a. Youth Development – Socialization, Sensitization, Education, health, skills development, employment, healthy life style & peace. b. Issues and challenges of youths – Addiction, unemployment, high risk behavior, excessive sedentary activities, violence (crime), socio-religious conflicts & LGBTQ.	07/20
05	Youth Policy & Programmes in India	a. Youth Policy - Policy development framework- Essential features of National Youth Policy of India (2014). b. National & International programme for youth – Youth hostels, youth exchange programmes, Nehru Yuva Kendra (NYK), Directorate of sports and Youth Welfare, Student Welfare Centers at University and colleges, NSS, NCC, Economic Development Corporations, Distance Education, RGNIYD. Role of UNFPA, UNDP, & UN.	07/20

06	Social Work with Youths	a.Scope for use of Social work methods, skills, tools & techniques for youths. b. Role of Social worker for work with youths.	05/10
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References –

1. Balan K., (1985), Youth Power in the Modern World, Ajanta Publications, New Delhi.
2. Choudhary, D. Paul (1985) child welfare & Development, New Delhi, Atma Ram & Sons.
3. Choudhary, D. Paul (1967) Handbook of social welfare (fields of social work), New Delhi : Atmaram& Sons.
4. Maune D. S. and Khandagale B. D. (2018), Youth Development in India – A Social Work Perspective, Harshwardhan Publication Pvt. Ltd. Dist. Beed.
5. Kehily Jane Mary (2007), Understanding Youth: Perspectives, Identities and Practices, Sage Publication.
- SaigitaChitturu (2021) Youth and India Sustainable Development Goals, Vitasta Publishing Pvt.Ltd.
6. UdayaMahadevan, Henry Rozario, K. Gireesan and RambabuBotcha, (2015), Youth Development – Emerging Perspectives, Shipra Publications, Delhi.

COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-TW-3	TRIBAL DEVELOPMENT SCHEMES AND PROGRAMME

Learner Objectives:

1. To Understand Tribal Status, Schemes, and Development Perspective of tribals in India and Global Context.
2. Acquire knowledge of Tribal Development Policy in India and to understand the Role of NGOs and CSR Sector for Tribal Development.
3. To understand the perspectives of Constitutional Safeguards for tribal development.
4. Develop the ability to apply social work intervention in solving tribals issues and problems.

Course Outcome:-

1. Students will be able to understand Schemes and Programmes of Tribal Development.
2. To recognize and understand Tribal Development Policy and role of allied sectors.
3. The course will help students for their field work training and their profession.

Unit No	Title	Content	Suggested No. of Hours and Marks
1	Tribal Development	a) Definition, Concept and Nature b) Tribal Status and Development Perspective	04/10
2	Approaches to Tribal Development	a) Approaches to Tribal Development- Government, CSR Sector and NGOs b) Overview of Tribal Development Policy in India-Pre independence and post-independence	05/15
3	Tribal Administration	a) Tribal development Policy b) Planning and Welfare Programmes of the tribes	05/15
4	Tribal Development Schemes and Programmes	a) Schemes related to social development b) Schemes related to economic development c) Schemes related to education development d) Schemes related to employment generation	07/25
5	Constitutional Safeguards	a) Definition of scheduled Tribes- Article-366 (25), 341,342 b) Social and cultural c) Economic d) Education e) Political	06/15
6	Tribal Economy	a) Nature and Problems b) Marketing of Miner forest produce c) Farm and horticulture produce	06/10

Reference :

1. Basu Ashok Ranjan – Tribal Development Administration in India, Mittal Publication-New Delhi.
2. ShashiBairathi- Culture economy and health, Rawat Publication, Jaipur.

3. Dr.RameshPanwar (2011)- Tribal Culture and their social upliftment in India, New delhi.
4. M.M.Verma – Tribal Development in India.
5. Mohanty P K, Encyclopaedia of scheduled Tribes -2006 Gyan PVT Ltd.
6. महाराष्ट्रातील आदिवासी समाजजिवन डॉ. देवीदासखोडेवाड, विद्याप्रकाशन औरंगाबाद – 2018
7. आदिवासीचे शिक्षण, डॉ. गोविंदगारे, साकेतप्रकाशन औरंगाबाद – 2009
8. महाराष्ट्रातील आदिवासी, डॉ. शौनककूलकर्णी, डायमंडप्रकाशन – 2009
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COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-TW-4	ECOLOGY AND SOCIAL WORK

Introduction:-

This course aims to helping students to introduce basic concept, structure and functions of an Ecology .This course aims to helping students to understand biodiversity and its importance.

Objectives:-

1. To Introduce the basic concept, structure and functions of an Ecology.
2. To understand the issues related to Biodiversity.
- 3 To Know about Ecological balance and biodiversity.
4. To Introduce The Role of Social Worker to Protect Environment.

Learning Outcome :-

1. To know about the basic concept, structure and functions of an Ecology.
2. To understand the issues related to Biodiversity.
- 3 To know about Ecological balance.
4. To study The Role of Social Worker to Protect Environment .

Unit No.	Title	Content	No. of Hours and Marks
1	Ecosystem	a) Concept of an Ecosystem. b) Structure and function of an Ecosystem. c) Energy flow in an ecosystem: food chains, food webs and ecological pyramids d) Ecological succession. e) Difference between ecology and biodiversity f) Case studies of the following ecosystems : 1) Forest ecosystem 2) Grassland ecosystem 3) Desert ecosystem 4) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)	08/20
2.	Biodiversity and its Conservation	a) Definition of Biodiversity, Types, importance, causes of threats to Biodiversity, b) Conservation of Biodiversity- Needs and Solutions	06/15
3	Biodiversity and ecological balance	a) Explain Ecological balance b) Biodiversity and planet c) Human activity threaded to Biodiversity d) Biodiversity hotspot in India (Western Ghat,EastrenHimalaya,western Himalaya ,Andaman Nikobar and Rajsthan)	06/15
4	Environmental issues and Consciousness	a) Environment pollution and their effects, Solutions -Air, water, soil, Noise, Public health aspects, solid waste, e-waste	08/20

		b) Consciousness- Role of NGOs and Ecological Movements (Global level, people’s initiatives to save their environment Chipko Movement, Save forests movement, MittiBachaoAndolan, Movements against big dams-Narmada and Tehri, Eco farming-natural farming efforts), c) Forestation programmes and policies.	
5	Protection Of Biodiversity	a) Initiatives by Government and NGOs b) Legal Aspects c) Impact of climate change on Biodiversity	06/15
6.	Social Work Intervention	a)Role of Social worker in environment protection b) Environment education and Awareness. c)Role of social worker in community participation and concerns environmental issues	06/15

References:

1. SherrifAfzal,- Text book of Environmental Studies, Sublime Publications, Jaipur
2. Lt. Col, Gautam Sharma, - Environment, Man & Nature, Reliance Publishing House, New Delhi
3. Trivedi R. N. A. Text book of environmental Sciences- Anmol Publications Pvt. Ltd. New Delhi 17
4. G .S. Bhalla& Hem Khanna, Environmental Education –Regal publications New Delhi.
5. R. Kumar - Environment Pollution and Health Hazards in India.
6. Singh M.G.- Environmental Changes & development – Attar Chand, New Delhi.
7. Mourya S.D - Urbanization and Environmental Problems
8. I Mohan - Environmental Issues and programmes
9. Sapru R.K- Environmental Management in India.
10. Ghosh G.K Environmental Pollution
11. Arnold, David and RamchandraGuha (eds.),-Nature,Culture, Imperialism; Environmental HistorofSouth Asia, Delhi, OUP, 1999.

COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-TW-5	ENVIRONMENT POLICY AND LAW

Course Objectives: -

1. To study need of laws, importance of environmental legislations, governmental Policies for protection and development of environment.
2. To understand the rearrange prevention and control rules, regulations and governmental policies.
3. To aware students about the legal approaches/aspects of environment
4. To make aware students about the role of NGO's and Social worker to work on environment issues.

Course Outcome:-

4. Students will be able to understand Need of Law, Importance of Environmental Policy.
5. To recognize Prevention and Control Rules & Regulations, of environmental Policy.
6. To help student field work Practice of Community Development & micro planning.

Unit No	Title	Content	Suggested No. of Hours /Marks
1.	Environment Policy	a) International and Government of India's Policies in the Protection of environment b) Environment action plan (EAP) c) National Forest Policy,1989, d) National Water Policy.2002 e) National Environment Policy 2020	06/20
2.	Social Issues and the Environment	a) Forest cover, wild life, Amphibians, Aquatic life b) Irregular rainfall c) Depletion of ozone layer d) Global warming e) Extinction of species etc.	06/15
3.	Causes of degradation	land degradation Extent of soil erosion, causes & remedies - Social Factors ,Economic Factors & Institutional Factors ,	04/10
4	Pollution Causes and measures	a) Air and Noise pollution ,Water pollution , Soil pollution , Nuclear Hazards b) Role of an individual in prevention of pollution	04/15
5	Biodiversity and its conservation	a) Introduction Definition : genetic, species & ecosystem diversity b) Biodiversity at global, National and local levels.	04/10

6	Environmental laws & Rules in India	a) The Environment (Protection) Act 1986 b) Scheduled Tribes and Traditional Forest Dwellers (Recognition of Forest Rights) Act -2006 Environmental rules in India: a) Forest Conservation Act, 1980 b) The Wild Life protection Act, 1972 c) Air (Prevention and Control of pollution) Act 1981 e) The Water (Prevention and control of pollution) Act-1981 f) The Insecticides Act – 1968 b) Noise Pollution (regulation and control) Rules, 2000; Coastal Zone Regulation, 1991	08/20
7	Birds – Role of Social worker and NGOs	a) Role of birds in environment, endangered species of birds and measures to protect them. b) Role of Social Worker and NGOs creating awareness about environment	04/10

Suggested readings: (References :)

1. Environment and Pollution Law Manual: Mohanty S. K., Universal Law Publishing Co. Pvt. Ltd., New Delhi (2000).
2. Environmental Policies: Sinha P. C., Anmol Publications Pvt. Ltd, New Delhi (1998)
3. Environmental Guidelines and Standards in India: Goel P. K and Sharma K. P, Techno Science Publications, Jaipur (1996)
4. Biodiversity and conservation, P.C. Joohi – Namita Joshi A.P.H. Publishing corporation, 5, Ansari road New DELHI- 110002
5. Environmental Law – Allahabad Law Agency, P.S. Jaswal – NishitaJaiswal Law Publications Faridabad (Haryana)
6. Upadhyay J.P. Environmental Law
7. Benionadeb Chatterjee Environmental Laws- Implementation Problems and Perspectives
8. Environmental Studies, Prof.Dr.S.T. Ingale –Dr.Thorat ,Prashant Publication Jalgoan. 2015



COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-CD-3	RURAL & URBAN ECONOMY

Learners Objectives.

1. To develop an understanding about the Rural Economy and Rural Co-operation.
2. To enrich the students about components of the Rural Economy and Rural Co-operation.
3. To help students understand the Rural Co-operative Credit Structure.
4. To develop knowledge and understanding about the Urban Co-operative and Credit Systems.
5. To help students understand about the Development of urban areas and Urban Economy.

Unit No.	Title	Content	Suggested Hours & Marks
1	Rural Economy	a) Meaning, scope, and Importance b) Characteristics of Rural Economy c) Agricultural Productivity & Rural Economy d) Economic activities in Rural areas	6/15
2	Rural Co-operation	a) Meaning, definitions & Principles of Co-operation. b) Characteristics and Importance of Co-operation. c) Types of co-operatives society d) Role of co-operatives in empowering the poor and marginalized f) Contemporary problems and challenges to co-operative sector	8/15
3	Rural Credit Systems	a) Need of Rural Credit b) Rural Co-operative Credit Structure c) Self-Help Group, Micro-Credits system d) Credit delivery Mechanism e) Role of NABARD and Commercial Banks.	6/15
4	Rural Sector and Rural Development	a) Importance of Rural Sector in Rural Economy & Development b) Type of Rural Sectors c) Need of finance to rural sector d) Sources of finance to rural	5/10
5	Urban Economy	a) Meaning, scope and Importance b) Characteristics of Urban Economy c) Economic activities in urban areas	5/15
6	Urban Co-operative and Credit Systems	a) Need of Urban Credit b) Urban Co-operative and Credit Structure c) Role of Commercial Banks. d) The Economic Organization in urban areas e) Credit delivery Mechanism	5/15

7	Development of urban and Urban Economy	a) Patterns of land use & Zoning b) Suburbanization, Markets, Transportation, Education, Crime, Housing and Migration and their Influence on the Urban Economy c) Industrial Development and Urban Economy	7/15
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Learner Outcome:

1. Students will understand about the Rural Economy and Rural Co-operation.
2. It will enrich the students about components of the Rural Economy and Rural Co-operation.
3. Students will get the knowledge about the Urban Co-operative and Credit Systems.
4. It will help to students to understand about the Development of urban areas and Urban Economy

Reference Books:

1. Ahuja-Indian Economy
2. Ghanekar V.V.-Co-operative Movement in India
3. Sundaram and Dutta-Indian Economy.
4. Mammoria C.B. Agricultural Problems in India
5. Hough, E. M. (1966). The co-operative movement in India. *The co-operative movement in India*.
6. Madan, G. R. (2007). *Co-operative movement in India*. Mittal Publications.
7. Misra, S. K., & Puri, V. K. (2011). *Indian economy*. Himalaya Publishing House.
8. Puri, V. K., & Misra, S. K. (2017). *Indian economy*. Mumbai: Himalaya Publishing House.
9. Misra S.K. & V.K. Puri (2007) Indian Economy – Himalaya Publication house Mumbai.
10. Agrawal A.N. Indian Economy Problems of Development and Planning. 2006.
11. Datt R. & K.P.M. Sundharm (2007) Indian Economy, S. Chand & Co. Ltd. New Delhi.
12. कवि मंडन विजय, कृषी अर्थशास्त्र, श्री.मंगेश प्रकाशन, नागपूर
13. सराफ मोहन – सहकार विद्या प्रकाशन, नागपूर
14. डॉ. गायकवाड मुकुंदराव- भारताचे कृषी अर्थशास्त्र, काँटीनेटल प्रकाशन, पुणे

COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-CD-4	COMMUNITY DEVELOPMENT AND GOVERNANCE

Course Objectives:-

1. Understanding about the Concept of Community Development
2. Understand different Theories, approaches and strategies of Community Development
3. To Study the different Community Development Project in Maharashtra.
4. To Study the Concept, & Various dimensions of governance about Community Organisation.

• Learning Outcomes: -

1. Able to understand the Concept of Community Development
2. Able to develop understanding different Theories, approaches and strategies of Community Development.
3. Able to understand the different Community Development Project in Maharashtra.
4. Able to Study the Concept, & Various dimensions of governance about Community Organisation

Unit No.	Unit Title	Content	Suggested No. of Class Hours/ Marks
1	Community Development	-A. Definition& Objectives of Community Development - Principles of Community Development. - Types of Community in India. - Scope of Community Development, Various Settings of Community Development,	05/20
2	History of community development in India	- Community Development programme in India. -Voluntary Community Development Projects like- Firka, Nilokheri, Marthandam, Sriniketan and Sarvodaya.	05/20
3	Community Development Programme and Models.	- Administrative structure and Objectives of Community Development Programme - Community Organisation in Indian society of Urban rural and tribal Development, rural, and tribal Community	05/20
4	Community Development Theories, And Approaches	- Theories of Community Development - Different approaches in community development - Strategies of Community Development	05/20

5	Concept of Governance	- Definition and Characteristics of governance -Various dimensions of governance for community development - strategies tools and technics for community Development.	05/20
6	sustainable development through Community Development and Governance	- Modi model or Community Organisation in Indian society of Urban rural and tribal Development -Rural, Urban and Tribal Community Development Programmes and its Governance	05/20

References:-

1. Training Module / Guideline NIRD, Hyderabad Rural Development in India
2. Suganchand Jain, Community Development and Panchayat Raj in India
3. Dahama O.P, Community Development
4. B.Mukharji, Community Development
5. Pillai P Gopichandran, Rural Development in India, Pointer Publisher; New Delhi. 22
6. Turner, M & Hulme, D. (1997) Governance Administration and Development: Making the State
7. Gunjal V R , 'Panchyat Raj' GraminvikasAaniSarpanch, Aharav Publication, Jalgaon. (Marathi Book)
- 8 Chaudhari Nilesh S. GraminVikas: PanchayatRaajaaniLoksahabhag, Atharv Pub., Jalgaon
9. Yashawant Mahajan, An Introduction to Community Development, Current Pub. Agra
10. https://en.wikipedia.org/wiki/Community_development
11. <https://www.yourarticlelibrary.com/india-2/the-community-development-programme-of-india-2405-words/4866>
12. Global Journal for research Analysis- Modi model or Community Organisation in Indian society of urban rural and tribal Development
13. International Journal Scientific Research and Reviews - To Study The Opinion of Social Work Student About Time Management For The Development of India
14. Social work personal training and development- Prof. Vilas Deshamukh Asst.Prof. Dr.J. S. Sonawane
15. A text book of Social work- R.P. Publications Delhi. 2013- Prof.Dr.I. M. SaundankarAsst.Prof. Dr.J. S. Sonawane



COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-CD-5	MANAGEMENT OF VOLUNTARY ORGANIZATION

Learners Objectives ;

1. To develop an understanding about the concept of Management & Voluntary Organization.
2. To help students to understand Special Acts related to Voluntary Organization.
3. To develop an understanding about the Registration procedure for Voluntary Organization.
4. To develop an understanding about the Governance of Voluntary Organization.
5. To help students to understand the different Financial Resources of Voluntary Organization.
6. To help students to understand the Roles and Functions of Voluntary Organization.

Unit No.	Title	Content	Suggested Hours & Marks
1	Concept of Management	a) Concept, and Basic principles of Management b) Importance of Management c) Concept of POSDCORB and their application to Voluntary Organization	6/10
2	Concept of Voluntary Organization	a) Definition, Concepts, Objectives and types of Voluntary Organization b) Historical reviews of Voluntary Organization c) Principles, Function, Role of Voluntary Organization d) Working Area of Voluntary Organization e) Capacity Building of Voluntary Organization for sustainable development	8/15
3	Voluntary Organization and Special Acts	a) The Societies Registration Act, 1860 b) The Maharashtra Public Trust Act, 1950 c) FCRA : Foreign Contribution Regulatory Act d) Income tax Act 1961 : Section 10, Income Tax Exemption Under Sections 11 and 12, and Rebate under sections 80G and 35AC.	8/20
4	Establishment of Voluntary Organization	a) Registration procedure for Voluntary Organization b) Memorandum of Association	6/15
5	Governance of Voluntary Organization	a) Management Committee, Members of the organization, office bearers & Volunteers: Role and Functions b) Documentation, Type of records.	6/20

		c) Project proposal writing, Project Management d) Career Opportunity for students of Social Work in Voluntary Organization	
6	Financial Resources of Voluntary Organization	a) Identification of funding agencies; Principles and methods of Fund raising. b) Financial Resources ; Self, State, Central Governments, Foreign Government , Corporate Social Responsibility (CSR) and other funding agencies etc. c) Challenges of Voluntary Organization d) Role of social Work in management of Voluntary Organization	7/20

Reference Books ;

- 1) Dr. A. Chandramohan, Human Resource Management, APH Publicaiton, New Delhi.
 - 2) Chandhari D. Pual, Social Welfare Administration. Atmaram& Sons publication.
 - 3) DatarS.V.Societies Registration Act (Marathi) Chaudhari Law publisher, Pune.
 - 4) Alex B. Fernandez, Social work and NGOs, K. Geethakumari Pacific Books International Delhi-110009.
 - 5) Ravi Shankar Kumar, Role of NGOs in Developing countries, Singh (2003) Deep & Deep publication Pvt. Ltd. New Delhi-110064.
 - 6) Chandra Snehlata (2003) :- Guidelines for NGOs Management in India Kanishka Publishers, Distributors New Delhi.
 - 7) Garain. S. 1998- Organizational Effectiveness of NGOs University. Book House, Jaipur
 - 8) Kulkarni V.M. – Voluntary Action in a Developing Society New Delhi.
 - 9) Latith N.V. 1984- Voluntary Work in India, a study of Volunteerism welfare Agencies, New Delhi.
 - 10) BodhankarSudhir (2003), Manavisansadhanachevyavasthapan, (Marathi), shri. SainathPrakashan ,Nagapur.
 - 11) Saraf Mohan, VyavasayacheMultatve, (Marathi) vidyaprakashan, Nagapur.
 - 12) Seth Rupali (2009), VyavasthanachiTatveAaniKarya, (Marathi) Diamond Publication Pune.
 - 13) Lohar Anil (2009) , KaryalayaVyavasthapan, (Marathi), Prashant Publication , Jalgaon
 - 14) Lohar Anil (2014) , AadhunikKaryalayaVyavasthapan, (Marathi), Prashant Publication , Jalgaon
 - 15) Verma B.S. 2013, “Organizational Development in Social Work Practices”, Centrum Press, New Delhi.
१६. दातार एस.व्ही. संस्थानोंदणी ,चौधरी लॉ पब्लिशर्स, पुणे.
डॉ. डवे व्यवस्थापनडायमंड प्रकाशन, पुणे

COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-HRM-3	HUMAN RESOURCE MANAGEMENT

1. To impart knowledge about the concept and the latest trends in Human Resource Management (HRM)
2. To inculcate certain skills, techniques and competencies among the learners so that they are able to perform various functions of HR Manager.
3. To make the learners aware about certain important concepts of HR Field.
4. To make them learn about employee development process as well as the methods of their performance appraisal.

Unit No.	Title	Content	Suggested No. of hours & Marks
1	Human Resource Management & Human Resource Development - Basic Concept & Issues	a) Concept and Meaning of Human Resource Management & Human resource Development. b) Evolution - Nature, Objectives, Scope and Importance of Human Resource, principles of HRM c) Inter-relationship between Human Resource Management & Human Resource Development	08/20
2	Structure And Functions Of HRM	a) Organizational Structure of HR department. b) Operative and Managerial functions - Qualities, Functions and Role of Human Resource Manager. Changing role and emerging challenges before HR managers in the context of HRM.	06/15
3	Human Resource Policies & Planning	a) HR Policies: Meaning, objectives & contents of HR policies, principles & essentials of sound policies, importance and implementation. b) Human Resource Planning – Meaning, need, objectives, process and importance of HRP and methods of HRP. c) Talent acquisition: Meaning, objectives, types, importance, methods, current policies, practice and challenges in recruitment and selection. Attraction of talents, induction, importance of job description, specification and job design. Job evaluation meaning, tools, techniques, methods and their importance.	08/20
4	Practices In HR	a) Performance Management: Merit Rating and Performance Appraisal Systems: Meaning, objectives, need, process, importance, tools and modern techniques of merit rating and performance appraisal b) Promotions and Transfer: Meaning, goals, principles, policies, criteria/ parameters, types, essentials & salient features of sound promotion and transfer policies. c) Fringe benefits and perk- perquisites, Financial and non-financial Incentives, its impact on the employees' performance.	06/15

5	Training & Development In Corporate And Non-Profit Organizations	<p>1. Employees Training:</p> <p>a) Meaning of training, identification of training needs</p> <p>b) Types and methods of training- Lecture, Case-study, Role-play, management games, use of Audio-Visual Aids, essentials of good training programme</p> <p>2. Executive/ Management Development:</p> <p>Identification & Assessment of Training needs, importance, recent trends in executive/ management Development/Training programmes, developing and designing effective HRD training programme, skills of effective trainer.</p>	06/15
6	Strategic HRM And Other Dimensions	<p>a) Strategic Human Resource Management: Concept and nature of strategy and strategic management, strategic management process, implementation, role HRM in strategy formulation, contingency or structural approach to strategy. Focus area: 7- 'C' of SHRM- culture, competency building, career planning, coaching, consultant role, and communication and compensation management.</p> <p>b) Human Resource Audit: Concept of HR audit, nature, scope, need & significance, approaches</p>	06 /15

REFERENCES:

- Anuradha Sharma & Aradhana Khandekar 2006 Human Resource Management – An Indian Perspective, Response Books, New Delhi
- Bhatia S.K 2006 Human Resource Management – A Competitive Advantage, Deep & Deep Publications Pvt Ltd, New Delhi.
- Deepak Kumar Bhattacharya, 2009, Compensation Management, Oxford University Press, New Delhi.
- Dipak Kumar Bhattacharya 2002 Human Resource Management, Excel Books, New Delhi
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- Mamoria C.B 1996 Personnel Management, Himalayan Publications, New Delhi.
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- Rao T. V 2000 Human Resource Development, Sage Publications, New Delhi
- Rao V.S.P 2000 Human Resource Management:, Sage Publications, New Delhi.
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COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-HRM-4	PERSONNEL MANAGEMENT AND INDUSTRIAL RELATIONS

Learner Objectives:

- 1) Develop knowledge and understanding about functions of Personnel Management.
- 2) Develop an insight of various policies, practices, importance and relevance of Personnel Management.
- 3) Develop a comprehensive understanding about trade unionism and industrial relations perspective
- 4) Understand the intervention strategies and role of government
- 5) Develop an understanding about the various factors influencing the industrial relations.

Unit No.	Title	Content	Suggested No. of hours & Marks
1	Personnel Management	a) Definition, Objectives, Goals, Scope Principles, Importance of Personnel Management b) Structure and functions of Personnel Management department in modern industrial organizations c) Role of Personnel Managers in industrial organizations	06/15
2	Recruitment and Selection	a) Meaning, objectives, types, internal & external sources of recruitment and process of recruitment b) Selection process, criteria, steps & methods, importance of systematic and scientific selection procedures	06/15
3	Wage and Salary Administration	a) Various aspects of wage & salary administration b) Peculiarities and structure of ideal wage & salary policy c) Piece-rate and Time- rate wage system, modern criteria & methods of payment of wage and salaries/ pay package.	06/15
4	Industrial Relations	a) Meaning, Concept, Scope, Evolution and development of Industrial Relations in India. b) Role of Government, Employers and Trade Unions in Industrial Relations	06/15
5	Mechanisms of Industrial Relations	a) Collective Bargaining, Joint Management Councils, Works committee b) Workers Participation in Management, Grievance handling procedures	06/15
6	Industrial Disputes and Industrial Relations machinery in India	a) Meaning, Nature, Scope and Etiology of Industrial Disputes and industrial conflicts. b) Strikes, Lock-outs, Closure, Go-slow and other forms and types of Industrial tactics c) IR machinery: Conciliation, Arbitration and Adjudication	06 /15
7	Trade Unions	a) Types, Meaning, Objectives and Functions b) Recognition procedure c) Trade Union movement in India d) Role of ILO in labour movements e) Problems of Trade Unions: leadership, finance, Rivalry between Unions	05/10

Reference Books:

1. Mamoria C.B, third Edition, 1983. Personnel Management
2. Davar R.S,1976 Personnel Management & Industrial Relations, Vikas Pub. Masjid Rd Jangpur,New Delhi
3. Rakesh K. Chopra - Management of Human Resources ,KitabMahal ,Alahabad .
4. Sengupta and others. Personnel Management in India
5. Santosh Gupta and Sachin Gupta, Human Resource Development, Concepts and Practices, Deep and Deep Pub. Pvt., F 159, Rajouri Garden, New Delhi.
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11. Sharma G.K., Labour Movement in India, Sterling Pub., New Delhi .
12. Mahajan Yogesh, Personnel Management and Industrial Relation, Current Publication, Agra
13. Schil Jawed -Trade Union Movement in India, Sundeep Publication, New Delhi.
14. Karnik V.B., Indian Unions –problems and Prospects, Minerva Associates, Kolkata



COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-HRM-5	ORGANIZATIONAL BEHAVIOUR

Learner Objectives:

1. Develop an understanding about individual behaviour, inter personal behavior in the organization.
2. Equip the HR professionals/students in managing human behavior in organizations.
3. Equip the students in facilitating a better understanding of the “self” and professional behaviour in relation to others.

Unit No.	Title	Content	Suggested No. of hours & Marks
1	Fundamentals of Organizational Behaviour	a) Concept, nature, scope, significance, historical and emerging perspectives of Organizational Behaviour. b) Human needs, Frustration, Attitudes – their formation, Measurement & change, Job satisfaction.	06/15
2	Industrial Psychology	a) Definition, Nature, Scope & Development of Industrial Psychology. b) Role & Importance of Psychology in Industrial Settings. c) Practical application of psychology in industrial settings.	06/15
3	Motivation	a) Definition, basic needs of Human being, Importance. b) Fundamental theories of Motivation and its relevance in present context, c) Motivation & Performance.	06/15
4	Employees Morale	a) Meaning and Importance of Moral, Measures & Techniques of promoting Morale b) Factors Contributing to high level of Moral in the Organization.	06/15
5	Occupational stress and its management	Concept, stressors, fatigue, monotony, burnout, impact of stress on employees, employer and productivity, stress management and coping mechanisms. IQ, Emotional Quotient, Spiritual Quotient- and stress management.	06/15
6	Employees Counselling	a) Concept, Objectives, Need, Functions, Techniques & Types of Employees Counseling. b) Advantages & Effectiveness of Employees Counseling. c) Role of Social Worker / H. R. Manager in Counseling.	06/15
7	Communication in Industry	a) Definition, Concept, Importance, Types. b) Channels of Effective Communication in industry.	05 /10

Reference Books:

1. Ahujak. k. (1990) Organization Behaviour, Kalyani publication, New Delhi
2. Ghosh P.K. and Ghorpade M.B. (1991) Industrial and Organizational Psychology, Himalaya publishing house, Mumbai
3. Ghorpade M.B. (1980) Industrial Psychology, Himalaya publishing house, Mumbai
4. Gilmer (1961) Industrial Psychology, McGraw hill, London
5. Sinha Durganand (1992) Studies in Industrial Psychology, SriramMehar and co. Agra
6. Stephen P. Robbins (2002) Organizational Behavior, Pearson education Asia, New Delhi.
7. PareekUdai : Organizational behaviour .
8. Rao M.G: Organizational Behaviour.
9. Blum, Naylor (1988): Industrial Psychology, Delhi: Theoretical & Social foundation.
10. Dwivedi R.S. (1995): Human Relations and Organizational Behaviour, Delhi: MacMillan.
11. Kalia, H. L.: Industrial and Organizational Psychology, 2006, Volume I & II, Delhi: Kalpaz Publications.



FOURTH SEMESTER (CBCS Pattern)

GROUP	TYPE OF COURSE	COURSE / SUBJECT CODE	TITLE OF THE COURSE	MARKS	CREDITS
COMPULSARY / ELECTIVE	CCM-5	MSW -241	SOCIAL POLICY, PLANNING AND ADMINISTRATION	100	4
	SEC (Any ONE out of two Skill Enhancement courses)	MSW -242	HEALTH SYSTEM IN INDIA	100	4
		MSW -243	CORPORATE SOCIAL RESPONSIBILITY	100	4
	FWP IV	MSW -244	FIELD WORK PRACTICUM	150	6
	RD	MSW-245	RESEARCH DISSERTATION (PROJECT REPORT)	150	6
	VV 2	MSW-246	VIVA VOCE	50	2
From Following Specialisation wise Discipline specific course select one specialisation group of 3 subjects					
GENERIC	DSE	MSW-G-6	INSTITUTIONAL MANAGEMENT	100	4
	DSE	MSW-G-7	SOCIAL WELFARE AND SOCIAL JUSTICE	100	4
	DSE	MSW-G-8	FAMILY AND CHILD WELFARE	100	4
TRIBAL WELFARE	DSE	MSW-TW-6	ADMINISTRATION OF TRIBAL WELFARE	100	4
	DSE	MSW-TW-7	ENVIRONMENT DEVELOPMENT PROGRAMME	100	4
	DSE	MSW-TW-8	RURAL, TRIBAL MOVEMENT IN INDIA	100	4
COMMUNITY DEVELOPMENT	DSE	MSW-CD-6	SOCIAL EDUCATION AND DEVELOPMENT	100	4
	DSE	MSW-CD-7	PARTICIPATORY APPROACHES OF COMMUNITY DEVELOPMENT	100	4
	DSE	MSW-CD-8	ADMINISTRATION OF URBAN DEVELOPMENT	100	4
HUMAN RESOURCE MANAGEMENT	DSE	MSW-HRM-6	LABOUR ECONOMICS AND INDIAN LABOUR PROBLEMS	100	4
	DSE	MSW-HRM-7	PERSONNEL PROCEDURES & PRACTICES	100	4
	DSE	MSW-HRM-8	INDUSTRIAL SOCIOLOGY	100	4
CHOOSE ONE OUT OF FOUR (No Weightage in CGPA)	AUDIT COURSE	AC 401 (A) AC401 (B) AC 401 (C) AC 401 (D)	Human Rights Current Affairs Personality Development Writing and Record Keeping Skills	100	2
Total Credits of the Semester – 34 + 2					

COURSE TYPE	COURSE CODE	TITLE
CCM-5	MSW -241	SOCIAL POLICY, PLANNING AND ADMINISTRATION

Learner Objective:

- 1) Gain Knowledge of policy analysis and the policy formulation process
- 2) Acquire in critical analysis of social policies and development plans.
- 3) Study social policies, plans & programmes so as to be able to interpret, enforce & challenge them.
- 4) Develop an understanding of social policy in the perspective of national goals as stated in the Constitution particularly with reference to fundamental Rights and the Directive principles of state policy.
- 5) Examine application, and litigation machinery.

Unit No.	Tidal	Content	Suggested No. of Hours & Marks
1.	Social Policy	<ul style="list-style-type: none"> • Concept, Scope and characteristics • Relationship between social policy and social Development • Role of Ideology and values in social policy 	08/20
2.	Policy Formulation	<ul style="list-style-type: none"> • Indian constitution Parliament • Judicial pronouncement and social policy • Process of social policy Formulation and limitation • Models of social policy 	06/15
3.	Review and Evaluation of Policies and Programme	<ul style="list-style-type: none"> • Review of Major policies and programs • Evaluation of social policy in Indian a Historical perspective 	06/15
4.	Different social and welfare policies and programs	<ul style="list-style-type: none"> • Social welfare • Women and child physical disabled • Welfare of SC ST and minorities • Poverty alleviation 	06/15
5.	Social planning	<ul style="list-style-type: none"> • Concept, scope, principles • Planning process • Historical review of planning commit ion • NitiAyog – Concept and function • People’s participation in social planning 	08/20
6.	Social Welfare Administration	<ul style="list-style-type: none"> • Concept, nature, types and principals • Administration of social Welfare services including Administration • Types of Authority and Administration 	06/15

Reference Books:

- 1) Bhanti R.1993, Social Policy and Dev.in Rajasthan, Himanshu Pub. Udaipur.
- 2) Ganapathy R.S. and others.1985- Public policy Analysis in India, Sage Publication, Delhi.

- 3) Hebsur R.K. (ed) Social Intervention for justice, TISS, Mumbai.
- 4) Midgley, James social development – The developmental perspective in social welfare sage publication New Delhi, 1955.
- 5) Mundle S. 1993 – Policies, paradigms and development debate at the close of 21st century-Economic and political weekly. Vol. XXVII, No. 26, sept 4 -1993
- 6) Mishra R. 1977 Society and social policy, McMillan Ltd. London
- 7) Rastogi P.N. 1992 Policy Analysis and problem solving for social system, Sage publication, New Delhi.
- 8) Chaudhari D. Paul, Social Welfare Administration.
- 9) Chakraborty S. 1987 Development Planning Indian Experience, Oxford: Clarendon press.
- 10) Kulkarni P.D. 1979 social policy and social Development in India.
- 11) Mathur, K. Bjorkman Top Policy Makers in India, Concept publication co. New Delhi.

COURSE TYPE	COURSE CODE	TITLE
SEC	MSW -242	HEALTH SYSTEM IN INDIA

Learner Objectives:

1. To describe concept of health, disease and public health in India
2. To explain Right based approach and functional approach of health
3. To discuss and analyze health policy, commission and health rehabilitation in India

Unit No.	Title	Content	Suggested No. of Hours & Marks
1	Concept of Health	a) Health- Definition, Meaning; Scope; b) Determinants- Heredity, Environment, Psychosocial Environment, Bio-Physical Environment; c) Health and Social Institutions i.e. Family, Finance, Education, Religion and Polity, d) Medicine and Sociology;	06/15
2	Concept of Public Health	a) Community Health- Meaning, Definition, Nature; b) Public Health- Meaning, Definition; Community Health Service; c) Concept of Health-hygiene- Meaning, definition, Levels; Diversity in Community Health Services	06/15
3	Diet and Nutrition	a) Diet- Types- Nutritious and Mal-nutritious; b) Factors of nutritious diet- Protein, Fats, Starch food, vitamins, minerals, water; c) Causes and measures of malnutrition	06/15
4	Disease and related concepts	a) Concept- Disease, Illness and Sickness; b) Sick Role- Talcott Parson's concept; Jewson's Research Contribution on Trends of Sick Role; c) Disease- Meaning, definition, types; Etiology, Diagnosis- important factors; d) Epidemiology- Social Epidemiology- Meaning, Definition, Case-Incidence-Prevalence;	06/15
5	Relationship of Family and Health	a) Family- meaning, definition; structure- Marriage- residence- Parenthood; b) Health and family welfare in India- WHO, UNICEF, SIDA, DANINDA, USAID; c) Hospital- definition, types, functions; d) Treatment- Methods- Ayurveda, Siddha, Unani, Homeopathy, Yoga, Naturopathy e) National Health Programs and Diseases	06/15

6	Health in right based approach	a) Health for All; Health policies, programs-objectives of Govt. of India, Health Commissions; b) Water pollution, Health or Medical Insurance	06/15
7	Rehabilitation and Social Work Intervention	a) Medical rehabilitation; types of rehabilitation; b) Disability- magnitude, rehabilitation centers, councils, rights c) Social Work Intervention in Health System	05/10

Reference

1. आरोग्यआणिसमाज : पी.के.कुलकर्णी ,डायमंडप्रकाशन ,२००८
2. Talcott Parsons: The Social System
3. ParkJ.E.andParkK.; TextBookofPreventiveandSocialMedicine,
4. PatnaikAnjaliNutritionEducation,APHPublishingCorporation5,AnsariRoad,DaryaGanj,Delhi002
5. BediYashpaHygieneandPublicHealth,Atmaram&SonsDelhi.



COURSE TYPE	COURSE CODE	TITLE
SEC	MSW -243	CORPORATE SOCIAL RESPONSIBILITY

Learning Objectives:

1. To understand the Concept, Philosophy and Scope of CSR at Global level and in India
2. To understand the CSR perspectives, guidelines, legal framework in India
3. To develop scientific approach to CSR project for sustainable development
4. To acquire the knowledge, attitudes and skills to frame CSR policies and practices for social worker an appropriate to the Indian workplace.

Unit No	Title	Content	Suggested no of Hrs. & Marks
01	Social Responsibility & CSR	a) Social Responsibility – Meaning and Concepts b) CSR – Meaning and Concepts. c) Basic elements, characteristics and scope of CSR.	05/15
02	CSR Debates & Perspectives in India	a) Philosophy of CSR – Moral, Rational And Economic Arguments for CSR b) CSR: From Philanthropy to Public- Private-People Partnerships, Practices and Affirmative action. c) Perspectives of CSR: Reputation capital, Eco-social perspective, Rights-based Perspective and Human Rights.	07/20
03	Policies of CSR in India	a) Company Act 2013 - Legal frame work, rules & regulations, Policies and guidelines for CSR. b) Factors influencing CSR policy.	05/15
04	CSR and Social Development	a) Financial/ Resources Support (Donor Agency) for Social Development Projects. b) Self-Managed/ Designed Projects c) CSR and Social Development: Emerging Fields, Issues and Challenges.	08/20
05	CSR Projects Planning & Management	a) CSR Project Development Stages - Project Planning, Management, Monitoring, Evaluation & Audit. b) C. Concept of Social Audit in CSR.	05/15
06	CSR & and Social Work	a) Application of social work methods, tools and techniques in CSR practice. b) Role and functions of Social Worker in CSR	05/15

1. Ataur Rahman Belal (2008), Corporate Social Responsibility in Developing Countries, Ashgate Publishers. UK.
2. Benn & Bolton, (2011). *Key concepts in corporate social responsibility*. Australia: Sage Publications Ltd.
3. Brent D. Beal Corporate Social Responsibility Definition, Core Issues, and Recent Developments, University of Texas-Tyler

4. PriyankaKaushik Sharma (2016), Business Ethics and Corporate Social Responsibility, Galgotia Publishing Company, New Delhi.
5. Reddy Sumathi (2004), Corporate Social Responsibility- The Environmental Aspects ICFAl University 2004.
6. Brent D. BealCorporate Social Responsibility Definition, Core Issues, and Recent Developments, University of Texas-Tyle

COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-G-6	INSTITUTIONAL MANAGEMENT

Introduction

This course is designed to expose the students to fundamental concepts of management, its processes and behavioural dynamics in organization. The course provides the coverage of scope of institutional management

Course Objectives:

- 1) To enable students to understand the concept of management & Administration of welfare
- 2) To make students learn about the importance of Planning and decision-making skills.
- 3) To introduce the process of management and its functions.
- 5) To help student to understand the registration procedure of organization, their planning & related aspects.
- 6) To provide the students the knowledge about organizations, their constitutions and behaviour of people in organizations.
- 7) Understand Self as a Professional

Learners Outcome:

Through completion of this course the student should be able to:

- 1) Develop a vision to understand the welfare organization and its administrative development needs.
- 2) Enhancement in programme management with proposal making, fund raising accountability, transparency, documentation and public relation
- 3) Develop leadership skill, decision making skill, self-motivation, conflict resolution and management of stress in the profession.
- 4) Develop individual behaviour skills, Knowledge about organizational culture, institutional ethics so as to integrate those into best practices of social work services.
- 5) Understand the importance of self-awareness as it relates to being a professional

Unit No	Unit Title	Content	Suggested No. of Hours/Marks
1	Introduction to Welfare Organization	a) Meaning, Definitions, and importance of welfare organization. b) Need of welfare organization	06/15
2	Introduction to Management of Welfare Organization	a) Meaning Definition, Principles, Characteristics and importance of Management. b) Management and Administration of welfare organization. c) Concept of POSDCORB.	08/20
3	Governance of welfare organization	a) Society Registration Act, 1860 b) Public Trust Act 1950, c) Registration of welfare Organization d) NGO governance, Role of Trustees	06/15
4	Organization	a) Concept of Organizational Culture and Organizational	08/20

	Culture and Organization Behaviour	Climate b) Personality, Perception, Learning and Motivation, Leadership, Team building, Decision making, Stress management, Accountability and Transparency, Conflict management	
5	Programme Management	a) Preparation of Project Proposal, Resource Mobilising, Fund raising, Documentation, b) G.O and N.G.O. interface, public relation,	06/15
6	Self as Professional	a) Attributes of Professional Social Workers, b) Role of Social Worker in Organizational Management, c) Professional Self	06/15

Ref. Books; -

- 1) Chaudhari D. Pual, 'Social Welfare Administration', Atmaram& Sons publication.
- 2) Dr. A. Chandramohan, 'Human Resource Management', APH Publication, New Delhi.
- 3) टांकसाळे, प्राजक्ता, व्यावसायिकसमाजकार्यविचारधारावइतिहास, मंगेशप्रकाशन.
- 4) टांकसाळे, प्राजक्ता, व्यावसायिकसमाजकार्य, नागपूर, साईनाथ प्रकाशन, नागपूर.
- 5) दातार एसव्ही, 'संस्थानोंदणीअधिनियम', चौधरीलॉपब्लिशर्स, पुणे.
- 6) पाटील गंगाधर कायंदे, 'व्यवस्थापनाचीमुलतत्वे', चैतन्य पब्लिकेशन, नाशिक.
- 7) बोंद्रे अरविंद, 'व्यवसायव्यवस्थापनप्रक्रिया', विद्या प्रकाशन, नागपूर
- 8) बोधनकर सुधीर, कानिटकरमेघा, मानवीसंसाधनाचेव्यवस्थापन, श्री साईनाथ प्रकाशन, नागपूर.
- 9) लोहार अनिल, कोठारीप्रकाश, 'कार्यालयव्यवस्थापन', प्रशांतपब्लिकेशन, जळगाव.
- 10) लोहार अनिल, सुखदाणेद्धाया, 'आधुनिककार्यालयव्यवस्थापन', प्रशांतपब्लिकेशन, जळगाव.
- 11) सेट रूपालीकुलकर्णीविदुला, 'व्यवस्थापनाची तत्वे आणि कार्ये डायमंड पब्लिकेशन, पुणे.
- 12) सराफमोहन, दापकरमेश, 'व्यवस्थापनाचीमुलतत्वे', विद्या प्रकाशन नागपूर.

COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-G-7	SOCIAL WELFARE AND SOCIAL JUSTICE

Learners Objectives:

1. Develop a understanding of the concept of Social Welfare.
2. To help students to critical understanding Schemes of Welfare & Areas of Social Welfare.
3. To help students to understanding concept of Social Justice, Constitutional Provisions for Social Justice.
4. To help students to understand Schemes of Social Justice in the State of Maharashtra.

Learning Outcomes:-

1. Students will be able to acquire knowledge of social Welfare
2. Students will be able to acquire knowledge of social justice
3. Students will be able to acquire various schemes of social welfare by government

Unit No.	Title	Content	Suggested No. of Hours /Marks
1	Social Welfare	a) Definition, Meaning, Concept. b) Nature and Importance of Social Welfare c) Models of Social Welfare d) Concept of Welfare State	6/15
2	Schemes of Welfare	a) Anti-poverty program. b) Employment Guarantee Schemes. c) SansadAdarsh Gram Scheme	5/15
3	Main Areas of Social Welfare	a) Women and Child Welfare b) Disabled Welfare c) Welfare of old age d) Maintenance and welfare of parents and senior citizen act 2007	6/15
4	Social Justice	a) Definition, Meaning, Concept b) Importance of Social Justice c) Equality before law d) Human Right and Social Justice	6/20
5	Constitutional Provisions	a) Constitutional provisions and safe guards for Minority b) Constitutional provisions for SC, ST, VJ,NT,OBC	6/15
6	Schemes of Social Justice Department in Maharashtra	a) DadasahebGaikwadSwabhiman and Sabalikaran Schemes b) Dalit WastiSudharYojana. c) GharkulYojana d) Schemes for Educational upliftment of Scheduled Castes	8/15

References

- 1) Chaudhari D. Paul Profile of Social Welfare & Development in India, M. N. Publishers & Distributors, New Delhi.
- 2) Chaudhari D. Paul Handbook of Social Welfare & Development, Atmaram & Sons -Delhi.
- 3) Desai D. A. Social Justice- a dialogue, Rawat Publication, Jaipur.
- 4) Friedlander W.A and Apte R Z Introduction to Social Welfare, Prentice Hall India Pvt.Ltd.New Delhi.
- 5) Goel S. L. & Jain R.K. Social Welfare Administration, Deep and Deep Pub. New Delhi.
- 6) Indian Institute of Technology Strategies for Social Justice, Commonwealth pub. New Delhi.
- 7) Jogd and P.G. Globalization and Social Justice, Rawat Publication, Jaipur.
- 8) Parmar P. M. Social Work and Social Welfare in India, Sublime Pub. Jaipur.
- 9) Rameshwari Devi and Ravi Prakash Social Welfare Administration methods & Research Mangal Deep Publications, Jaipur.
- 10) Sachdeo D. R. Social Welfare Administration in India, KitabMahal, Alahabad.
- 11) Sandanshiv D. N. Law and Social Justice, Siddhart Pub. Mumbai
- 12) Shaikh Azhar Iqbal Introduction to Social Welfare, Sublime Pub. Jaipur.



COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-G-8	FAMILY AND CHILD WELFARE

Learner objective:-

1. To develop a perspective of understanding and analyzing needs and problems related to family, women and children.
2. To understand the situation of children in India.
3. To enhance skills of dealing with problems related to family, women and children.

Unit No.	Title	Content	Suggested No. of Hours/Marks
01	Family as a social system.	a) Concept, Types, Structure & Functions of Family. b) Evolution of family as social institutions. c) Role of family in social Development. e) Review of changing situations in Marriage & Marital relationship.	06/15
02	Working with families.	a) Importance of working with families in context of satisfaction of human needs and human rights. b) Family Development programme. c) Role of professional social worker. d) Family counselling centre-	06/15
03	Family and its problems.	a) Family Dynamics: Social, Cultural, Economic. b) Challenges at various stages of family life cycle.	05/15
04	Family Centered Social Work	a) Methods of intervention (case work, counseling & guidance, family therapy, advocacy, crisis intervention etc.) b) Rehabilitative and preventive aspects of social work with families.	05/10
05	Child Welfare	a) Child Rights – UNO & India Child Rights. b) Historical review of child welfare in India – changing philosophy of work with children. c) Concept, Philosophy and principles. d) Demographic characteristics of child population in India. e) Welfare programmes and services for children.	05/15
06	Child Health: A Situational	a) Causes of infant mortality and morbidity. b) Reproductive and child health, health of adolescent	05/15

	Analysis.	girls. c) Common childhood diseases. d) Nutritional deficiencies. e) Genetic disabilities. f) M.C.H. Programmes.	
07	Women Welfare	a) Changing perspective of the role of women and historical development of women services in India. b) Government & Voluntary efforts in women welfare. c) Women Empowerment – concept and scope.	06/15

Reference Books:-

- 1) Harris C.C. (1969), The family –an Introduction, George Allen and unwin Ltd. London.
- 2) Ellion&Merril (1960), Social Disorganization.
- 3) Gore M.S. (1968), Urbanization and family change, popular prakashan, Mumbai.
- 4) Desai Murli (1986), Family & Intervention – some case studies, TISS, Mumbai
- 5) Singh, Yogendra (1997), Social Satisfaction & change in India, Manohar Public, New Delhi.
- 6) Singh K.P. Status of women & population Growth in India.
- 7) Pandey, Rama's Child Socialization in Maharashtra, Somaiyapubli. Pvt. Ltd. Mumbai.



COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-TW-6	ADMINISTRATION OF TRIBAL WELFARE

Introduction: - This course aims to helping students to introduce, develop knowledge and skills of Tribal Welfare Administration in India

Learner Objectives

1. To Acquire knowledge of Tribal Welfare Administration in India
2. Develop the skill to analysis the Administrative Structure, Functions and Constitutional Framework of Tribal Development.
3. To help students to understand the various governments' development programmes and schemes
4. To Understand the Role of Government, NGOs and CSR Sector for Tribal Development.

Course Outcome:-

1. Students will be able to understand Administrative Structure, Functions and Constitutional Framework.
2. To recognize and understand various tribal development programmes and schemes.
3. The course will helps students for their field work training and their profession.

Unit No	Title	Content	Suggested No. of hours and Marks
1	Tribal Welfare and Development	a) Meaning of Tribal Welfare b) Meaning and Nature of Tribal Development c) Approaches to Tribal Development and Planning	06/15
2	Administration of tribal welfare and constitutional framework	a) Approaches to Development administration b) Tribal development administrative structure at central, state level and District level c) Panchayat (Extension to scheduled area) Act- 1996 d) Maharashtra Rules (extension to schedule areas) 2014	08/20
3	Structure, functions and Administration of Tribal Development	a) Maharashtra Tribal Development Corporation b) Integrated Tribal Development Project c) Tribal Development Cooperative Societies d) Tribal Co-operative Marketing Development Federation of India Limited (TRIFED) e) Tribal Research and Training Institute	08/20
4	Tribal welfare Programmes	a) Schemes under Tribal Sub Plan b) Welfare programmes for Tribal Development	06/15
5	Role of Government, CSR Sectors and Voluntary agencies	a) Role and functions of Government in Tribal Development b) Role and functions of CSR Sectors in Tribal Development c) Role and functions of Voluntary agencies for Tribal Development	06/15

6	Five years plans and Tribal Welfare	a) Tribal policies, planning and programmes through Five years plan b) Schemes for Tribal Welfare	06/15
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References:

1. Basu Ashok Ranjan Tribal Development Administration in India, Mittal Publication- New Delhi.
2. Gare G M, Social Change, among the tribal of western Maharashtra, 1974.
3. SachindraNarayan ,The Dynamics Of Tribal Development Issues and Challenges -2002,Gyan Books PVT LTD Delhi
4. Ahmad Shamshad and Nafees Ansari (2005), "Planning commission: Fifty Five Years of PlannedDevelopment and Social Sector", Indian Journal of Public Administration, Vol LL 03, July-Sept 2005.
5. Ahmad Shamshad and Nafees Ansari (2005), "Planning commission: Fifty Five Years of PlannedDevelopment and Social Sector", Indian Journal of Public Administration, Vol LL 03, July-Sept 2005.
6. PESA Rules 2014, Govt. of Maharashtra.
7. Mohanty P K, Encyclopaedia of scheduled Tribes -2006 Gyan PVT Ltd.
8. B.D. Sharma, Tribal Development - the Conceptional Framework, Bulletin of tribal research and development Institute. Vol. XII No.2, Dec, 1984, p. 12.
9. C.V.F. Haimendrof, quoted by S.G. Devgankar, "Problems of Development of Tribals Areas", Leelavathi Publications, New Delhi, 1980, p.2.
10. R. Gunasekharan& G. Ramaswamy, Social Change Among Tribals A Study, Kurukshetra. New-Delhi, Vol. XXXVI No. 14, Jan 1988, p. 23.
11. Khaund, T.P., "New Strategy for Tribal Development" Yoiana. Vol. XXVI,
12. आदिवासीविकासप्रशासन- डॉ. एस. जी. देवगावंकर, साईनाथप्रकाशन, नागपूर 2011
13. सामाजिकमानवशास्त्र – डॉ. सूधाखडके, प्रशांमपब्लिकेशनजळगाव - 2019
14. आदिवासीविकासयोजना – डॉ. कांतिलालटाटिया, मुग्धाप्रकाशन
15. आदिवासीविश्व - डॉ. एस. जी. देवगावंकर, आनंदप्रकाशन, नागपूरजुलै 2001

COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-TW-7	ENVIRONMENT DEVELOPMENT PROGRAMME

Introduction:-

This course aims to helping students to introduce environmental policies and development This course aims to helping students to introduce environmental policies and development programmes

Objectives:-

1. To Introduce the basic concept, need and types of Environment.
2. To understand the issues related to Environment.
- 3 To introduce the policies and programmes of Environment
4. To Introduce The Role of Social Worker and NGO's to Protect Environment .

Learning Outcome :-

1. To know about the basic concept, need and types of Environment.
2. To understand the issues related to Environment.
- 3 To know the policies and programmes of Environment
4. To study The Role of Social Worker and NGO's to Protect Environment .

Unit no.	Title	Content	No. of Hours and Marks
1	Introduction to Environmental Studies	a) Meaning, Concept, Significance and Types of Environment. b)Meaning and concept of Environment development. its Scope and importance c) Need for public awareness.	06/15
2	Environmental Pollution	a)Types of Environmental Pollution b)Causes, effects and control measures of : a) Air pollution b) Water pollution – freshwater and marine c) Soil pollution d) Noise pollution e) Thermal pollution f)Nuclear hazards and human health risks f)Solid waste management: Control measures of urban and industrial waste. g)Climate change, global warming, acid rain, ozone layer depletion.	06/15
3	Natural Resources : Renewable and Non-renewable Resources	a) Land resources and land use change: Land as a resource, land degradation, landslides (natural & man-induced), soil erosion and desertification. b) Forests & forest resources: Use and over-exploitation, deforestation, case studies. c) Impacts of deforestation, mining, dam building on environment, forests, biodiversity and tribal populations.	08/20

		<p>d) Resettlement and rehabilitation of project affected persons; problems and concerns, case studies</p> <p>e) Water resources: Use and over-exploitation of surface and ground water, floods, drought, conflicts over water (international & inter-state).</p> <p>f) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.</p> <p>g) Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.</p>	
4	Environmental Policies & Practices	<p>a) Water conservation & watershed management, Wasteland reclamation.</p> <p>b) Article 48 A and Article 51 A</p> <p>c) National Environment Policy -2006</p> <p>d) Central Pollution Control Board(CPCB)</p> <p>e) Practices:-</p> <ol style="list-style-type: none"> 1 National River conservation plan 2. Eco mark scheme of India 3. National forestation <p>f) Programme:</p> <ol style="list-style-type: none"> 1) A participatory approach to Sustainable development of forests. 2) National Action programme to Combat desertification. 3) Grant-in aid schemes for voluntary organization 	08/20
5	Ecosystems	<p>a) Concept of an ecosystem.</p> <p>b) Structure and function of an ecosystem.</p> <p>c) Energy flow in an ecosystem: food chains, food webs and ecological pyramids.</p> <p>d) Ecological succession.</p> <p>e) Case studies of the following ecosystems :</p> <ol style="list-style-type: none"> a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) 	08/20
6	Role of Social Worker	<p>a) Role of Social Worker in Protection of an Environment</p> <p>b) Role Of NGO's in Protection of an Environment</p> <p>c) Example of NGO's and well known person those work for to protect environment in India.</p>	04/10

Reference:-

1. www. Ministry of environment, forest and climate change, Govt. of India
 2. www.iced.cag.gov.in
 3. Sengupta, R. 2003. Ecology and economics (OUP): An approach to sustainable Development." OUP Catalogue. .
 4. Singh, J.S., Singh, S.P. and Gupta, S.R. 2006. Ecology, Environment and Resource Ecology, Environment and Resource Conservation. Anamaya Publishers.
 5. Sodhi, N.S., Gibson, L. & Raven, P.HG. (eds). 2013. Conservation biology: Voices from the Tropics. John Wiley & Sons.
 6. Rakesh Oza - management of water for agriculture – irrigation watersheds and drainage ,Rawat Publication , Jaipur
 7. ArvindKumar(2004) – A text book of Environmental Science APH Publishing corporation New Delhi.
 8. अँड. जोशी विजय नारायण : पर्यावरण विषय कायदे – मुकुंद प्रकाशन, ठाणे
 9. अँड. शैलकर अभया - पर्यावरण संरक्षक कायदा: शिवांश पब्लिकेशन, नाशिक
- b)Environment Protection Act. 1986
- c)Air (Prevention and Control of Pollution) Act. 1981
- d)Water (Prevention and control of Pollution) Act 1974
- e)National Environment policy 2006
- f)Wildlife Protection Act 1972
- g)Forest Conservation Act 1980

COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-TW-8	RURAL, TRIBAL MOVEMENT IN INDIA

TW-8:Rural&TribalMovementinIndia

Introduction:-

This course help to introduce the role of extraordinary reformers of various movements for rural and tribal development.

Objectives:

1. To understand the meaning and concept of social movement.
2. To introduce the historical review of social movement for rural and tribal society.
3. To know the contribution of the social movement in the development of rural and tribal society.
4. To introduce various rural and tribal movements in Maharashtra & India.

Learning Outcomes:

1. To understand basic concept & objective of social movement.
2. To understand historical background of social movements in India.
3. To understand contribution of social reformer in rural & tribal development.

Unit No.	Title	Content	Suggested Hours & Marks
1	Introduction to social movements	<ol style="list-style-type: none"> 1. Meaning, definition, nature, objectives of social movements. 2. Approaches, theories and types of social movements. 3. Social movement and social changes. 	6/15
2	Tribal movements before independence in India, Role of reformers and social change	<ol style="list-style-type: none"> 1. Review of Tribal Movement in India. 2. Zarkhand Movements-1946 3. Bodo Andolan-1927 4. Bhagat Movement-1930 5. Bonded Labour Movement -1945 6. Birsa Munda Movement-1890 7. Bhilla Movement-1873 8. Movement against Moneylenders-1874 	8/20
3	Tribal Movement after Independence in India, Role of reformers and social change	<ol style="list-style-type: none"> 1. Educational Movement of Anutai Wagh 2. Chipko Movement 3. Mizo Tribal Movement-1961 4. Environment protection Movement-1973 5. Health related Movement-1974 6. Narmada Bachav Andolan-1985 	8/20

4	Rural Movements before independence in India, Role of reformers and social change	1. Gramdan and Bhudan movement 2. Sarvodaya Movement 3. Telangana Movement –1946 4. Champaranya Movement –1917 5. Movement –1918 6. Vanrai Movement	6/15
5	Rural Movements after independence in and social change	1. Vanrai Movement 2. Jal Swaraj Movement 3. Self Help Group Movement 4. Ideal Village Movement of Anna Hajare 5. Farmers Movement –1978 6. Land reform Movement	06/15
6	Co-operative Movement in rural and tribal community	1. Introduction of cooperative movement in Maharashtra and India. 2. History of cooperative movement pre and Post-independence period. 3. Impact of cooperatives on rural and tribal	04/15

Reference:-

1. डॉ.एस.जी.देवगांवकर - सामाजिक चळवळी परागत आणि नवीन, साईनाथ प्रकाशन धर्मपेठ, नागपूर
डॉ.शैलाजा देवगांवकर
डॉ.जयमाला डुमरे
2. डॉ.श्रीकांत गायकवाड – भारतातील सामाजिक, चळवळी आणि प्रकाश प्रथम आवृत्ती २००९ प्रा.रामकिशन मांजर
3. घनश्याम शहा - भारतातील सामाजिक चळवळी डायमंड पब्लिकेशन, पुणे प्रथम आवृत्ती २००८
4. प्रा.ए.वाय खोंडेकर – ग्रामीण समाजशास्त्र, फडके प्रकाशन, कोल्हापूर
प्रा.पी.व्ही.चांदोरकर
5. घनश्याम शहा – सामाजिक चळवळी आणि सरकार, डायमंड पब्लिकेशन, पुणे प्रथम आवृत्ती २००९
6. डॉ.देवानंद शिंदे – व्यवसायिक समाजकार्य शिक्षण व व्यवसाय, डायमंड पब्लिकेशन, पुणे २०१२
7. डॉ.रविंद्र वाघ – भारतीय समाजरचना व बदल प्रशांत पब्लिकेशन, प्रथम आवृत्ती २७ जुलै २०१५
डॉ.सुधा. र. जाधव
डॉ.चुडामण पगारे



COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-CD-6	SOCIAL EDUCATION AND DEVELOPMENT

Introduction

Education is our fundamental right. It is a key to sustainable development. Social education as a Third Dimension is an umbrella term which includes Adult Education, Continuing education Population education, community education through field outreach activities for social development. This course is to be created awareness in lifelong learning & Extension. Students develop and understanding of the nature about skills, ICT and Extension and its use for social development.

Course Objectives:

- 1) To enable students to understand the concept of adult education, continuing education, lifelong education and its areas for Social Development.
- 2) To make students learn about the importance of adult education, continuing education, lifelong education for Social Development.
- 3) To help student to understand the techniques of social education for better social development.
- 4) To deepen their knowledge and understanding of social Education, specialize in selected areas and develop capacities.
- 5) To develop a deep and critical awareness of professional ethics for social development.

Learners Outcome:

Through completion of this course the student should be able to:

- 1) Develop a vision to understand the concept of social education for social development.
- 2) Enhancement in knowledge and skills related to social development
- 3) It will help to generating awareness on various matters related to social education and promoting functionality for social development among the students
- 4) Understand the importance of self-awareness as it relates to being a professional

Unit No	Unit Title	Content	Suggested Number of Class Hours/ Marks
1	Introduction to Social education	a) Meaning, Definitions, Aims and objectives and importance of social education. b) Need of social education	06/15
2	Various areas of social education	a) Adult education b) Continuing education c) Literacy education d) Population education e) Environment education f) Extension education g) Distance education	08/20
3	Psychological and philosophical aspects of social education	a) Psychological aspects of social education, Motivation and learning b) Paulo Freire, Kemal pasha approach	06/15

4	Planning and extension education in social education	a) Importance of planning in social education. Short-term, long-term planning, stages, progress b) Extension- Meaning, Definition and scope of extension in social education	06/15
5	Skills, Tools and Techniques in Social education for development	a) Symposium, seminar, Pannal discussions, group discussions, Role play, street play, b) Audio-video aids, Use of ICT, Internet as learning resource, Digital library, INFLIBINET	08/20
6	Role of Government and Voluntary Agencies for development	a) Role of Government in Social Education, b) Role of Voluntary agencies in Social Education, c) Role of Social educators for social development	06/15

Ref. Books; -

1. Roy N. R. Social Education
2. O. P. Dahama&Bhatnagar Education & Communication for development.
3. Nanavati Mohair C. Social Education
4. Sohan Singh Some thoughts on Social Education
5. Sharma, R.A. Environmental Education, Meerut, Surya Publication
6. Rao, D.G. – Population Education, Sterling Publishers
7. अहिरेबीएस, 'लोकसंख्याशिक्षण'
8. जनसेवाफाउंडेशननंदुरबार'माणूसजेव्हामोठाहोतो'
- 9.टांकसाळेप्राजक्ता, 'व्यावसायिकसमाजकार्यविचारधारावइतिहास'मंगेशप्रकाशन.
10. टांकसाळेप्राजक्ता, 'व्यावसायिकसमाजकार्य', नागपूर, साईनाथप्रकाशन, नागपूर.
11. प्र.द.'पंडितसामान्यमानसशास्त्र'
12. बोमबेबीएस, 'प्रौढअनौपचारिकआणिनिरंतरशिक्षण"

COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-CD-7	PARTICIPATORY APPROACHES OF COMMUNITY DEVELOPMENT

Learner Objectives: -

- To describe concept and significance of participatory approaches of Community Development
- To develop skills and practice of students in using various techniques such as PRA, PLA, Micro planning.
- To describe and apply participatory methods in development practice

Unit No.	Title	Content	Suggested No. of Hours & Marks
1	Introduction to Participation participatory approach	A) Concept of Participation. B) Meaning of community participation. C) Meaning of Participatory approach in Social Work	08/20
2	Community participation approaches	A) UNRISD, Norman Uphoff's Team :Framework on Participation, Self-Reliance and Self Help Approach, Bottom Up approach and Up Down Approach B) Elements of Community Participation- Identification of Stakeholders, Need Identification and Goal Determination, Information Dissemination, Consultation, Genuine Interests, Public Involvement in Decision Making, Accountability, Repeated Interaction, Ownership and Control, Sharing Benefits, Partnerships, Environmental Legislation C) Evidences of effective Community Participation- Hivare Bazar-India, Orangi Pilot Project-Pakistan, Grameen Bank-Bangladesh, JalSwaraj Project – Govt of Maharashtra, Water Cup Competition- Pani Foundation D) Community Participation and Development	08/20
3	Participatory approaches, Methods and Tools	A) PRA& RRA approach. B) PLA participatory learning and Action. C) Micro Planning. D) SWOT Analysis E) Stakeholder Analysis F) Asset Based Community Development Approach (ABCD)	08/20
4	Social Work Intervention and Community Development	A) Social Work Intervention in Development B) Community learning and open learning, self-learning C) Community base action (Gramsabha local Development) community base Organization	08/20

		(C.B.O.'s) F.B.O. : (Faith Base Organization)	
5	Principles of Participatory approaches in social work .	A) Principle of peoples initiative and involvement. B) Principle of peoples participation and contribution. C) Principle of self-appraisal and self-evaluation. D) Principle of feedback and self-development. E) Principle of recycling process. F) Principle of local Resource mobilization and promotion of indigenous practices	08/20

Reference:

2. Encyclopedia of Social Work

1. Jainendra Kumar Jha (Volume No-1,2,3,4.)
2. Social Work and Social Development, R.K. Nayak, H.Y. Siddiqui Gitanjali Publishing House- New Delhi.
3. Social Work and Community Development Vivek Rampal-Alfa Publication- New Delhi
4. Encyclopedia of Social Work and Community Organization C.P. Yadav (Volume- 1,2,3,4)
5. Maser, C. (.1997 Sustainable community development: principles and concepts.
6. Ross Murray, Conceptual Problem in Community Organization, Harper and Row, 1967
7. Badgujar Nitin R; Participatory Approaches in Social Work, Current Publication, Agra
8. Badgujar Nitin R; Jalswarajya Prakalpa: Gramin Vikasache Tantra, Atharv Pub., Jalgaon
9. Chaudhari Nilesh S; Gramin Vikas : Shashkiya Dhorana Nilok Sahabag, Kumud Prakashan, Jalgaon
10. Siddiqui H Y, Working with Communities, Hira Publishers, New Delhi, 1997
11. <http://www.fao.org/docrep/006/AD424E/ad424e03.htm>
12. <https://www.scribd.com/document/252686558/Effective-Community-P-Chapter-02>
13. Course Compendium for concentration on Community Organization and Development Practice, TISS, 2009

COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-CD-8	ADMINISTRATION OF URBAN DEVELOPMENT

Objectives:

- 1.To understand the concept of urban development in Indian context
- 2.Understand the concept and structure of local self-Government
- 3.To study and understand the policies and programmes for urban development.

Topic No	Title of the topic	Contents	Allotted hours of teaching and Marks
1	Urban Development	a) Concept of Urban development b) Historical background of Urban Development in India c) Importance and Scope of Urban Development	05/15
2	Urban Governance	a) Nagar Panchayat b) Municipality for a smaller Urban Areas. c) Municipal Corporation for a larger Urban Areas d) Cantonment Board	05/15
3	Municipal Administrative Structure and Function	a) Structure of Municipal Corporation, Nagar Palika & Nagar Parishad. b) Functions of Each Level c) Sources of Revenue/Income	05/15
4	Maharashtra Municipal Act and 74th Amendment of the Constitution	a) Main Provision of Maharashtra Municipal Corporation Act 1965 b) Main Provision of 74th Constitutional Amendment and Implementation	05/15
5	Ward Committees under the 74th Amendment of the Constitution	a) Nagar Raj Bill 2005 and 2009. (Peoples Participation Law), b) Ward Committees, Functions & Composition b) Reservation of Seats , Disqualification and Finance	05/15
6	Policies and Programme for Urban Development	a) Policies, Programme and Project related to Urban Development b) Policies and Programme Related to Slum Development	05/15
7	Peoples Participation	a) Role of NGO's / Civil Societies in Urban Development b) Rights of Urban Citizens	04/10

Reference Books :

- 1) Maheshwari, Shriram (1995), Local Government in India, Agra.
- 2) Haldipur R.N. Paramahansa R.K. (Eds), (1970) Local Government Institutions in India, Hyderabad 3)
- Yadav C. S. (1986), Urban Planning and Policies, Concept Publishing Co. NewDelhi.

- 4) Upadhyay S. B. (1992), Urban Planning ,Printwell, Jaipur.
- 5) भोरराम , स्थानिकस्वराज्यसंस्थ
(6) यमलवाडगोविंद , , स्थानिकस्वराज्यसंस्था
(7) पाटीलवाभा, स्थानिकस्वराज्यसंस्थाप्रशांतपब्लिकेशन ,
नागपूर ,विद्याप्रकाशन ,कुलकर्णीअनाभारतातीलस्थानिकस्वशासन8
(9) अर्जुनरावदर्शनऔरंगाबाद ,कैलासपब्लिकेशन ,पंचायतराजआणिनागरीप्रशासन ,
(10) देशमुखअलकानागपूर ,साईनाथपब्लिकेशन ,स्थानिकस्वशासन ,
(11) पाटीलव्हीवीमहाराष्ट्रातीलपंचायतराजवनागरीस्थानिकस्वराज्यसंस्था.

COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-HRM-6	LABOUR ECONOMICS AND INDIAN LABOUR PROBLEMS

Learner Objectives:

1. Develop the understanding of Labour Economics and its scope in industry.
2. Develop understanding about recent economic developments and industrial policies.
3. Develop understanding about various labour problems and its impact economic development.

<u>Unit No</u>	<u>title</u>	<u>Content</u>	<u>Suggested No. of Hours & Marks</u>
1	Labour Economics	a) Concept, Nature, Scope and Importance of Labour Economics. b) Labour force as a part of population. c) Characteristics of labour as a factor of production d) Supply and Demand aspects.	06/15
2	Employment	a) Concept and theories of Employment and under Employment. b) Dimensions of Unemployment and full Employment c) Problems of Unemployment, causative factors and remedies.	06/15
3	Wages	a) Concept of Wages and its Types, Theories of Wages b) Methods of wage payment, c) Wage policy for developing economy.	06/15
4	Productivity and Efficiency	a) Concept, Indicators, Factors affecting Productivity and efficiency. b) Measurement tools and techniques of productivity.	06/15
5	Problems of Organized and Unorganized labour in India	a) Meaning, Rise of labour problems. b) Nature, Causes and remedies of labour problems – Absenteeism, Migration, Indebtedness.	06/15
6	Problems of Unorganized labour in India	a) Bonded labour, Women and Child labour, b) Contract labour, Agricultural labour, Mathadi workers.	06/15
7	Problems of Migratory and Rural labour	a) Characteristics of Migratory and Rural labour in India. a) Problems of Housing and Slums and labour turnover.	05/10

Reference Books:

1. Bhagoliwal T.N. (1976) Economics of Labour & Social Welfare, SahityaBhavan, Agra.
2. Kumar H.L. (1990) Labour Problems & Remedies, University Book Traders, Delhi.
3. Saxena R.C. (1974) Labour Problems & Social welfare, K.Nath & co. Meerut.
4. Tyagi B.P. (1986) Labour Economics & Social Welfare, Jai Prakash Nath & co; Meerut.
5. Chaudhari Rakesh P., Problems of Industrial Labour in India, Current Pub; Agra
5. Datar B.A. Labour Economics, Allied Pub; Mumbai.
6. Desai Rao & Davar, Labour Economics and Welfare.
7. Karnik V.B., Indian Labour Problems and Prospects, Minerva Associates, Kolkata.



COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-HRM-7	PERSONNEL PROCEDURES & PRACTICES

Learner Objectives:

- 1) Develop an understanding about Personnel Procedures and practices in relation to employment within the organization.
- 2) To Gain skills in implementation of disciplinary rules/Procedures in organizations.
- 3) To develop a better understanding of the Employment Administration.

Unit No.	Title	Content	Suggested No. of hours & Marks
1	Time Office	a) Elements of Personnel of Personnel Policy b) Role of Time office, Methods & Elements of Time Office c) Leave provisions & Administration & records, Personnel records d) Payment and Allowances.	06/15
2	Service Rules and Conditions	a) Conditions of Employment, b) Contents of the Appointment letter- Probationary / Contract employee/ IT Employee c) Practices relating to Transfer and Promotion.	06/15
3	Procedures and practices	a) Procedures and practices in relation to employment, b) Termination of service c) Layoff, Retrenchment, Notice of change, Accidents, Condition of work closure, lockout, strike.	06/15
4	Disciplinary Procedure	a) Implementation & Application of Disciplinary rules. b) Drafting Disciplinary letters-Memo, Warnings, Show cause notice, Charge sheet, Discharge, Dismissal, and Termination of Service.	06/15
5	Domestic Enquiry	a) Elements of Domestic enquiry b) Enquiry procedure c) Principles of Natural Justice	06/15
6	Employment Administration	a) Statutory returns and other records to be kept under different labour laws, b) Settlement and Awards, Exit interview, Resignation process and feedback. c) Elements of TDS- Form 16, Gratuity, Professional Tax, PF & ESI Forms & returns	06 /15

7	Case Studies	a) Select cases on Theft b) breach of Settlement.	05/10
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Reference Books:

1. Joshi K.D. and L.V., Time keeping, Managerial and Industrial Services, Pune- 30
2. Bhattacharya K.K. Supreme Court labour Judgments (up to date), Law Publishing House, Allahabad.
3. Bulchandani K. R. Industrial Law, Himalaya Publishing house, Mumbai.
4. Ghaiya B.R., Law and Procedure of Departmental Enquires Eastern BookCo. Lucknow
5. Malhotra O.P., Tripathi N. M. - The Law of Industrial Disputes, Mumbai
6. Puri S.D. (1964) The Industrial Employment (Standing Orders) Act, Labour Law Agency, Mumbai
7. Ghaiya B.R., Misconduct in employment – Eastern Lucknow
8. C.B. Memoria, Personnel Management, Himalaya Publishing House, Mumbai, New Delhi.
9. C. B. Memoria and S.V. Gankar, Himalaya Publishing House, Revised and Enlarged Edition, Mumbai, Delhi.
10. Supplementary reading material – various news paper for changes labour rules
11. Journal – Journal of Industrial relations, Human Capital, Journal of HRM
12. Guide on Labour management forms & Precedents (Law Practices)

COURSE TYPE	COURSE CODE	TITLE
DSE	MSW-HRM-8	INDUSTRIAL SOCIOLOGY

Learner Objectives:

- 1) Develop an understanding about Industry as a part of society, inter personal behavior, group dynamics within the organization.
- 2) Develop knowledge and understanding about technological change and its impact on society.
- 3) Equip the students for facilitating a better understanding of the “self” and professional behavior in relation to others.
- 4) Develop understanding about CSR / social responsibility of manager and its various dimensions in industrial organization.

Unit No.	Title	Content	Suggested No. of hours & Marks
1	Industrial Sociology	a) Definition, Nature, Scope b) Importance of Industrial Sociology.	08/20
2	Industry and society	a) Industry as a part of social system b) Socio- cultural environment in industry c) Impact of Industrialization on employees & their family,	06/15
3	Group Dynamics	a) Meaning of work group, types, group formation process, formal & Informal group b) Role and types of groups in organization. c) Domestic and factory system of production d) Industrialization and growth of Industrial Sociology.	08/20
4	Technological change and its impact on society	a) Modernization b) Urbanization c) Rationalization.	06/15
5	Social problems / issues in industry	a) Quality of life, gender issues, gender discrimination b) Sexual harassment at work place, human right issues c) SEZ related issues.	06/15
6	Corporate Social Responsibility (CSR)	a) Social Responsibility of Organization, Evolution b) Principles, Goals & Implementation c) CSR-developmental projects d) Role of Social Worker in CSR projects.	06 /15

Reference Books:

- 1) Singh Jarpal (1991) Contribution to Industrial Sociology, National Bank Organization, New Delhi.
- 2) Stephen P. Robbins (2002) Organizational Behavior, Pearson Education Asia, Delhi.
- 3) Brown David & Harrison Michael (1978) A Sociology of Industrialization an Introduction, Macmillan press London.
- 4) Chnider, Eugene v (1971) Industrial Sociology, McGraw, London
- 5) Berg Ivar (1979) Industrial Social Practice, New York
- 6) Gisbert, Faseuan S.K.- Fundamentals of Industrial Sociology, Tata McGraw Hill Pub; New Delhi
K. Singh, 1997, Industrial Sociology,Prakashan Kendra, Lucknow.



SYLLABUS OF AUDIT COURSE

For MSW IIIrdSem

Audit Courses Sem. III AC-301(A): Computer Skills		
Course Objectives: <ul style="list-style-type: none"> To inculcate different daily useful computer skills among students. 		
Unit 1	Elements of Information Technology 1.1 Information Types: Text, Audio, Video, and Image, storage formats 1.2 Components: Operating System, Hardware and Software, firmware 1.3 Devices: Computer, Mobile Phones, Tablet, Touch Screen, Scanner, Printer, Projector, smart boards 1.4 Processor & Memory: Processor functions, speed, Memory types: RAM /ROM /HDD /DVD-ROM/Flash drives, memory measurement metrics	2 hrs
Unit 2	Office Automation-Text Processing 2.1 Views: Normal View, Web Layout View, Print Layout View, Outline View, ReadingLayout View 2.2 Working with Files: Create New Documents, Open Existing Documents, SaveDocuments to different formats, Rename Documents, Close Documents 2.3 Working with Text: Type and Insert Text, Highlight Text, Formatting Text, Delete Text, Spelling and Grammar, paragraphs, indentation, margins 2.4 Lists: Bulleted and Numbered Lists, 2.5 Tables: Insert Tables, Draw Tables, Nested Tables, Insert Rows and Columns, Moveand Resize Tables, Moving the order of the column and/or rows inside a table, TableProperties 2.6 Page Margins, Gutter Margins, Indentations, Columns, Graphics, Print Documents, 2.7 Paragraph Formatting, Paragraph Attributes, Non-printing characters 2.8 Types of document files: RTF, PDF, DOCX etc.	5 hrs
Unit 3	Office Automation-Worksheet Data Processing 3.1 Spreadsheet Basics: Adding and Renaming Worksheets, Modifying Worksheets, 3.2 Moving Through Cells, Adding Rows, Columns, and Cells, Resizing Rows and Columns, Selecting Cells, Moving and Copying Cells 3.3 Formulas and Functions: Formulas, Linking Worksheets, Basic Functions, AutoSum, Sorting and Filtering: Basic Sorts, Complex Sorts, Auto-fill, Deleting Rows, Columns, and Cells 3.4 Charting: Chart Types, drawing charts, Ranges, formatting charts	5 hrs
Unit 4	Office Automation- Presentation Techniques and slide shows 4.1 Create a new presentation, AutoContent Wizard, Design Template,	6 hrs

	<p>Blank Presentation, Open an Existing Presentation, PowerPoint screen, Screen Layout</p> <p>4.2 Working with slides: Insert a new slide, Notes, Slide layout, Apply a design template, Reorder Slides, Hide Slides, Hide Slide text, Add content, resize a placeholder or textbox, Move a placeholder or text box, Delete a placeholder or text box, Placeholder or Text box properties, Bulleted and numbered lists, Adding notes</p> <p>4.3 Work with text: Add text and edit options, Format text, Copy text formatting, Replace fonts, Line spacing, Change case, Spelling check, Spelling options</p> <p>4.4 Working with tables: Adding a table, Entering text, Deleting a table, Changing row width, Adding a row/column, Deleting a row/column, Combining cells, Splitting a cell, Adding color to cells, To align text vertically in cells, To change table borders, Graphics, Add clip art, Add an image from a file, Save & Print, slide shows, slide animation/transitions.</p>	
Unit 5	<p>Internet & Applications:</p> <p>5.1 Computer Network Types: LAN, PAN, MAN, CAN, WAN, Defining and describing the Internet, Brief history, Browsing the Web, Hypertext and hyperlinks, browsers, Uniform resource locator</p> <p>5.2 Internet Resources: Email, Parts of email,</p> <p>5.3 Protecting the computer: Password protection, Viruses, Virus protection software, Updating the software, Scanning files, Net banking precautions.</p> <p>5.4 Social Networking: Features, Social impact, emerging trends, issues, Social Networking sites: Facebook, Twitter, linkedin, orkut, online booking services</p> <p>5.5 Online Resources: Wikipedia, Blog, Job portals, C.V. writing</p> <p>5.6 e-learning: e-Books, e-Magazines, e-News papers, OCW (open course wares): Sakshat (NPTEL) portal, MIT courseware</p>	4 hrs
Unit 6	<p>Cloud Computing Basics</p> <p>6.1 Introduction to cloud computing</p> <p>6.2 Cloud computing models: SAS, AAS, PAS</p> <p>6.3 Examples of SAS, AAS, PAS (DropBox, Google Drive, Google Docs, Office 365 Prezi, etc.)</p>	3 hrs
<p>Suggested readings:</p> <ol style="list-style-type: none"> 1. TCI, "Introduction to Computers and Application Software", Publisher: Jones & Bartlett Learning, 2010, ISBN: 1449609821, 9781449609825 2. Laura Story, Dawna Walls, "Microsoft Office 2010 Fundamentals", Publisher: Cengage Learning, 2010, ISBN: 0538472464, 9780538472463 3. June Jamrich Parsons, Dan Oja, "Computer Concepts Illustrated series", Edition 5, Publisher Course Technology, 2005, ISBN 0619273550, 9780619273552 4. Cloud computing online resources 		

Course Outcomes:

On completion of this course, the student will be able to:

CO No.	CO
AC301A.1	Identify their lacunas about some computer skills and try to overcome the same.
AC301A.2	Practice the learned computer skills in real life and do their jobs more effectively.

AC-301(B): Cyber Security		
Course Objectives:		
<ul style="list-style-type: none"> To make students aware of different daily useful cyber security skills/rules. 		
Unit 1	Networking Concepts Overview Basics of Communication Systems, Transmission Media, ISO/OSI and TCP/IP models, Network types: Local Area Networks, Wide Area Networks, Internetworking, Packet Formats, Wireless Networks: Wireless concepts, Advantages of Wireless, Wireless network architecture, Reasons to use wireless, Internet	3 hrs
Unit 2	Security Concepts Information Security Overview, Information Security Services, Types of Attacks, Goals for Security, E-commerce Security, Computer Forensics, Steganography. Importance of Physical Security, Biometric security & its types, Risk associated with improper physical access, Physical Security equipments. Passwords: Define passwords, Types of passwords, Passwords Storage – Windows & Linux.	7 hrs
Unit 3	Security Threats and vulnerabilities Overview of Security threats, Hacking Techniques, Password Cracking, Types of password attacks, Insecure Network connections, Wi-Fi attacks & countermeasures, Information Warfare and Surveillance. Cyber crime: e-mail related cyber crimes, Social network related cyber crimes, Desktop related cyber crimes, Social Engineering related cyber crimes, Network related cyber crimes, Cyber terrorism, Banking crimes	7 hrs
Unit 4	Cryptography Understanding cryptography, Goals of cryptography, Types of cryptography, Applications of Cryptography, Use of Hash function in cryptography, Digital signature in cryptography, Public Key infrastructure	5 hrs
Unit 5	System & Network Security System Security: Desktop Security, email security: PGP and SMIME, Web Security: web authentication, Security certificates, SSL and SET, Network Security: Overview of IDS, Intrusion Detection Systems and Intrusion Prevention Systems, Overview of Firewalls, Types of Firewalls,	3 hrs

	VPN Security, Security in Multimedia Networks, Fax Security.	
Unit 6	OS Security OS Security Vulnerabilities updates and patches, OS integrity checks, Anti-virus software, Design of secure OS and OS hardening, configuring the OS for security, Trusted OS.	2 hrs
Unit 7	Security Laws and Standards Security laws genesis, International Scenario, Security Audit, IT Act 2000 and its amendments.	3 hrs
Suggested readings:		
1. Skills Factory, Certificate in Cyber Security, Text Book Special edition, Specially published for KBC NMU, Jalgaon		
2. BPB Publication, “Fundamentals of Cyber Security”, MayankBhushan, Rajkumar Singh Rathore , AatifJamshed		
3. CreateSpace Independent Publishing Platform, “Cyber Security Basics”, Don Franke, ISBN-13: 978-1522952190ISBN-10: 1522952195		
4. Online references		

Course Outcomes:

On completion of this course, the student will be able to:

CO No.	CO
AC301B.1	Practice learned cyber security skills/rules in real life.
AC301B.2	Provide guidance about cyber security skills/rules to their friends, parents and relatives.

AC-301(C):SPSSINSOCIALSCIENCES		
Course Objectives:		
• To make students aware Analysis of data		
Unit 1	IntroductiontoSPSS- Meaningandpurpose,usingthewindowsinSPSS:TitleBar,MenuBar, Tool Bar, Status Bar; Using SPSS windows: Data View, Variable View Open SPSSfiles,CreateandModifyDatafilesandLoadExcelfilesCoding	5 hrs
Unit 2	DataManagementinSPSS (I)- DataModification:RecodeVariables,Createnewvariables,Selectcases,Splitcases,Ran kcases	5 hrs
Unit 3	DataManagementinSPSS (II)-	5 hr

	Visual Binning, Various transformations; logarithmic, inverse, cubic, quadratic etc	s
Unit 4	Descriptive Statistics (I) - Frequency Tables, Descriptive Tables, Cross Tabulation, Multiple Responses	5 hrs
Unit 5	Descriptive Statistics (II) - Pie Charts, Box plots, Graphs with Chart Builder, Contingency Tables, Export to word processing programs	5 hrs
Unit 6	Testing Data - Associations in contingency tables, binomial test, Types of t-tests, Analysis of Variance, Correlation, Regression Analysis, Factor analysis, ANOVA, Non-parametric techniques	5 hrs
Suggested readings: <ul style="list-style-type: none"> • Coakes, S.J., SPSS Analysis without Anguish, John Wiley and Sons, Australia, 2005 • Einspruch Eric L. (2004), "Next Steps with SPSS", London/New Delhi, Sage Publication • Einspruch Eric L. (2005), "An Introductory guide to SPSS for Windows", London/New Delhi, Sage Publication, 2nd Eds. • Field, A., Discovering Statistics Using SPSS, Sage Publications Ltd, 2005. • Gerber, S.B. and Finn, K.V., Using SPSS for Windows-Data Analysis and Graphics, Springer, USA, 2005 • Kirkpatrick, L.A. and Feeney, B.C., A Simple Guide to IBM SPSS Statistics, Cengage Learning, 2012 • Pandya, K., Bulsari, S. and Sinha, S., SPSS in Simple Steps, Kogent Learning Solutions, dreamtech Press, New Delhi, 2012 • मॅनऱेडते ढेते: युईसऱऱणमॅथीऱसेन, (२०१७), "SPSS चे ाथऱमकऱऱठ" : यू. दऱली, सेजभाषऱऱऱलकेशन 		



AC-301(D): SKILLS OF DATA ANALYSIS		
Course Objectives:		
The main goal of the course is to familiarize students with a variety of data analysis methods which should be useful in quantitative research.		
Unit 1	<ul style="list-style-type: none"> • Data analysis: an introduction • Data sources and databases 	5 hrs
Unit 2	<ul style="list-style-type: none"> • Data visualization • Random variables: an application of statistics to social science data 	5 hrs
Unit 3	<ul style="list-style-type: none"> • Data Structure and Clustering 	5 hrs
Unit 4	<ul style="list-style-type: none"> • Confidence intervals and hypothesis testing 	5 hrs
Unit 5	<ul style="list-style-type: none"> • Statistical inference: correlation and cross tabulation • Hidden data structure and Factor Analysis 	5 hrs
Suggested readings: <ul style="list-style-type: none"> • Qualitative inquiry & research design : choosing among five approaches, Creswell, J. W., 2013 • Field experiments : design, analysis, and interpretation, Gerber, A. S., 2012 		



For MSW IVthSem

Audit Courses Sem. IV AC-401(A): Human Rights		
	Course Objectives: • To make students aware about human rights and human values.	
Unit 1	Introduction to Human Rights 1.1 Concept of Human Rights 1.2 Nature and Scope of Human Rights 1.3 Fundamental Rights and Fundamental Duties 1.4 Interrelation of Rights and Duties	6 hrs.
Unit 2	Human Rights in India 2.1 Meaning and Significance of : 1) Right to Equality 2) Right to Freedom, 3) Right against Exploitation, 4) Right to Freedom of Religion, 5) Cultural and Educational Rights, and 6) Right to Constitutional Remedies. 2.2 Constitutional Provisions for Human Rights 2.3 Declaration of Human Rights 2.4: National Human Rights Commission	8 hrs.
Unit 3	Human Values 3.1: Meaning and Definitions of Values 3.2: Importance of values in the life of Individual 3.3: Types of Values 3.4: Programmes for conservation of Values	8 hrs.
Unit 4	Status of Social and Economically Disadvantaged people and their rights 4.1: Rights of women and children in the context of Social status 4.2: The Minorities and Human Rights 4.3: Status of SC/ST and other Indigenous People in the Indian Scenario 4.4: Human rights of economically disadvantaged Society	8 hrs.
Suggested readings: 1. Human rights education – YCMOU, Nasik 2. Value education – SCERT, Pune 3. Human rights reference handbook – Lucille whare		

Course Outcomes:

On completion of this course, the student will be able to:

CO	CO
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No.	
AC401A.1	Practice the learned issues under human rights and human values in real life.
AC401A.2	Provide social justices to people around them and provide guidance about human rights to their friends, parents and relatives.

AC-401(B): Current Affairs			
	Course Objectives:		
	<ul style="list-style-type: none"> To make students updated about current affairs of India and world. 		
	Title	Content	Hours
Unit 1	Politics & Economy	<ul style="list-style-type: none"> National & International Political Activity, Organization. Economy & Business, Corporate world 	08
Unit 2	Awards and recognitions	<ul style="list-style-type: none"> National & International Awards and recognitions Books and authors 	07
Unit 3	Science & Technology	<ul style="list-style-type: none"> Software, Automobile, Space Research New inventions and discoveries 	07
Unit 4	Environment & Sports	<ul style="list-style-type: none"> Summit & conference, Ecology & Climate, Organization. National & International Games, Olympics, commonwealth etc. 	08
Suggested readings (Use recent years' data and current literature):			
<ol style="list-style-type: none"> India 2019, by Publications Division Government of India Manorama Year Book by Philip Mathew, India 2019, Rajiv Maharshi Quick General Knowledge 2018 with Current Affairs Update, Disha Experts General Knowledge 2018: Latest Who's Who & Current Affairs by RPH Editorial Board. 			

AC-401(C):PERSONALITY DEVELOPMENT	
Course Objectives:	
<ul style="list-style-type: none"> To create awareness about the concept of Personality. To understand role of 'The Self', Motivation and Emotion in Personality Development. To understand and overcome the threats to Healthy Personality. 	

	<ul style="list-style-type: none"> To develop the Personality to deal confidently the challenges of life. 	
Unit 1	Introduction to the concept of Personality and 'The Self'	5 hrs
Unit 2	Managing Self: Acceptance, and Improvement Programme	5 hrs
Unit 3	Introduction to the Life Skills and their development	5 hrs
Unit 4	Development of Life Skills, Application of Life Skills	5 hrs
Unit 5	Introduction to the Soft Skills and their Development	5 hrs
Unit 6	External Aspects of Personality Development	5 hrs
<p>Suggested readings: Ciccarelli, S., Psychology (South Asian Edition). New Delhi: Pearson Publication वर्चे, वी., व्यक्तिमत्त्व सिद्धांत, विद्या प्रकाशन नागपूर उपाध्ये. एस., व्यक्तिमत्त्व विकास – अभ्यास, माहिती पुस्तिका, य.च.म.मु.विद्यापीठ, नाशिक</p>		

AC-401(D): WRITING AND RECORD KEEPING SKILLS		
Course Objectives:		
<ul style="list-style-type: none"> Learn writing skills commonly used in business world and daily life. This course will provide an introduction to the basic theories, methodologies, and most significant problems relating to records management. 		
Unit 1	Exercises in Written Skills:- (i) Précis writing (ii) Note-taking skills (iii) Writing reports	5 hrs
Unit 2	Guidelines and essentials of official correspondence for making enquiries, complaints and replies	5 hrs
Unit 3	Making representations; writing letters of application for jobs; writing CV, writing letters to the editor and social appeals in the form of letters/pamphlets.	5 hrs
Unit 4	Importance and Method of Recording, Recording Structure, types and Principles of Recording	5 hrs
Unit	Objectives of Record Keeping;	5 hrs

5	Meaning and concept of Filing Different Kinds of Filing System Steps in Filing; Indexing; Selecting the Appropriate Filing System; How to handle Incoming & Outgoing Mails	
<p>Suggested readings: Hansen, Kristine. (2007). Writing in the social sciences: A rhetoric with readings. 2nd ed. Boston, MA: Pearson Education Office Management By Ankita Bhatia Dr. R. K. Chopra Iron Mountain. (2020). Records management: Best practices guide.</p>		

