

Bharati Vidyapeeth (Deemed to be) University

Social Sciences Centre

Erandwane, Pune 411038

MSW Program (CBCS 2019 Pattern)

MSW Program Learning Objectives and Outcomes

Master of Social Work is a post graduation program of 2 years duration in the field of social work. A career in professional social work is all about giving and helping others in need. A masters in Social Work will provide a candidate an in-depth knowledge about the work put into the development of humanity and social welfare spanning Governmental Organizations and Non Governmental Organizations across the nation.

Vision of the Institute is to be an institution of excellence in higher education that continually responds to changing social realities through the development and application of knowledge, towards creating a people-centered, ecologically sustainable and just society that promotes and protects dignity, equality, social justice and human rights for all.

Program Objectives :

The primary objective of the MSW Program is to prepare students for advanced social work practice. Students acquire a professional foundation of social work knowledge, values, and skills in a generalist social work model.

- To teach methods of social work practice such as Case Work, Group Work, Community Organization etc.
- To study about various techniques used in the field of Social Work profession.
- To provide knowledge in the areas of Family and Child Development.
- To provide knowledge in the areas of Urban and Rural Community Development.
- To provide knowledge in the areas of Human Resource Management and Labour Welfare.
- To teach about Social Welfare Administration and its programmes.
- To organize practical sessions on Research Methodology.
- To provide knowledge about Corporate Social Responsibility.
- To teach and conduct special sessions on Counseling and guidance.
- To prepare social work practitioners for employment in local, State and international human services organizations.

Outcome of the MSW Program :

Upon completion of the MSW Degree Programme, the Postgraduate will be able to

- Demonstrate Ethical and Professional Behavior in Social Work Practice.
- Apply critical thinking to inform and communicate professional judgment in Social Work Practice
- Demonstrate diversity and difference in Practice.
- Construct research informed practice and practice informed research in Social Work.
- Formulate policy practice to advance social and economic wellbeing in Social Work services.
- Engage, assess, intervene and evaluate individuals, families, groups, organizations, and communities

MSW Program Specific Outcomes

- Obtain knowledge on the utilization of Social Work practice theories and methods with individuals, families and groups.
- Acquire knowledge on the utilization of Social work Practice theories and methods with community organization and Social Welfare Administration.
- Develop skills to Practice values and ethics of Social Work Practice with diverse and vulnerable populations
- Conduct evidence based research and evaluation
- Get diverse technical knowledge on various Acts and legislations related to Social Work practice
- Apply various techniques, skills, approaches and model of social work practice which leads to the employment opportunities.

Master of Social Work (M.S.W.)

Duration	Two years
Eligibility	A Bachelor's Degree of a recognized Indian or Foreign university.
In-take	60 Students

The degree of Master of Social Work is a professional Post-Graduate degree approved by Department of Social Justice, Govt. of Maharashtra. The graduates have potentiality to professionally seek employment and make career in various positions in governmental, non governmental and International agencies. The various areas for job placement are in Rural development, Urban development, Tribal development, Women and Child Development, Welfare of specially challenged persons, Correctional organizations, Corporate social responsibility, Family Courts, Hospital settings etc. The Master's degree programme equips trainees to work as agents of change from grassroots level to policy levels.

Bharati Vidyapeeth Deemed University, Pune offers three specialization courses of eight papers each divided over four semesters. Currently the following specializations are approved by the University.

The following Specialization Courses are offered by the University

1. Family and Child Development (FCD)
2. Urban and Rural Community Development (URCD)
3. Human Resource Management and Labour Welfare (HRM&LW)

MSW Program Structure SEMESTER – I

Course Number	Course Title	Credit Value	#Lect.	#Tut.	Weightage for UE/CIA (%)	EoT E
Core Course – Compulsory Courses						
CC-1	Social work: history and ideology	03	30	30	60/40	Uni.
CC-2	Methods of social work practice: work with individuals and groups	03	30	30	60/40	Uni.
CC-3	Social Work Research	03	30	30	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Family & Child Development						
FCD-1	Family Dynamics and Working with Families	02	20	20	60/40	Uni.
FCD-2	Child Development and Socialization	02	20	20	60/40	Uni.
FCD-3	Education and social work	02	20	20	60/40	Uni.

	intervention					
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Urban And Rural Community Development						
URCD-1	Urban Development	02	20	20	60/40	Uni.
URCD-2	Rural Development	02	20	20	60/40	Uni.
URCD-3	Community planning for development	02	20	20	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Human Resource and Labour Welfare						
HRM&L W-1	Organisation Behaviour	02	20	20	60/40	Uni.
HRM&L W-2	Trade Unions in India	02	20	20	60/40	Uni.
HRM&L W-3	Labour Economics	02	20	20	60/40	Uni.
Ability Enhancement Course						
AE-1	Corporate Social responsibility	02	20	20	60/40	Uni.
Field Work & Viva-voce						
FW-1	Field Work-I	08	-	-	Internal assessment	Inst.
CVV-1	Comprehensive Viva-Voce-I	01	-	-	-	Uni.
SEMESTER – II						
Course Number	Course Title	Credit Value	#Lect.	#Tut.	Weightage for UE/CIA	EoT E
Core Course – Compulsory Courses						
CC-4	Psychology for Social Workers	03	30	30	60/40	Uni.
CC-5	Methods of Social Work Practice – Work with Community & Social Action	03	30	30	60/40	Uni.
CC-6	Statistics and Computer Applications in Social Work Research	03	30	30	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Family & Child Development						
FCD-4	Family Life and Population Education	02	20	20	60/40	Uni.
FCD-5	Women Empowerment	02	20	20	60/40	Uni.
FCD-6	Feminist Social work practice	02	20	20	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Urban & Rural Community Development						
URCD-4	Tribes in India	02	20	20	60/40	Uni.
URCD-5	Panchayat Raj System	02	20	20	60/40	Uni.
URCD-6	Community Development Models and Approaches	02	20	20	60/40	Uni.

Compulsory Elective - Opt any two courses from the specialization						
Specialization: Human Resource Management and Labour Welfare						
HRM&L W-4	Labour Legislation	02	20	20	60/40	Uni.
HRM&L W-5	Human Resource Management	02	20	20	60/40	Uni.
HRM&L W-6	Business Communication and Presentation Skills	02	20	20	60/40	Uni.
Skill Enhancement Course						
SE - 1	Social Work and Skill development	02	20	20	60/40	Uni.
Field Work & Viva-voce						
FW-2	Field Work-II	08	-	-	Internal assessment	Inst.
CVV-2	Comprehensive Viva-Voce-II	01	-	-	-	Uni.
SEMESTER – III						
Course Number	Course Title	Credit Value	#Lect.	#Tut.	Weight age for UE/CIA	Eo TE
Core Course – Compulsory Courses						
CC-7	Introduction to Sociology and Indian Social Problem	03	30	30	60/40	Uni.
CC-8	Social Legislations	03	30	30	60/40	Uni.
CC-9	Social Policy and Planning	03	30	30	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Family & Child Development						
FCD-7	Programmes and Services for Children	02	20	20	60/40	Uni.
FCD-8	Youth Development	02	20	20	60/40	Uni.
FCD-9	Child and Family laws in India	02	20	20	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Urban & Rural Community Development						
URCD-7	Urban Planning and Governance	02	20	20	60/40	Uni.
URCD-8	Natural Resource Management and Livelihood Resource	02	20	20	60/40	Uni.
URCD-9	Cooperative Practices in Rural Development	02	20	20	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Human Resource Management and Labour Welfare						

HRM&LW -7	Social Security Laws	02	20	20	60/40	Uni.
HRM&LW -8	Human Resource Development	02	20	20	60/40	Uni.
HRM&LW -9	Performance Management	02	20	20	60/40	Uni.
Ability Enhancement Course						
AE-2	Environmental Issues and Disaster management	02	20	20	60/40	Uni.
Field Work & Viva-voce						
FW-3	Field Work-III	08	-	-	Internal assessment	Inst.
CVV-3	Comprehensive Viva-Voce-III	01	-	-	-	Uni.
RP	Research Project	03	-	-	-	Uni.
SEMESTER – IV						
Course Number	Course Title	Credit Value	#Lect.	#Tut.	Weight age for UE/CI A	EoT E
Core Course – Compulsory Courses						
CC-10	Counselling in Social Work	03	30	30	60/40	Uni.
CC-11	Introduction to Constitution and Human Rights	03	30	30	60/40	Uni.
CC-12	Community Health and Health Care System.	03	30	30	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Family & Child Development						
FCD-10	Family Counselling	02	20	20	60/40	Uni.
FCD-11	Gender Studies	02	20	20	60/40	Uni.
FCD-12	Introduction to Gerontology	02	20	20	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Urban & Rural Community Development						
URCD-10	Sustainable development	02	20	20	60/40	Uni.
URCD-11	Community Participation and Management	02	20	20	60/40	Uni.
URCD-12	Tribal Development	02	20	20	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Human Resource Management and Labour Welfare						
HRM&LW -10	Labour Welfare	02	20	20	60/40	Uni.

HRM&L W -11	Industrial Relations and Case Studies	02	20	20	60/40	Uni.
HRM&L W -12	Compensation Management	02	20	20	60/40	Uni.
Skill Enhancement Course						
SE -2	Media and Development	02	20	20	60/40	Uni.
Field Work, Viva-voce & Research						
CVV-4	Comprehensive Viva-Voce-IV	01	-	-	-	Uni.
ST	Study Tour	01	-	-	Internal assessm ent	Inst.
BPT	Block Placement	08	-	-	Internal assessm ent	Inst.

MSW Courses

Semester - I

CC-1: SOCIAL WORK: HISTORY AND IDEOLOGY

Course Objectives	Teaching-Learning Process	Learning Outcome	Course Evaluation
<ol style="list-style-type: none">1. To understand history and evolution of ideologies of social change in India.2 To develop insights into the development of contemporary Indian and western ideologies and approaches to social change3. To understand history and evolution of social work profession and social work education in India4. To study and understand the values, ethics and goals of social work education	<ol style="list-style-type: none">1. Lecture2. Assignment3. Individual and Group Presentation	<ol style="list-style-type: none">1. Able to understand social work as a profession2. Able to understand various ideologies of social work in India and west.3. Able to demonstrate awareness of values and ethics of the social work profession.	<p>A. Semester end examination : 60 marks</p> <p>B. Internal Assessment:40 marks</p>

Section – I

Unit – I: Indian History of Ideologies for Social Change – I

- Concept of ideology
- Lokayat/Charvak
- Vedic and Vedant
- Jainism and Buddhism

Unit – II: Indian History of Ideologies for Social Change – II

- Hindu Reform Movement
- Dalit Movement
- OBC / VJNT Movements

Unit –III: Western History of Ideologies

- Rationalism
- Liberalism
- Utilitarianism
- Welfarism
- Socialism

Section – II

Unit –IV: Contemporary Ideologies

- Neo-liberalism
- Post-Modernism
- Globalization
- Ideology of Sustainable Development

Unit – V: History of Social Work Profession in India

- Social work education in India
- Goals of social work education
- Social work as a Profession

Unit –VI: Values and Ethics of Professional Social Work

- Concept of values and ethics
- Code of ethics for social workers
- Spirituality and social work

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CC- 2: METHODS OF SOCIAL WORK PRACTICE: WORK WITH INDIVIDUALS AND GROUPS

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To understand History and Evolution of Social Group Work and Social Case Work Methods both in India and the West 2. To develop insights into the Components of Social Case Work and Social Group Work Methods 3. To develop insights into the Phases of Social Case Work and Social Group Work Methods	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Ability to understand Social Case Work and Social Group Work Methods as primary methods of Social Work 2. Ability to understand and internalize Principles and Processes of Social Case Work and Social Group Work 3. Ability to comprehend and demonstrate awareness of values and ethics of Social Case Work and Social Group 4. Ability to comprehend Tools and Techniques of Social Case Work and Social Group Work	A. Semester End Examination 60 marks B. Internal Assessment:40

Unit -I: Introduction to Case Work as a Method of Social Work

- Concept and definitions of case work
- History of case work in India
- Assumptions in case work
- Ethics and Values in case work

Unit-II: Components of Case Work-

- Person
- Problem
- Place
- Process

Unit-III: Principles and Process of Case Work

- Principles of case work

- Process of case work - Study, diagnosis, treatment, evaluation, termination and follow up.
- Tools and Techniques in case work

Section –II

Unit – IV: Introduction to Group Work

- Concept, meaning and definition of Social Group work
- Characteristics of social group work
- Principles of social group work
- Group work in various settings – hospital, school, correctional setting

Unit – V: Process of Social Group Work

- Orientation phase,
- Assessing and establishing objectives,
- Preparation of plan,
- Group formation phase,
- Rapport establishment phase
- Programme implementation
- Evaluation phase,
- Termination phase

Unit – VI: Recording in Social Group Work

- Significance of Recording in group work
- Principles of recording
- Types of recording- narrative, process and summary
- Techniques of recording –observation, fish-bowl, sociogram.

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CC- 3: SOCIAL WORK RESEARCH

Course Objectives	Teaching-Learning Process	Learning Outcome	Course Evaluation
1.To study and understand the basic concepts and elements of research. 2.To gain understanding of nature and relevance of social science research and its application in social Work 3. To learn steps and process of formulation of research design and carry out the same 4To learn how to prepare tools for collection of data 5. To learn process of data collection, organization, presentation, analysis and report writing Course Objectives	1. Lecture 2.Assignment 3.Individual and Group Presentation	1.Able to demonstrate ability to be able to conduct research, and to do this with an understanding of the application of different methods and tools 2. Able to develop skills of data collection, organization, presentation, analysis and report Writing	Semester end examination : 60 marks B. Internal Assessment:40 marks

Section – I

Unit – I: Introduction to Social Work Research

- Concept and Definitions of Social Work Research
- Goals of Research
- Scientific Methods

Unit – II: Elements of Research

- Concept and construct
- Hypothesis
- Objectives
- Variables: Dependent and Independent

Unit III: Stages in Research

- Selection of Topic
- Problem Formulation
- Formulation of Hypothesis and Objectives
- Formulation of Research Design
- Designing various Tools of Data collection
- Data Processing – Scrutiny, Editing, Coding, Data Analysis and Interpretation
- Report writing

Section – II

Unit – IV: Types of Research and Research Designs

- Types of research: Qualitative research and Quantitative research
- Action Research and Participatory research,
- Experimental and Intervention research
- Research Design
- Descriptive and Exploratory
- Evaluative

Unit – V: Research Methodology Sampling Methods

- Universe of study

- Sampling methods
- Probability sampling: Random sampling- simple, stratified and systematic
- Non probability sampling: Purposive, Quota, convenience, Snow-ball

Unit – VI: Data Collection

- Sources -Primary and Secondary
- Methods- Observation, Interview, Focused Group Discussion
- Tools - Questionnaire, Interview schedule and interview guide, standardised scales

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FCD – 1 : FAMILY DYNAMICS AND WORKING WITH FAMILIES

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<ol style="list-style-type: none"> 1. To understand History and Evolution of Family as a Social Institution 2. To develop insights into the institutions of Marriage and Family, outlining the features of marriage and family, lines of descent and residence etc 3. To understand the Family in a phase of transition and factors responsible for the same 4. To understand significant issues affecting the family 5. To understand the role of Family Support Programmes 	<ol style="list-style-type: none"> 1. Lecture 2. Assignment 3. Individual and Group Presentation 4. Focused Group Discussions 	<ol style="list-style-type: none"> 1. Ability to Understand the Structure and Functions of the family 2. Ability to understand the Types and Functions of Family 3. Ability to understand the impact of Socio-cultural Factors on the Family and Marriage as Primary Social Institutions 4. Ability to understand the situation and causative factors responsible for Marginalized Families 	<ol style="list-style-type: none"> A. Semester End Examination 60 marks B. Internal Assessment:40

Section - 1

Unit – 1: Family as a Social Institution

- Origin, meaning & definition of family
- Evolution of family as a social institution.
- Types and functions of family.

Unit – 2: Changing Family Structure

- Re-constituted families
- Child-less families
- Live-in relationships
- Single parenthood

Unit – 3: Factors affecting Family

- Urbanisation,
- Modernisation
- Globalisation

Section -II

Unit – 4: Issues affecting the Family

- Desertion, separation
- Divorce
- Familial violence and abuse

Unit – 5: Issues of Marginalized families

- Nomadic family
- Tribal family
- Caste / Class Issues

Unit – 6: Services for the Family

1. An overview of family laws
2. Family support programmes- Institutional
3. Non- institutional

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FCD- 2: CHILD DEVELOPMENT AND SOCIALIZATION

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<ol style="list-style-type: none"> 1. To understand the demographic profile of children at the Global and National Levels 2. To develop insights into the overall situation of children in India 3. To understand the Concept, Principles and Areas of Child Development 4. To understand the Stages in the Life-Span and the impact of Developmental Hazards. 5. To understand the Process, Goals and Agencies of Child Socialization 	<ol style="list-style-type: none"> 1. Lecture 2. Assignment 3. Individual and Group Presentation 4. Focused Group Discussions 	<ol style="list-style-type: none"> 1. Ability to understand the varied profiles of children and factors responsible for their situation 2. Ability to understand the process of Child Development and the factors impacting the same 3. Ability to understand the impact of Biological, Environmental and Socio-cultural and factors on the Process of Child Socialization 4. Ability to understand the situation and causative factors responsible for Marginalized Children 	<p>A. Semester Examination 60 marks</p> <p>B. Internal Assessment:40</p>

SECTION-I

Unit-1: Conceptual Framework

- Definition of child
- Demographic profile of children –Indian and Global
- Overview of situation of children in India

Unit-2: Child Development

- Concept of Child Development
- Principles of Child Development
- Areas of Development- Physical , Emotional, Social, Intellectual

Unit – 3 : Stages in the life-span (up to Adolescence)

- Prenatal

- Neo-natal
- Post natal- Infancy ,Toddlerhood, Early Childhood , Late Childhood ,Adolescence

Section – II

Unit – 4: Developmental Hazards in Childhood

- Infant Mortality
- Common Childhood Diseases
- Behavioural Problems

Unit – 5: Child Socialization

- Meaning ,Concept and Definition of Socialization
- Process and goals of Socialization
- Socialization of Children in Institutional Settings

Unit – 6: Agencies of Socialization

- Family
- School
- Mass-Media

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FCD–3 EDUCATION AND SOCIAL WORK INTERVENTION

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To understand the Concept and Objectives of Education 2. To develop insights into the overall situation of Education in India 3. To understand the Concept of various Forms of Education- Formal, Non Formal and Life-long Education 4. To understand the Pre-requisites for Education 5. To understand the Process and Role of Curriculum Development and Training in Education	1. Lecture 2. Assignment 3. Individual and Group Presentation 4. Focused Group Discussions	1. Ability to understand the factors affecting Access to Education in India 2. Ability to understand the Factors affecting the Learning Process 3. Ability to understand the role of Facilitation and Facilitator in the Learning Process 4. Ability to understand the Psychological Aspects of Education	A. Semester End Examination 60 marks B. Internal Assessment:40

Section – I

Unit – I: Conceptual Framework

- Concept and Definition of Education
- Objectives of Education
- Factors affecting access to Education

Unit – II: Non-Formal Education

- Definition ,Relevance and Scope of non-formal education
- Objectives and Characteristics of non-formal education
- Non-formal education as a methodology in formal education

Unit – III: Lifelong Education

- Concept and meaning of lifelong education
- Government policies and programmes for lifelong Education

- NGO initiatives for lifelong Education

Section – II

Unit – IV: Pre-requisites for Education

- Socio-economic background of adults and children affecting learning process
- Role of facilitator and facilitation in learning environment
- Psychological aspects of Education

Unit – V: Contents in Education

- Basic principles of curriculum development
- Techniques in Education: Formal – lectures, presentations, symposium, seminar, discussion, Role play, Street play,
- Importance of Mass-media education

Unit- VI: Training in Education

- Concept and Importance of training
- Content of training
- Types of training

REFERENCES:

1. Unorganised Labour Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Methods of Social work Practice :Work with Individual and Groups, Dr. Anita Mohite, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
3. Community work , Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
4. Field Work Practicum Dr.V.V.Kulkarni, (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
5. Interventions to save the girl child Vol. I -(2015)- Punjab, Haryana and Delhi Published by Laxmi Book Publications, Solapur.
6. Dr. Lawani B. T., (2008),Social Work Education and Field Instructions (2nd Edition) , Current Publications, Agra, ISBN: 81-89065-11-4
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10. N.R. Roy – Social Education.
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13. Interventions to Save the Girl Child in Vol. III -(2015) Haryana, Published by Laxmi Book Publications, Solapur.
14. Interventions to Save the Girl Child in, Vol. IV -(2015) Delhi Published by Laxmi Book Publications, Solapur.
15. Social work History and Ideology, Dr.Kirtiraj D.C.and Dr. B.T.Lawani- (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE

URCD – 1: URBAN DEVELOPMENT

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To understand the Meaning and concept of Urban Development Characteristics of Need for Urban Development 2. To gain knowledge about Growth of slum areas 3. Issues and Impact of slums on urban development 4. To develop and understanding Problems and issues in Urban Development	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Able to understand Urban Development 2. Able to understand knowledge about Urban Development 3. Able to Demonstrate awareness in Urban Development	A. Semester end examination 60 marks B. Internal Assessment:40 marks

Section – I

Unit – I: Basic Concepts in Urban Development

- Meaning and concept of Urban Development
- Characteristics of urban development.
- Need for Urban Development

Unit – II: Urban Development Policies

- Slum Rehabilitation policy
- Urban Housing Policy

Unit – III: Basic Services and infrastructure in Urban areas

- Basic services: City transport, Internal roads, public toilets, electricity, etc.
- Sanitation and Water supply
- Health and education

Section – II

Unit – IV: Urban Development and Slums

- Growth of slum areas
- Issues in slums
- Impact of slums on urban development

Unit – V: Problems and issues in Urban Development -I

- Migration

- Solid waste management
- Crime in cities

Unit – VI: Problems and issues in Urban Development -II

- Environmental Protection
- Housing
- Urban Poverty
- Social inclusion and slum development

REFERENCES:

1. Urbanization in India Ramanath Jha and Dr. V.V.Kulkarni (2018) Published by Current Publications, Agra
2. Urban Development Ramanath Jha and Dr. V.V.Kulkarni (2018) Published by Current Publications, Agra
3. Dimensions of Community Work (2014) -Dr.V.V.Kulkarni , Published by Current Publications, Agra.
4. Dynamics of community organization and Social Work (2014)-Dr.V.V.Kulkarni, Published by Current Publications, Agra.
5. Urban Governance , Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
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12. Report of National Commission on Urbanization (1988). Government of India, Vols 1&2.
13. Sundaram, K. V. (1997). Urban and Regional in India. New Delhi: Vikas Publishing House Pvt. Ltd.
14. Open Course , Dr. Bharati Chavan, Dr. Lokindar Tyagi, Dr, Brotho Bhardwaj 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE

URCD – 2: RURAL DEVELOPMENT

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To understand the Meaning and concept of Rural Development Characteristics of Need for Rural Development 2. To gain knowledge about Growth of slum areas 3. Issues and Impact of slums on rural development 4. To develop and understanding Problems and issues in rural Development	1 Lecture 2 Assignment 3 Individual and Group Presentation	1 Ableto understand Rural Development 2 Ableto understand knowledge about Rural Development 3 Ableto Demonstrate awareness in Rural Development	1. Semester end examination 60 marks 2. Internal Assessment:40 marks

Section – I

Unit-I: Introduction to Rural Development

- Concept and meaning of Rural development
- Need of Rural development
- Significance of Rural development

Unit – II: Rural Development theories

- Economic Development theory,
- Social Change theory
- Infrastructure Development theory

Unit-III: Rural Development Policies

- Rural Infrastructure development policy
- Agriculture development policy
- Rural Employment policies
- Challenges in rural Development

Section – II

Unit-IV: Rural Development Programmes

- Mahatma Gandhi National Rural Employment Guarantee Scheme
- National Rural Livelihood Mission (NRLM)
- Swachh Bharat Yojana
- Deen Dayal Upadhyaya Gramin Kaushalya Yojana
- Pradhanmantri Awas Yojana Gramin
- National Social Assistance Programme
- Antodaya Yojana

Unit-V: Role of NGO's and Corporate's in Rural Development

- Poverty alleviation and Employment Generation

- Education, Health and Women Empowerment
- Environment protection and Disaster management

Unit-VI: Globalization and its impact on Rural Development

- Globalization and its impact on rural community
- Globalization and Rural Economy – Agriculture, Marketing, etc.
- Globalization and Rural Employment

REFERENCES:

1. Social Work and Community Organization (2014)- Dr.V.V.Kulkarni, Published by Current Publications, Agra.
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3. Dynamics of community organization and Social Work (2014)- Dr.V.V.Kulkarni, Published by Current Publications, Agra.
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9. Participation of Women in the Panchayati Raj System, Mehta G.S. – Kanishka Publishers, Distributors, New Delhi.
10. Decentralised Planning and Panchayati Raj Malcolm Adiseshiah – Concept Publishing, New Delhi.
11. Rural Leadership and Panchayat, R.S. Mehta – Bahri Publications Private Ltd.
12. Panchayati Raj System Dr.V.V.Kulkarni, (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
13. Open Course , Dr. Bharati Chavan, Dr. Lokindar Tyagi, Dr, Brotho Bhardwaj 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE

URCD 3 Community Planning for Development

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To Understand The Need And Objectives And Principles And Dimensions Planning Methods And Tools 2. To Gain Knowledge About Areas Of And Holistic Approach ,Application Of Social Work Methods In Community Planning 3. To Develop And Understanding Community Planning Process, types, Skills	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Ableto understand Community Planning 2. Ableto understand knowledge about Community Planning 3. Ableto Demonstrate awareness in Community Planning 4. Rural Development	A. Semester end examination 60 marks B. Internal Assessment:40 marks

Unit I: Community planning

- Need and Objectives of Community planning
- Principles and Dimensions
- Planning methods and tools

Unit II : Community Development

- Areas of Community development
- Holistic approach in Community development
- Application of Social work methods in Community planning

Unit III Relationship of Community planning with:

- Community organization
- Social Development
- Sustainable development

Section II

Unit IV Community planning process

- Developing Community Vision
- Community Need assessment
- Forming planning Committees
- Participatory planning

Unit V Community planning types

- Integrated community planning
- Strategic community planning

- Comprehensive community planning

Unit VI Community planning skills

- Community organization
- Resource mobilization
- Group facilitation
- Reporting and Documentation

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1. Community planning and development (2019) Dr.V.V.Kulkarni Dr. M.P.Kanaskar Published by Current Publications, Agra.
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4. Dynamics of community organization and Social Work(2014) -Dr.V.V.Kulkarni, Published by Current Publications, Agra.
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HRM&LW – 1: ORGANISATIONAL BEHAVIOUR

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>1. To help the students to develop cognizance of the importance of Organizational behaviour.</p> <p>2. To enable students to describe how people behave under different conditions and understand why Organization behave as they do.</p> <p>3. To provide the students to analyse specific strategic Organizational resources demands for future action.</p> <p>4. To enable students to synthesize related information and evaluate options for the most logical and optimal solution such that they would be able to predict and control Organizational behaviour and improve results.</p>	<p>1. Lecture</p> <p>2. Assignment</p> <p>3. Individual and Group Presentation</p>	<p>1. Demonstrate the applicability of the concept of organizational behavior to understand the behavior of people in the organization.</p> <p>2. Demonstrate the applicability of analyzing the complexities associated with management of individual behavior in the organization.</p> <p>3. Analyze the complexities associated with management of the group behavior in the organization.</p> <p>4. Demonstrate how the organizational behavior can integrate in understanding the motivation (why) behind behavior of people in the organization.</p>	<p>A. Semester end examination 60 marks</p> <p>B. Internal Assessment:40 marks</p>

Section – I

Unit - I: Organizational Behaviour

- Definition and Scope of Organizational Behaviour
- Importance of Organizational Behaviour
- Models of Organizational Behaviour

Unit -II: Human Behaviour at Work

- Human Needs
- Attitudes – Their formation, measurement and change
- Job satisfaction

Unit – III: Motivation

- Theories of motivation
- Industrial morale
- Stress and Management

Section – II

Unit –IV: Industrial Conflicts

- Concept and causes of Industrial conflicts
- Types of conflicts
- Conflict Management

Unit-V: Human Problems in Industry

- Nature and Types of Human Problems
- Management Initiatives
- Social Work interventions

Unit – VI: Factory as a Social Organization

- Formal and Informal Groups
- Group Dynamics

REFERENCE:

1. Human Resource management, Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Unorganised Labour Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
3. Media and Developemnt Dr. G.R.Rathod and Dr. Garima Diyama , 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
4. Social Legislation Dr. G.R.Rathod, and Jayshree Kandhare 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
5. Psychology for Social Workers, Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
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9. Dr. B.P. Tyagi: Labour Economics and Social Welfare
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18. Keith Devis : Organizational Behaviour

HRM&LW – 2: TRADE UNIONS IN INDIA

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>1. Enable students to understand Origin and Growth of trade union movement in India – Theories – Functions – Administration of Unions – Leadership – Membership and Finance – Close shop, Open Shop and Check off system – Employers’ organization: Objectives and functions of various employers organization, membership and finance. Issues and Challenges of Trade unions in India.</p> <p>2. Acquire knowledge about emerging Trends in Union – management relations.</p> <p>3. Understand Impact of Globalization and Liberalization.</p>	<p>1. Lecture 2. Assignment 3. Individual and Group Presentation</p>	<p>- Gain knowledge about trade unions</p> <p>- Understand the functions and activities of trade unions</p> <p>- Acquire the skill of working with the workers and unions</p>	<p>A. Semester end examination 60 marks</p> <p>B. Internal Assessment:40 marks</p>

Section – I

Unit – I: Trade Unions

- Definitions of Trade Union
- Types of Trade unions
- Functions of Trade unions

Unit –II: Trade Union Movement in India

- Factors responsible for the Growth of Trade Union Movement
- Stages of Trade Union Development
- Future of Trade Unionism in India

Unit –III: Registration and Recognition of Trade Unions

- The India Trade Unions Act, 1926
- Status of Recognized Union

Section – II

Unit – IV: Problems of Trade Unions

- Problems of Leadership in Public, Co-operative and Private Sectors

- Post-Globalisation Issues

Unit – V: Central Trade Unions in India

- All Indian Trade Union Congress
- Bharatiya Mazdoor Sangh
- Hind Mazdoor Sabha
- All India Railwaymen's Federations

Unit – VI: Role of Trade Unions

- Labour Welfare
- Job Security and Wage Determination
- Labour Productivity and Standard of living

REFERENCE:

1. Human Resource management, Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Unorganised Labour Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
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5. V.B. Karnik, Indian Trade Unions - Popular Prakashan, Bombay.
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HRM&LW – 3: LABOUR ECONOMICS

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>Acquaint students with the contribution of labour in the process of capitalist development.</p> <p>Exposing students to diverse labour relations in urban and rural settings under capitalism.</p> <p>To enable students to understand the crucial role of women in the process of production.</p> <p>To understand the relationship between current phase of globalisation and labour while incorporating the role of Indian state</p>	<p>1. Lecture 2. Assignment 3. Individual and Group Presentation</p>	<p>-Students will develop a critical understanding regarding history of work and theory of wages</p> <p>-Command in-depth understanding regarding rural and urban labour.</p> <p>-Students will be able to critically understand how the social constructs like gender and caste impacts labour</p> <p>-Students will develop an understanding of labour as social relations of production that will enable them to locate it in that perspective rather than locating labour simply as a factor of production.</p>	<p>A. Semester end examination 60 marks</p> <p>B. Internal Assessment:40 marks</p>

Section – I

Unit – I: Labour Economics

- Definitions of Labour Economics
- Scope of Labour Economics
- Characteristics of Labour

Unit – II: Employment

- Theories Of Employment
- Full Employment
- Unemployment & Under Employment

Unit – III: Wages

- Meaning And Definitions of Wages

- Wage Policy For Developing Economy

Section – II

Unit – IV: Theories of Wages

- Subsistence Theory of Wages
- Marginal Productivity Theory of Wages
- Demand And Supply Theory of Wages

Unit –V: Methods of Wage Payment

- Time Rate System
- Piece Rate System
- Balance Method System
- Performance Based System

Unit – VI: Labour Productivity

- Definition of Labour Productivity
- Labour Efficiency and Productivity
- Factors of Productivity

REFERENCE:

1. Human Resource management, Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Unorganised Labour Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
3. Psychology for Social Workers, Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
4. Charles Myer, Industrial Relations in India
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6. Dr. C.B. Memoria, Dynamics of Industrial Relations
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9. Dr. C.B. Mamoria, Dynamic of Industrial Relations
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16. K.K. Ahuja, Industrial Relations Theory & Practice
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AE-1: CORPORATE SOCIAL RESPONSIBILITY

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To understand the concept of CSR and the scope for social work. 2. To learn the fields of Corporate Social Responsibility. 3. To learn the essentials of CSR. 4. To study the aspects of CSR 5. To understand the policy and programs of CSR. 6. To study the CSR strategic planning and management.	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Understand the different dimensions of CSR. 2. Understand the legal framework of CSR 3. To gain the knowledge of community investment and employee volunteering 4. Demonstrate the field based activities in the areas of education, health, environment and gender empowerment. 5. To analyse the impact of CSR programs and activities.	A. Semester end examination 60 marks B. Internal Assessment:40 marks

Section – I

Unit – I: Introduction

- Concept, meaning and definitions of CSR
- Objectives and Scope of CSR
- Development of CSR
- Functions of CSR
- Scope for Social Work in CSR Activities

Unit – II: Fields of Corporate Social Responsibility

- Education
- Health and Sanitation
- Gender Empowerment
- Infrastructure development
- Rural Development
- Environment

Unit – III: Essentials of Corporate Social Responsibility

- Identifying Priorities of the Community
- Community Investment and Employee Volunteering

- Partnership and Stakeholder Dialogue
- Managing CSR Along with Supply Chains

Section – II

Unit – IV: Aspects of Corporate Social Responsibility

- Social Aspects
- Economical Aspects
- Environment Aspects
- Role of Social Worker in CSR activities

Unit – V: Corporate Social Responsibility Policy and Programmes

- Policies and Programmes of CSR
- CSR programmes for employees
- Networking with Stakeholders

Unit – VI: Corporate Social Responsibility Strategic Planning and Management

- Non-financial Risk Assessment and Management
- Aligning CSR Strategies with Financial Performance
- CSR Investment for Poverty Alleviation
- Long Term Development and Commitment

REFERENCES:

1. The Skeptical Environmentalist: Measuring the real estate of the World, Bjorn Lomborg, Cambridge University Press, 2001
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5. What Matters Most: Corporate Values and Social Responsibility, Jeffrey Hollender, California management Review, pp 111-119, Volume 46(4), 2004
- a. Urban Governance , Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 11 Open Course , Dr. Bharati Chavan, Dr. Lokindar Tyagi, Dr, Brotho Bhardwaj 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
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- 13 The Discipline of building character, Joseph L. Badaracco Jr., Harvard Business Review, pp 115-124, March – April 1998
- 14 Accounting Fraud at Worldcom, Robert S Kaplan and David Kiron, Harvard Business School Case study 9-104-071, May 2005, Management Lessons from Enron, B. Bowonder, TMTTC, 2006
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- 16 Social Analysis Methodology (2014)- Dr.V.V.Kulkarni Dr. M.P.Kanaskar Published by Current Publications, Agra.
- 17 Social Work and Community Organization (2014)- Dr.V.V.Kulkarni, Published by Current Publications, Agra.
- 18 Dimensions of Community Work (2014) -Dr.V.V.Kulkarni , Published by Current Publications, Agra.

Semester - II

CC – 4: PSYCHOLOGY FOR SOCIAL WORKERS

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<ol style="list-style-type: none"> 1. To understand the Concept and Objectives of Psychology as a Scientific Method 2. To develop insights into the Areas of Application of Psychology 3. To understand the Theories of Human Development and Behaviour 4. To understand the Developmental Stages in the Life-Span 5. To understand the Mechanisms of Heredity Environment and Psycho-Social Factors in Human Development 	<ol style="list-style-type: none"> 1. Lecture 2. Assignment 3. Individual and Group Presentation 	<ol style="list-style-type: none"> 1. Ability to understand the Scientific Methods of Study in Psychology 2. Ability to understand the Concepts of Human Growth, Human Development and Human Behaviour 3. Ability to understand the Factors affecting Human Growth and Development 4. Ability to understand the Life- Span Approach to understanding Human Development and Behaviour 	<p>A. Semester End Examination 60 marks</p> <p>B. Internal Assessment: 40 marks</p>

Section – I

Unit – I: Nature and Scope of Psychology

- Concept and definitions of Psychology
- Areas of Application of Psychology
- Scientific Methods in Psychology

Unit – II: Human Development and Human Behaviour

- Concept of Human Growth, Human Development and Human Behaviour
- Environmental Factors affecting Human Behaviour and Development
- Social Factors affecting Human Behaviour and Development

Unit – III: Theories of Human Development and Behaviour

- Freud’s Psycho-sexual Theory,
- Erickson’s Psycho-social Theory
- Jean Piaget’s Cognitive Theory

Section – II

Unit – IV: Developmental Stages in Life Span

- Life span Approach to the understanding of Human Development
- Principles of Human Growth and Development
- Stages of Human Development-from conception to Old Age

Unit – V: Biological Factors in Human Development and Behaviour

- Heredity-Concept, mechanisms
- Influence of Heredity on Human Development and Behaviour
- Role of Endocrine Glands

Unit – VI: Psycho-social Factors in Human Development

- Motivation
- Conflict among Motives
- Coping and Defense Mechanisms

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**CC-5 : METHODS OF SOCIAL WORK PRACTICE – WORK WITH COMMUNITY
AND SOCIAL ACTION**

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<ol style="list-style-type: none"> To understand the Concept and Objectives of Community Organization as a Method of Social Work To develop insights into the Models of Community Organization To understand the requisites for a Community Organizer To understand the Areas of Practice of Community Organization To understand the Concept and Strategies of Social Action and Social Advocacy 	<ol style="list-style-type: none"> Lecture Assignment Individual and Group Presentation 	<ol style="list-style-type: none"> Ability to understand the Values and Ethics of Community Organization Ability to understand the Models and Techniques of Community Organization Ability to understand the application of Community Organization Practices in various settings-Rural, Urban and Tribal Ability to understand the application of various Approaches and Strategies for Social Action and Social Advocacy 	<ol style="list-style-type: none"> Semester End Examination 60 marks Internal Assessment:40 marks

Section – I

Unit - I: Community Organization

- Concept and Definition of Community Organization
- Values of Community Organization
- Principles of Community Organization
- Steps in community Organization Process

Unit -II: Models and techniques in Community Organization Practice

- Models of Community Organization- Locality development model, Social Planning model, Social Action model, Rothman’s Model
- Techniques in Community Organizations –
 - Participatory Rural Appraisal
 - Rapid Rural Appraisal techniques

Unit – III: Role and Skills of Community Organizer

- Role of Community Organizer – Guide, Enabler, Expert and Social therapist.

- Skills in community organization practice: interaction skills, documentation skill, organizing skills, resource mobilizing (internal and external) skills and conflict resolution skills.

Section – II

Unit –IV: Community Organization Practice

- Community Organization Practices in
- Tribal, Rural and Urban / Slum settings
- Areas of community organization – health, education, natural resources management , livelihood resources

Unit-V: Social Action

- Concept and definition of social action
- Rights based approach
- Forms of Protest
- Strategies for Social Action

Unit – VI: Social Advocacy

- Concept and Definition of Social Advocacy
- Strategies for advocacy; campaigning, lobbying, use of media.
- Public opinion building in advocacy
- Coalition and Network building.

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2. Youth Development Dr. Anita Mohite, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
3. Community work , Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
4. Introduction to Sociology Dr.S.I.Kumbhar and Dr.Vishal Jadhav, - (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
5. Methods of Professional Social Work, Published by Tilak Maharashtra Vidyapeeth, Deemed University (2002) – A Text book of Bachelor of Social Work Degree Course..
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Press.
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and Row, New York.
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Hira Publications, New Delhi.
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**CC –6: STATISTICS AND COMPUTER APPLICATIONS IN SOCIAL WORK
RESEARCH**

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To understand the Concept, Characteristics and Functions of Statistics 2. To develop insights into the Challenges and Problems faced in obtaining Social Data 3. To understand the application of various Statistical Techniques 4. To understand the Process of Report Writing and Documentation 5. To understand the use and application of Computer Software in Social Research	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Ability to understand the Sources of Statistics in Social Research 2. Ability to understand the application of Statistical Measures and Techniques in Social Research 3. Ability to understand the Components of Report Writing 4. Ability to understand the application of Computer Software in Social Research	C. Semester End Examination 60 marks D. Internal Assessment: 40 marks

Section – I

Unit – I: Statistics

- Concept, Meaning, Definition of Statistics
- Characteristics and Functions of Statistics
- Social Statistics, Source of Statistics
- Problems in obtaining Social data

Unit – II: Measurements in Social Research

- Levels of Measurement-Nominal, Ordinal and Ratio
- Scaling Techniques- Likert's, Thurston, Guttman's Scales
- Problems in test of Reliability and Validity of scales
- Quantification of Qualitative data.

Unit – III: Statistical Techniques

- Measures of Central Tendency for Grouped and Ungrouped Data
- Measures of Dispersion - Range, Deviation, Standard Deviation, Mean Deviation and Variation
- Test of Association: Chi. Square Test, T- Test

Section – II

Unit – IV: Report writing

- Writing research proposal
- Data analysis and Interpretation
- Presentation and Use of graphs
- Writing research Report

Unit – V: Use and Applications of Computer in Social Research.

- Introduction to Windows Operating System
- MS-WORD - Word processing, File operations, Formatting documents, working with various tools

Unit – VI: Computer Softwares in Social Research

- MS-EXCEL - Introduction to Excel applications, Working with Spreadsheets, Type of Data entries, Basic statistical functions & Formulas, Graphical presentations, Handling of Database operations.
- Data Analysis with SPSS package.

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4. Qualitative research Dr. M.P.Kanasker and Dr. V.V.Kulkarni, (2019) Published by Current Publications, Agra
5. Quantitative research Dr. M.P.Kanasker and Dr. V.V.Kulkarni, (2019) Published by Current Publications, Agra
6. Action Research Dr. M.P.Kanasker and Dr. V.V.Kulkarni, (2019) Published by Current Publications, Agra
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FCD – 4 : FAMILY LIFE AND POPULATION EDUCATION
SECTION-I

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To understand the Concept ,Objectives and Significance of Family Life Education 2. To develop insights into the Areas of Family Life Education 3. To understand the Role and Functions of various Agencies in Family Life Education 4. To understand the Concept and Stages of Family Life Cycle 5. To understand the Concept of Human Sexuality and Need for Sexuality Education	1. Lecture 2. Assignment 3. Individual and Group Presentation 4. Focused Group Discussions	1. Ability to understand the application of Family Life Education in Social work Education 2. Ability to understand the Developmental Stages in the Family Life Cycle and the Characteristics and Milestones of each Stage 3. Ability to understand the Significance and Components of Sexuality Education	A. Semester End Examination 60 marks B. Internal Assessment:40 marks

Unit – 1: Family Life Education

- Concept and meaning of family life education
- Significance of family life education
- Objectives of family life education

Unit-2 Areas of family life education

- Adolescent Life Skill Training
- Premarital And Marital Preparation
- Planned Parenthood
- Home Management,

Unit-3 :Agencies in family life education

- Family
- School
- Mass Media

SECTION-II

Unit – 4: Family life Cycle

- Concept of Family Life Cycle
- Definitions of Family Life Cycle
- Developmental stages in the Family Life Cycle

Unit – 5: Human Sexuality

- Concept of Human Sexuality
- Myths and Misconceptions regarding Sexuality
- Sexually Transmitted Diseases (STD's)

Unit – 6: Sexuality Education

- Concept of Sexuality Education
- Objectives and Significance of Sexuality Education
- Sexuality Counseling

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FCD- 5: WOMEN EMPOWERMENT

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To Review Women's Status over various Historical Phases up to Contemporary times 2. To develop insights into the present situation of women from the Global and National Perspectives 3. To understand the Issues faced by women on the Socio-Cultural, Economic and Political Fronts 4. To understand the Concept and Indicators of Women Empowerment	1. Lecture 2. Assignment 3. Individual and Group Presentation 4. Focused Group Discussions	1. Ability to understand the status and present day situation of Women 2. Ability to understand the Issues related to Women 3. Ability to understand the Process and Indicators of Women Empowerment 4. Ability to understand the Factors affecting Women Empowerment	A. Semester End Examination 60 marks B. Internal Assessment:40 marks

Unit-1: Status of women : Historical Review

- Vedic and Pre-Vedic Period
- Buddhist Period
- British Period
- Post Independence Period

Unit-2 :Issues Related To Women

- Religion
- Politics
- Domestic Violence

Unit-3 : Women Empowerment

- Concept, meaning and definition of Empowerment
- Indicators of Empowerment
- Factors affecting Empowerment

Section II

Unit-4:History of Women Empowerment

- Global context
- Indian context

Unit-5: Empowerment of Women

- Role of the Government
- Role of International Agencies- UN and UNESCO
- Role of People's Movements

Unit-6: Women's Movements

- Women's Movement in India (19th and early 20th century)
- International Women's Movement
- Dimensions of Women's Movements

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FCD-6 : DEVELOPMENT COMMUNICATION FOR SOCIAL WORKERS

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To understand the Concept and Functions of Development Communication 2. To develop insights into the Scope of Communication Planning 3. To understand the Components and Channels of Communication 4. To understand the Concept and Process of Organizational Communication	1.Lecture 2.Assignment 3.Individual and Group Presentation 4.Focused Group Discussions	1. Ability to understand the Significance of Effective Communication in Development 2. Ability to understand the Barriers in the Communication Process 3. Ability to understand the Components and Processes of Organizational Communication 4. Ability to understand the Role of Media in Communication	A. Semester Examination 60 marks B. Internal Assessment:40 marks

SECTION-I

Unit – 1: Concept and Functions of Communication

- Concept and meaning of Communication and Development Communication
- Objectives and Importance of Communication In Development
- Functions of Development Communication

Unit – 2: Communication Planning

- Meaning and scope of Communication Planning
- Training for effective Communication.
- Role of social worker in Development Communication

Unit – 3: Communication Process

- Meaning and components of Communication Process
- Selection of Communication Channels
- Barriers to Communication

SECTION-II

Unit – 4: Organizational Communication

- Meaning and components of Organizational Communication
- Types of Organizational Communication
- Process of Organizational Communication

Unit – 5: Media in Communication

- Audio Visual Media
- Electronic Media
- Folk Media

Unit-6: Communication Skills for Development Functionaries

- Writing Skills: News Release, Feature Writing, Reports,
- Verbal Skill : Presentation Skills and Public Speaking
- Interfacing with Mass Media and Media Advocacy

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URCD – 4: TRIBES IN INDIA

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To Understand Meaning and definition Characteristics Origins of tribes 2. To Gain Knowledge Typology of Tribes and Identity of Tribals ,Issues of Tribal community 3. To Develop And Understanding Mechanisms and Interventions for Tribal Development	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Ableto Understand Tribal Community 2. Ableto understand knowledge about issues of the tribal Community 3. AbletoDemonstrate awareness and Interventions for Tribal Development	1 Semester end examination 60 marks 2 Internal Assessment: 40 marks

Section – I

Unit – I: Tribal Communities in India

- Meaning and definition of tribe
- Origins of tribes– India and Worldwide
- Characteristics of tribes

Unit – II: Typology of Tribes

- Primitive Tribes
- Schedule Tribe (ST),
- Particularly Vulnerable Tribal Groups (PVTG) and
- Nomadic Tribes (NT)

Unit III: Identity of Tribals

- Spatial distribution of tribals in India
- Tribes in Maharashtra
- Tribal Culture
- Tribal habitat and its characteristics

Section II

Unit IV:Demography of Tribals

- Trends of tribal population
- Key demographic indicators (sex ratio, high IMR and MMR, etc)
- Government Interventions

Unit V Issues of Tribal community

- Social Exclusion
- Indebtedness
- Forced Migration
- Vulnerability to calamities

Unit VI: Institutional Mechanisms and Interventions for Tribal Development

- Panchayat Extension Scheduled Area (PESA),
- Forest Rights Act (FRA),
- Tribal Sub Plan(TSP)
- Initiatives of non-government organizations and through CSR

REFERENCES:

1. Tribal Education Dr. Sonal Shivgunde and Dr. V.V.Kulkarni, (2019) Published by Current Publications, Agra
2. Tribes in India – Dr. M.P.Kanasker and Dr. V.V.Kulkarni, (2018) Published by Current Publications, Agra
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5. Tribal Administration and Development – S.G. Deogaonkar; Concept Publishing, New Delhi.
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URCD – 5: PANCHAYAT RAJ SYSTEM

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>1 To Understand Meaning, Concept and Objectives Historical development and committees on Panchayati Raj</p> <p>2. Panchayati Raj in Operation and Aspects of Panchayat Raj Administration</p> <p>3. To Develop And Understanding : Laws related to Panchyat Raj The Constitution 73rd Amendment Act, 1992 Panchayat Raj Act, 1993</p>	<p>1Lecture</p> <p>2Assignment</p> <p>3Individual and Group Presentation</p>	<p>1 Ableto Understand Panchayati Raj</p> <p>2 Ableto understand knowledge about Panchayati Raj</p> <p>3 Ableto Demonstrate awareness and The Constitution 73rd Amendment Act, 1992 Panchayat Raj Act, 1993</p>	<p>1 Semester end examination 60 marks</p> <p>2 Internal Assessment: 40 marks</p>

Section – I

Unit – I: Panchayat Raj System

- Meaning, Concept of Panchayat Raj System
- Objectives of Panchayat Raj System
- Historical development and committees on Panchayati Raj

Unit – II: Panchayati Raj in Operation

- Concept of democratic decentralization
- Organizational and administrative structure of Panchayati Raj
- Panchayati Raj functionaries at village, block and district level with reference to Maharashtra

Unit – III: Aspects of Panchayat Raj Administration

- Functions of Panchayati Raj institutions
- Gram Sabha and Mahila Sabha– organization, strengths and limitations
- State control over Panchayati Raj bodies
- Financial resources to PRIs- Central and State and **Own Self Resources**

Section – II

Unit – IV: Laws related to Panchyat Raj

- The Constitution 73rd Amendment Act, 1992
- Panchayat Raj Act, 1993
- [Panchayats Extension to Scheduled Areas Act \(PESA\) 1996.](#)

Unit – V: Rural development and PRIs

- NGOs and Peoples participation in PRI
- Social Justice through PRI
- Politics in Panchayat Raj
- **Women Empowerment through PRIs**

Unit – VI: Challenges in Panchayat Raj System

- Community dynamics and Panchayati Raj
- Social inclusion and Panchayati Raj
- Globalisation and phanchayati Raj

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URCD – 6: Community development models and approaches

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>1 To Understand Meaning, Concept, meaning and definition ,Process ,Issues in community development</p> <p>2. Models and Approaches of Community Development</p> <p>3. To Develop And Understanding : Community Resource Management and Sustainable Community Development</p>	<p>1Lecture</p> <p>2Assignment</p> <p>3Individual and Group Presentation</p>	<p>1 Ableto Understand community development</p> <p>2Ableto Understand knowledge about Models and Approaches</p> <p>3Ableto Demonstrate awareness and Problems in sustainable community development</p>	<p>1 Semester end examination 60 marks</p> <p>2 Internal Assessment:40 marks</p>

Section – I:

Unit – I: Introduction

- Concept, meaning and definition of community development
- Process of community development
- Issues in community development
- Community development Administration

Unit – II: Models of Community Development

- Rothman’s Model
- Locality Development Model
- Social Planning Model
- Social Action Model
- Life cycle model

Unit – III: Community Development Approaches

- Technical Assistance approach,,
- Self-Help Approach
- Field approach
- Integrated approach

Section – II:

Unit – IV: Community Resource Management

- Resource management – Concept, meaning, importance and elements
- Types of resources - Human, material and financial resources
- Role of Government in resource management

Unit – V: Sustainable Community Development

- Concept, significance and implications
- Areas of sustainable development – Agriculture, Health, Infrastructure and Environment.
- Problems in sustainable community development

Unit – VI: Community Development Project

- Process of project Planning
- Project formulation
- Project implementation
- Monitoring and evaluation of project
- Management Information Systems (MIS) in community development

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HRM&LW – 4: LABOUR LEGISLATION

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<ul style="list-style-type: none"> • To know the development and the judicial setup of Labour Laws. • To learn the salient features of welfare and wage Legislations. • To learn the laws relating to Industrial Relations, Social Security and Working conditions. • To understand the laws related to working conditions in different settings. 	<ol style="list-style-type: none"> 1. Lecture 2. Assignment 3. Individual and Group Presentation 	<p>Students will know the development and the judicial setup of Labour Laws.</p> <p>They will learn the salient features of welfare and wage Legislations also to integrate the knowledge of Labour Law in General HRD Practice.</p> <p>Students will learn the laws relating to Industrial Relations, Social Security and Working conditions and also learn the enquiry procedural and industrial discipline.</p>	<p>A. Semester end examination 60 marks</p> <p>B. Internal Assessment:40 marks</p>

Section – I

Unit – I: Labour Legislation in India

- Concept and Meaning of Labour Legislation
- Objectives and Importance of Labour Laws
- Development of Labour Laws

Unit – II: The Factories Act, 1948

- Conceptual framework
- Health, Safety and welfare provisions
- Leave provisions

- Unit – III: A) The Bombay Shops and Establishment Act, 1948
 B) Contract Labour (Regulation and Abolition) Act, 1970

Section – II

- Unit – IV: A) The Plantations Act, 1951
 B) Mines Acts, 1952

- Unit – V: A) The Bombay Industrial Relations Act, 1946

B) The Industrial Employment (Standing Orders) Act, 1946

Unit – VI: The Industrial Disputes Act, 1947

- Definition of Industrial Dispute
- Machinery for settlement
- Machinery for prevention

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HRM&LW – 5 : HUMAN RESOURCES MANAGEMENT

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>1. Understand the importance of Management and Human Resource Management in industry and various applications of strategic HRM.</p> <p>2. Develop an insight of various policies, practices, importance and relevance of HRM.</p> <p>3. Develop knowledge and understanding about functions of HRM.</p>	<p>1. Lecture</p> <p>2. Assignment</p> <p>3. Individual and Group Presentation</p>	<p>1. To develop the understanding of the concept of human resource management and to understand its relevance in organizations.</p> <p>2. To develop necessary skill set for application of various HR issues.</p> <p>3. To analyse the strategic issues and strategies required to select and develop manpower resources.</p> <p>4. To integrate the knowledge of HR concepts to take correct business decisions.</p>	<p>A. Semester end examination 60 marks</p> <p>B. Internal Assessment:40 marks</p>

Section – I

Unit – I: Human Resources Management

- Definitions and Scope of H.R.M.
- Objectives of H.R.M.
- Functions of H.R Manager

Unit – II: Human Resources Management Sub-System

- Career Planning and Development
- Performance Appraisal
- Organizational Development

Unit – III: Training and Development

- Need and Importance of Training and Development
- Types and Methods of Training
- Executive Development Programmes

Section – II

Unit – IV: Wage and Salary Administration

- Definitions and Types of Wages
- Principle of Wage and Salary Administration
- Executive Compensation Plans

Unit – V: Total Quality Management

- Concept and Principles of Total Quality Management
- Quality Management Process
- Productivity and Quality Management

Unit -VI: Professional Management and Skill Development

- Managerial Levels and Skills
- Institution Building : Skills of Top Executive
- Tasks of a Professional Manager

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HRM&LW – 6: BUSINESS COMMUNICATION AND PRESENTATION SKILLS

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<ol style="list-style-type: none"> 1. To develop the concept and nature of business communication. 2. To enable students in verbal and non verbal communication in business setting. 3. To urge the need of effective communication in corporate sector with Business Skills. 4. To provide knowledge of interviews skills and to prepare students for facing interviews. 5. To prepare students for report writing an graphical presentations. 	<ol style="list-style-type: none"> 1. Lecture 2. Assignment 3. Individual and Group Presentation 	<ol style="list-style-type: none"> 1. Explain the basics of Communication strategy. 2. Create a students for better communication. 3. Apply communication skills and avoid barriers in the communication. 4. Develop communication skills by using various methods of communication 5. Recognize the scope of business communication 6. Demonstrate knowledge of Business Communication 7. Write business reports effectively. 	<p>A. Semester end examination 60 marks</p> <p>B. Internal Assessment:40 marks</p>

Section – I

Unit – I: Concept and Nature of Communication

- Process and Objectives of Communication.
- Barriers to Communication.
- Seven Cs of effective communication

Unit – II: Verbal and Non-Verbal Communication

- Meaning of Verbal and Non-Verbal Communication
- Essentials of effective communication,
- Professional dressing and body language.

Unit – III: Types of Speeches

- Managerial speeches
- Presentations and Extempore speech
- Speech of thanks,
- Theme speech.

Section – II

Unit – IV: Effective Presentations:

- Organising Presentation
- Principles of Effective Presentations,
- Qualities of skillful Presenter

Unit –V: Interview Skills:

- Mastering the art of giving interviews in:
 - Selection or placement interviews,
 - Appraisal interviews,
 - Exit interviews,
 - Web /video conferencing,
 - Skype Interview
 - Tele-meeting

Unit – VI: Report Writing:

- Report Planning and outline,
- Types of reports
- Logical Sequencing, Graphs and Charts,
- Executive Summary

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SE-1-: SOCIAL WORK AND SKILL DEVELOPMENT

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To understand the Concepts of Self Awareness and Self -Development 2. To develop insights into the meaning and significance of Sensitivity and Perception for Social Workers 3. To understand the Concept of Communication and Barriers in Communication 4. To understand the requisite Skills necessary for the application of Social Work Methods 5. To understand the Models of Career Choice and Work-Life Balance	1. Lecture 2. Assignment 3. Individual and Group Presentation 4. Focused Group Discussions	1. Ability to understand the factors affecting Self Awareness and Self -Development 2. Ability to understand the importance of developing Sensitivity and Perception 3. Ability to understand the Channels of Communication 4. Ability to understand the Distortions in Perception and Communication Process 5. Ability to develop essential Skills for application of Social Work Methods	A. Semester End Examination 60 marks B. Internal Assessment:40

Section – I

Unit – I: Self Awareness and Development

- Self-concept and Factors affecting Self-concept
- Concept and meaning of Self-Development
- Significance of Self Development for Social Workers

Unit – II: Sensitivity

- Meaning of Sensitivity
- Gender Sensitivity
- Sensitivity regarding Special- Needs

Unit – III: Perception

- Understanding Perception
- Distortions in Perception
- Understanding Stereotypes

Section – II

Unit – IV: Communication

- Concept of Communication

- Communication Process
- Barriers in Communication
- Use of Audio-Visual Media

Unit – V: Skills for Social Work Methods

- Skills for working with Individuals
- Skills for working with Groups
- Simulation Games
- Role Play and Street Plays

Unit – VI: Career and Work

- Models of career choice and development: Holland and Super
- Work life balance: Work holism, family roles, recreation

REFERENCES:

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Semester - III

CC-7: INTRODUCTION TO SOCIOLOGY AND INDIAN SOCIAL PROBLEMS

Course Objectives	Teaching-Learning Process	Learning Outcome	Course Evaluation
<p>1 To enhance understanding of the nature, emergence of sociology and its relationships with other social sciences.</p> <p>2. To enrich knowledge about the basic sociological concepts and social processes</p> <p>3.To understand the genesis and manifestation of social problems</p> <p>4. To understand the role of social work in addressing social problems</p>	<p>1. Lecture</p> <p>2. Assignment</p> <p>3. Individual and Group Presentation</p>	<p>1. Able to enhance understanding of the nature, emergence of sociology and its relationships with other social sciences. 2. Enriched knowledge about the basic sociological concepts and social processes</p> <p>3. Able to understand the genesis and manifestation of social problems</p> <p>Able to understand role of social work in addressing social Problems</p>	<p>A. Semester end examination : 60 marks</p> <p>B. Internal Assessment: 40 marks</p>

Section – I

Unit – I: Introduction

- Definition and scope of Sociology
- Basic Concepts of Sociology – Society ,Groups, Community, Culture and Norms
- Importance of sociology and its relevance to social work practice

Unit – II: Indian Society

- Meaning ,Concept and definitions of Society
- Characteristics of Indian Society
- Social Classification: Tribal, Rural & Urban
- Social Stratification: Caste & Class

Unit – III: Society and Culture

- Culture,
- Customs ,
- Traditions,
- Values,
- Norms,
- Folkways and
- Mores

Section – II

Unit – IV: Indian Social Problems-1

- Population explosion
- Corruption
- Terrorism
- Naxalism

Unit – V: Indian Social Problems-2

- Casteism
- Problems of elderly
- Crime and juvenile delinquency
- addiction

Unit – VI: Social Change

- Meaning and Characteristics of Social Change
- Factors Inducing Social Change
- Social disorganization

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CC – 8: SOCIAL LEGISLATIONS

Course Objectives	Teaching-Learning Process	Learning Outcome	Course Evaluation
1.To study and understand the concept and nature of social legislation. 2. To understand provisions of various social legislations in India on the light of social work practice. 3. To study and understand social legislation and its relevance to Social Justice	1. Lecture 2. Assignment 3. Individual and Group Presentation	1.Able to promote knowledge in understanding the cause and effect of discrimination and oppression. 2. Able to prepare modules and strategies for advocacy to bring sustainable social change.	Semester end examination : 60 marks B. Internal Assessment:40 marks

Section – I

Unit – I: Introduction to Social Laws

- Nature and Scope of Social Legislation
- Objectives of Social Legislation
- Role of the Social Worker in Promoting Social Legislations

Unit – II: Laws Related to Marriage

- The Hindu Marriage Act, 1955
- The Child Marriage Restraint Act. 1929

Unit – III: Laws Related to Children

- Juvenile Justice Act (Care and Protection), 2015
- Right to Education Act, 2009
- Protection of children from sexual offences Act 2013

Section – II

Unit – IV: Laws Related to Women

- The Family Court Act 1984
- The Dowry Prohibition Act, 1961

Unit – V: Protective Laws

- The Sexual Harassment of Women at Work Place (prevention , prohibition and redressal) Act, 2013
- Protection of Women from Domestic Violence Act 2005
- The Pre-conception and Pre-natal Diagnostic Techniques (Prohibition of Sex Selection) Act ,1994

Unit – VI: General Laws

- Right to Information Act, 2005.
- The Scheduled Castes and Scheduled Tribes (Prevention and Atrocities) Act 1989
- Maintenance and Welfare of Parents, Senior Citizens Act, 2007

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CC-9: SOCIAL POLICY AND PLANNING

Course Objectives	Teaching-Learning Process	Learning Outcome	Course Evaluation
1. To develop understanding of the concept of social policy and social planning 2. To understand Concept, nature and process of planning and Development at the state and centre level. 3.To gain knowledge about various approaches to development	1. Lecture 2.Assignment 3.Individual and Group Presentation	1.Able to develop understanding of concept of social policy and social planning 2. Able to understand Concept and nature and process of planning at various levels. 3. Able to apply approaches of development at the grass root levels.	Semester end examination : 60 marks B. Internal Assessment:40 marks

Section – I

Unit – I: Social Policy

- Concept and definitions of Social Policy and Social Welfare Policy
- Relationship between Social Policy, Social Welfare Policy and Social Development
- Values underlying Social Policy based on the Constitutional Provisions

Unit – II: Approaches to Social Policy

- Unified Approach
- Integrated Approach
- Sectoral Approach

Unit – III: Sectoral Social Policies

- Women's Policy
- Backward Class Policy
- Youth Policy
- Family Policy

Section – II

Unit – IV: Social Planning

- Concept of Social and Developmental Planning
- Scope of Social Planning
- Planning as an Instrument and Source of Policy
- The Constitutional status for Planning

Unit – V: The Machinery of Social Planning.

- Niti Aayog of India – The Legal Status, Structure and Functions
- State Niti Aayog
 - District Planning Committee

Unit – VI: Process of Planning in India

- Role of Central Government
- Role of State Government
- Role of Panchayat Raj Institution

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FCD – 7: PROGRAMMES AND SERVICES FOR CHILDREN

Course Objectives	Teaching-Learning Process	Learning Outcome	Course Evaluation
<p>1. To understand the concept and importance of child welfare and child rights.</p> <p>2.To enable the students understand the nature, aims and objectives of Institutional and non-institutional services for children.</p> <p>2. To acquaint students with different factors affecting child welfare.</p>	<p>1. Lecture 2.Assignment 3.Individual and Group Presentation</p>	<p>1.Students will be able to deliver services for children in appropriate manner.</p> <p>2. Students will be able to design, implement and evaluate a variety of strategies to provide services for Children</p>	<p>Semester end examination : 60 marks B. Internal Assessment:40 marks</p>

Section – I

Unit – I: Child Welfare

- Concept and Goals of Child Welfare
- Constitutional Provisions for Children in India
- Juvenile Justice (Care and Protection of Children) Act 2015

Unit – II: Special Initiatives for Children

- UN Convention on Rights of Children (CRC)
- National Policy for Children

Unit – III: Family based Programmes / Non- Institutional Services

- Adoption ,
- Foster Care,
- Sponsorship

Section – II

Unit – IV: Institutional Services For Children

- Observation Homes
- Juvenile Homes
- Special Homes
- SOS Children's Village

Unit – V: Family Strengthening Programmes (FSP) –

- Integrated Child Development Services (ICDS),
- Child Guidance Clinic,
- Crèches

Unit – VI: Factors Affecting Child Welfare Services

- Social Factors
- Political factors
- Economic factors

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FCD-8 : YOUTH DEVELOPMENT

Course Objectives	Teaching-Learning Process	Learning Outcome	Course Evaluation
1.To understand the concept and perspective of Youth. – 2. To Familiarize the students with different problems of youths and approaches to address them. 3. To study the challenges and opportunities of young people in new millennium. 4. To make the students understand about programs and policies for youth development.	1. Lecture 2.Assignment 3.Individual and Group Presentation	1. Students will be able to analyze problems of youths. 2. Able to develop critical understanding on issues related to youths in India. 3. Able to develops skills and attitudes to intervene in the problems of youths.	Semester end examination : 60 marks B. Internal Assessment:40 marks

SECTION-II

Unit – 1: Meaning of Youth

- Concept and definition of Youth
- Characteristics of Youth
- Demographic profile of Youth in India.

Unit – 2: Needs of Youth

- Psycho-social needs.
- Health
- Education
- Employment

Unit -3: Problems of Youth

- Unemployment
- Addictions
- Violence and Crime

SECTION-II

Unit – 4 : Issues concerning Youth

- Identity Crisis
- Youth Unrest
- Casteism
- Politics

Unit – 5 : Youth and Social Change

- Youth as an agent of Social Change
- Youth Movements in India

Unit – 6: Programmes and Policies.

- Youth Policy
- Government Initiatives
- Non-Governmental Initiatives

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FCD – 9: FEMINIST SOCIAL WORK PRACTICE

Course Objectives	Teaching-Learning Process	Learning Outcome	Course Evaluation
1. To study the concepts related to media and development 2. To learn the skills involved in development communications and media advocacy 3. To study about Organizational Communication 3 To understand theCommunication Skills for Development Functionaries 4. To study the concepts related to social marketing , public opinion and public relations	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Students will be able to apply development communication 2. Able to develop skills required for development communication. 3. Able to apply development communication at organizational level.	Semester end examination : 60 marks B. Internal Assessment:40 marks

Section – I

Unit – I: Feminism: Conceptual Framework

- Concept and Meaning of Feminism
- Types of Feminism
- Importance of Feminism in Social Work

Unit – II: Feministic Understanding of Power

- Patriarchal Structure and Ideology
- Social Construction of Gender
- Cultural Perspectives

Unit – III: Relating Feminism to Social Work

- Gender and Social Work Practice
- Gender and Development
- Gender Analysis of Poverty

Section – II

Unit – IV: Applications of Feminist Theories to Practice

- Liberal
- Socialist
- Cultural

Unit – V: Practice Methods and Intervention Strategies

- Working with Men on Women's Issues
- Working with Gender based Violence

Unit – VI: Feminist Social Work Practice With

- Individual
- Couple
- Families

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8. *Psychology for Social Workers*, Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE

URCD –7: URBAN PLANNING AND GOVERNANCE

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>1 To Understand Concept of city and Town Planning ,Advantages and Disadvantages of planning schemes,Town Planning policy and schemes</p> <p>2. Concept, Meaning and Significance,History of Local Self Government in India</p> <p>3. To Develop And Understanding : The 74th Constitutional Amendment Act, 1992,Bombay Municipal Corporation Act, 1956, Housing Policies</p>	<p>1Lecture</p> <p>2Assignment</p> <p>3Individual and Group Presentation</p>	<p>1 AbletoUnderstand Town Planning</p> <p>2AbletoUnderstand knowledge about Local Self Government in India</p> <p>3. AbletoDemonstrate awareness The 74th Constitutional Amendment Act, 1992, Bombay Municipal Corporation Act, 1956, Housing Policies</p>	<p>1 Semester end examination 60 marks</p> <p>2 Internal Assessment:40 marks</p>

Section – I

Unit – I: Urban Planning in India

- Concept of city and Town Planning
- Town Planning and Development Plan
- Advantages and Disadvantages of planning schemes
- Problems and challenges in urban planning

Unit – II: Urban Planning Policies and Programs

- Town Planning policy and schemes
- District planning committee
- Metropolitan planning committee

Unit – III Urbanization

- Concept of Urbanization and Smart City
- Factors of Urbanization
- Social Implications of Urbanization

Unit – IV: Urban Governance

- Concept, Meaning and Significance
- History of Local Self Government in India

- Forms of Local Self Government – Municipal Council, Municipality and Municipal Corporation.

Unit – V: Statutory Provisions

- The 74th Constitutional Amendment Act, 1992
- Bombay Municipal Corporation Act, 1956
- Housing Policies

Unit – VI: Organizational and Administrative Structure of Municipal Institutions

- Infrastructure and Developmental functions
- State Control over Urban Local Bodies
- Statutory and Non-Statutory functions

REFERENCES:

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URCD 8 :Natural Resource Management and Livelihood Resources

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>1 To Understand Meaning and Definition ,Basic natural resources and Relationship between Natural resources and Development</p> <p>2. Definition ,Need of Natural Resource Management and Approaches of Natural Resource Management</p> <p>3. To Develop And Understanding Threats and Challenges to Natural Resources and livelihoods</p>	<p>1Lecture 2Assignment 3Individual and Group Presentation</p>	<p>1 Ableto Understand the Natural Resource Management</p> <p>2Ableto Understand knowledge about Approaches of Natural Resource Management</p> <p>3Ableto Demonstrate awareness Threats and Challenges to Natural Resources and livelihoods</p>	<p>1 Semester end examination 60 marks</p> <p>2 Internal Assessment:10 marks (Assignment: 10 Assignment Presentation: 10 Class (Assignment: 10</p>

Section I

Unit 1: Introduction

- Meaning and Definition of Natural resources
- Basic natural resources: Jal, Jangal, Jamin, Jan and Janwar
- Relationship between Natural resources and Development

Unit 2: Natural Resource Management

- Definition of Natural Resource Management
- Need of Natural Resource Management
- Social and Political responsibilities for environmental conservation and protection: environmental education, significant political and social movements

Unit 3: Approaches of Natural Resource Management

- Top-down or Command and control
- Bottom-Up (regional or community based NRM)
- Adaptive management
- Integrated approach (INRM)

Section II

Unit 4: Introduction to Livelihood Resources

- Concepts and scope of livelihood
- Types and resources of Livelihood in rural and tribal areas
- Livelihoods and relation with Natural Resource Management

Unit 5 Threats and Challenges to Natural Resources and livelihoods

- Development Programme and Natural Resources
- Environmental issues and natural resources
- Sustainable agriculture and regeneration of rural resources.

- Forest based resources and social forestry;

Unit 6: Sustainable development and natural resources

- Govt. Control over Natural resources
- Sustainable development goals related to natural Resources
- Legislation related to protection of natural resources

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URCD – 9: CO-OPERATIVE PRACTICES IN RURAL DEVELOPMENT

Course Objectives	Teaching-Learning Process	Learning Outcome	Course Evaluation
<p>1.To understand the meaning ,concept &Definition of co-operation</p> <p>2. To Familiarize the students with different fields of cooperation and co-operative movement.</p> <p>3. To study the various legislations related to cooperation.</p> <p>4. To make the students understand about challenges before cooperative movement.</p>	<p>1. Lecture</p> <p>2. Assignment</p> <p>3. Individual and Group Presentation</p>	<p>1. Students will be able to analyze problems of cooperation and cooperative movement.</p> <p>2. Able to develop critical understanding on issues related to cooperation.</p> <p>3. Able to develops skills to intervene in the problems of cooperatives in rural areas.</p>	<p>Semester end examination : 60 marks</p> <p>B. Internal Assessment:40 marks</p>

Section – I

Unit – I: Introduction to Co-operation

- Meaning, concepts, & Definition of co-operation
- Philosophy, Values and Principles
- Co-operative Movement
- Fields of co-operation

Unit – II: Co-operatives and rural development

- Types of co-operative societies
- National agencies: NIRD, CAPART
- Cooperative credit societies
- Case studies: Warna Nagar Cooperative Village development projects, Pravra Nagar Cooperative projects, Anand Cooperative dairy project

Unit – III: Co-operative Legislation

- The Maharashtra Co-operative Societies Act, 1960
- The Indian Co-operative Societies Act, 1904

Section – II

Unit – IV: Role of Co-operatives

- Role of Co-operatives in Poverty Alleviation
- Role of Co-operatives in Agriculture Sector
- Income generation and co-operatives

Unit – V: Fields of Co-operatives

- Labour Co-operatives
- Dairy Co-operatives
- Fishery Co-operatives
- Co-op Banks and credit Societies

Unit – VI: Issues and challenges in co-operatives

- Politics in Co-operation
- Impact of Globalization on Co operatives
- Problems of Co-operative Organization

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HRM&LW – 7: SOCIAL SECURITY AND LAWS RELATED TO WAGES

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>1. To provide students an understanding of the theoretical , applied and legal aspects of social security laws.</p> <p>1. To make the students understand rationale behind Social Security and laws related to wages.</p> <p>2. To equip students with the execution and administration of wage legislations.</p>	<p>1. Lecture 2. Assignment 3. Individual and Group Presentation</p>	<ul style="list-style-type: none"> • Identify the meaning and scope of social legislation and the process of formulating social policy • Demonstrate the knowledge of legislations related wages and social security • Evaluate the laws for the employees. 	<p>A. Semester end examination 60 marks</p> <p>B. Internal Assessment:40 marks</p>

Section – I

Unit – I: Social Security

- Concept and Meaning of Social Security
- Types of Social Security
- Scope of Social Security

Unit II: Laws Related to Social Security

- The Employees State Insurance Act, 1948
- The Employees Provident Funds and Miscellaneous Provisions Act, 1952
- Maternity Benefit Act, 1961

Unit III:

- A) The Workmen’s Compensation Act, 1923
- B) Payment of Gratuity Act, 1972
- C) The Employee’s Pension Scheme, 1995

Section – II

Unit – IV: Laws Related to Wages

- The Minimum Wages Act, 1948
- The Payment of Wages Act, 1936

Unit – V: Dispute Settlement Machinery

- Labour Court
- Industrial Tribunal
- National Tribunal

Unit – VI: Execution and Administration of Labour Laws

- State labour department
- The Bombay Labour Welfare Fund Act, 1953.

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HRM&LW – 8: PUBLIC RELATIONS & CORPORATE COMMUNICATIONS

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<ol style="list-style-type: none"> 1. To understand Public Relations, concept, importance and practice of Public Relations. 2. To equip with building and maintaining credible relationship with media. 3. Comprehended the process and practice of effective public relations activities. 4. Understand the relevance of Public relations in Corporates. 5. Understand the communication strategies and managerial communications in Corporates. 	<ol style="list-style-type: none"> 1. Lecture 2. Assignment 3. Individual and Group Presentation 	<ol style="list-style-type: none"> 1. Describe the various forms of Corporate Communications from a HR perspective. 2. Explain the role of Public Relations & Corporate Communications in 3. Plan and execute a PR activity. 4. Examine the PR campaign & strategies of real world organizations. 5. Develop a strategic communication plan for a real life Corporate communication issue. 6. Compile an analytical report on the PR activities and communication strategies designed & practiced by the organizations and improve on it. 	<p>A. Semester end examination 60 marks</p> <p>B. Internal Assessment:40 marks</p>

Section – I

Unit I : Public Relations

- Concept, theory, history & practice of public relations,
- Importance of PR for HR professionals,
- PR campaign & strategies for PR,
- Evaluating PR activities

Unit II : Media Relations

- Building and maintaining credible relationship with media

- Developing methodologies for successful practice of media relations

Unit III : Public Opinion –

- Meaning and Definition
- Roots of Public Attitudes – Culture, Family, Religion, Economic and Social Classes
- Role of PR in opinion formation.

Section - II

Unit IV : Communication

- Definition and Characteristics
- Objectives of Communication
- Types of Communication

Unit V : Corporate Communication

- Introduction to corporate communication,
- Online public relations in Corporates

Unit VI : Communication Management

- Presentation skills
- Developing strategic communication plan
- Event Management

References :

- 1) Media and Development Dr. G.R.Rathod and Dr. Garima Diyama , 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 2) Social Legislation Dr. G.R.Rathod, and Jayshree Kandhare 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 3) Methods of Social work Practice :Work with Individual and Groups, Dr. Anita Mohite, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 4) The Process and Effects of Mass Communication - Schramm, Wilbur
- 5) Public Relations (Illinor,1981) - Moore, Frazier H.
- 6) Effective Public Relations (Practice) - Cutlip Scott M. & Center Allen H.
- 7) Practical public Relations, Universal – 1994 - Black Sam
- 8) Public Relations in India - JM Kaul
- 9) Public Relations: Theory & Practice - S.M. Sardana
- 10) Public Relations Practice - Sam Black
- 11) Seitel Fraser P. Practice of Public Relations, Columbus-Charles E. Merrill Pub.
- 12) Kaul J.M. - Public Relations in India, Naya Prakash, 1988

HRM&LW – 9: PERSONNEL MANAGEMENT

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<ol style="list-style-type: none"> 1. To provide the theoretical concept, scope and functions of Personnel Management with reference . 2. To provide knowledge of manpower planning with specific objectives. 3. To enable students for recruiting employees in corporate. 4. To provide basic knowledge of Personnel policies and personnel audit. 5. To equip students for personnel research and identify needs of Personnel Department. 	<ol style="list-style-type: none"> 1. Lecture 2. Assignment 3. Individual and Group Presentation 	<ol style="list-style-type: none"> 1 Describe the key concepts such as Job Specification, Job description, Recruitment and Selection. 2 Understanding the various methods of Recruitment and Selection. 3 Develop Job Specifications and Job descriptions in a variety of context. 4 Analyze various Personality types. 5 Explain the profiling techniques used to test Personality, Aptitude and Competency. 	<p>A. Semester end examination 60 marks</p> <p>B. Internal Assessment:40 marks</p>

Section – I

Unit – I: Introduction

- Definitions and Scope of Personnel Management
- Principles of Personnel Management
- Personnel Department and Functions

Unit – II: Manpower Planning

- Meaning and Definition of Manpower Planning
- Objectives of Manpower Planning
- Short Term and Long Term Manpower Planning

Unit – III: Recruitment

- Recruitment – Sources and Process
- Steps in Scientific Selection
- Induction and Placement

Section – II

Unit – IV: Personnel Policies

- Aims and Objective of Personnel Policies
- Need for Personnel Policies

- Sources of Personnel Policies
- Types of Personnel Policies

Unit – V: Personnel Audit

- Meaning of Personnel Audit and Research
- Objectives of Personnel Audit
- Need and Importance of Personnel Audit

Unit – VI: Personnel Research

- Meaning and Characteristics of Personnel Research
- Methods and Tools of Personnel Research

REFERENCE:

- 1) Dr. Lawani B. T., (2009), Women Managers, Publication Wing, Centre for Social Research and Development, Pune, ISBN:978-81-910455-0-5
- 2) Human Resource management, Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 3) Unorganised Labour Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 4) Social Legislation Dr. G.R.Rathod, and Jayshree Kandhare 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 5) Ghanekar Anjali, Human Resource Management, Everest Publications, Pune.
- 6) Memoria C.B., Personnel Management, Himalaya Publications, Bombay.
- 7) Miraza S.S., Human Resources Management, Tata McGraw – Hill Publication Co., New Delhi.
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- 9) Ahuja K.K., Human Resource Management, Kalyani Publishers, Ludhiyana.
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- 11) Morajkar, Kakade & Others, Human Resource Management, Nirali Prakashan, Pune.
- 12) Raymond V.L. & John D.P., Business Communication, All India Traveller Book Seller, Delhi.
- 13) R. Subburaj, ISO 9000 path to TQM, Allied Publishers Ltd., New Delhi.
- 14) Dalmar Fisher, Communication in Organizations, Jaico Publishing House, Mumbai.

AE-2: ENVIRONMENTAL ISSUES AND DISASTER MANAGEMENT

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<ol style="list-style-type: none"> 1. To introduce the concept of environment and Disaster Management 2. To understand the approaches and models of environment education. 3. To enable students to understand ecosystem and preservation of environment 4. To understand Disaster Management and handling the situation. 5. To study the classification of disasters. 6. To provide knowledge about relief and rehabilitation. 	<ol style="list-style-type: none"> 1. Lecture 2. Assignment 3. Individual and Group Presentation 	<ol style="list-style-type: none"> 1. Learn the different environmental issues and disaster management system. 2. Deal with physical, social and communal environment management. 3. Gain the knowledge of various models of environment education. 4. Demonstrate the disaster incidents and handling procedures. 5. To gain the technical knowledge of disaster management. 6. To analyse the damages and losses and assess the needs of affected stakeholders. 	<p>A. Semester end examination 60 marks</p> <p>B. Internal Assessment:40 marks</p>

Section – I

Unit – I: Introduction

- Concept and Definitions of Environment
- Physical, Social and Communal Environment
- Environment Education; need and objectives
- Global Environmental Issues

Unit – II: Approaches and Models of Environment Education

- Service approach and Action approach
- Sustainable development approach
- Interdisciplinary model and Multi – disciplinary model
- Social Development model and Economic development model

Unit – III: Concepts in Disaster Management

- Disasters, Risks, Hazards, Vulnerability, Disaster Cycle
- Relief and Rehabilitation in Disaster, Logistic Management
- Disaster preparedness and disaster mitigation
- Initiatives in disaster management

Section – II

Unit – IV: Classification of Disasters

- Meaning of Natural and Human made disasters.
- Types of disasters: Famine and drought, Floods, Cyclone, Storms, Tsunami, Earthquakes, Riots, Industrial Accidents, Road-Air-Rail Accidents, Bomb-blast and explosions, War, Avalanches and landslides.

Unit – V: Disaster Responses and Mitigation:

- Prevention and preparedness – Disaster response at various stages of disasters: evacuation and rescue; emergency supplies; early warning systems and vulnerability reduction; disaster financing: provisions and procedures.
- Aid administration and management
- Technological options for disaster response and preparedness

Unit – VI: Relief and Rehabilitation

- Relief – Damage and needs assessment.
- Rehabilitation and Recovery - Planning for rehabilitation and recovery, displacement and resettlement.
- Community Participation and capacity building for facing disasters
- Disaster Management Act, 2005.

REFERENCES:

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3. Parekh, B.S. – India on the Move, NCERT, New Delhi, 1975.
4. UNESCO, 1977 – Major Environmental Problems in Contemporary Society.
5. Policy Documents Govt. of India, Govt. of Maharashtra and Planning Commission on Environment.
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7. R.K. Rao, A.C. Mahapatra, N.P. Goel, Environmental Management – Psycho Ecological Facets Edu, Rawat Publication, 1992.
8. P.S. Jaswal & Nishtha Jaswal, Environmental Laws, Pioneer Publication, 2003.
9. G.S. Monga, Environment and Development Edu., Deep & Deep Publication Pvt. Ltd., New Delhi, 2003.
10. P.R. Trivedi, Environmental Education, A.P.H. Publishing Corpo., New Delhi, 2004.
11. Suresh Naik, Social and Political Environment in India, Everest Publishing House.
12. Kapur, Anu: Disaster in India, Jaipur : Rawat Publications
13. Prabhas C. Sinha: Disaster Mitigation : Preparedness. Recovery & Response, SBS Publishers & Distributors Pvt. Ltd.
14. Sinha Prabhas C. : Disaster Management Process Law & Strategy, SBS Publishers & Distributors Pvt. Ltd.
15. Sinha Prabhas C. : Disaster Relief, Rehabilitation & Emergency Humanitarian Assistance, SBS Publishers & Distributors Pvt. Ltd.
16. Assistance, SBS Publishers & Distributors Pvt. Ltd.

SEMESTER -IV
CC- 10: COUNSELLING IN SOCIAL WORK

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>1 Develop holistic understanding of counseling as a tool for help.</p> <p>2 Acquire knowledge of various approaches: their theoretical under-pinning for goals, values, processes and techniques, e.</p> <p>3 Develop skills of application to real life situations.</p>	<p>1 Lecture</p> <p>2 Assignment</p> <p>3 Individual and Group Presentation</p>	<p>1 Ableto understand Counseling as a profession in social work</p> <p>2 Ableto understand knowledge about counseling</p> <p>3 Ableto Demonstrate awareness in counseling and importance of counseling</p>	<p>1 Semester end examination 60 marks</p> <p>2 Internal Assessment: 10 marks (Assignment: 10 Assignment Presentation: 10 Class (Assignment: 10</p>

Section I

Unit – I: Conceptual Framework

- Concept, definitions, and Scope of Counselling
- Counselling- as an Art and Science
- Levels and types of Counselling
- Principles of Counselling

Unit – II: Counselling Goals and Skills

- Goals of Counselling
- Essential Qualities for a Counsellor
- Counselling Skills

Unit – III: Phases in the Counselling Process

- Attending Phase
- Exploration Phase
- Understanding /Problem Analysis Phase
- Action Phase
- Termination Phase

Section – II

Unit – IV: Techniques and Models of Counselling

- Directive Model
- Non-directive Model
- REBT Model

- Transactional analysis

Unit – V: Counselling in Various Settings - I

- Sexuality Counselling
- HIV/AIDS Counselling
- Marriage Counselling

Unit – VI: Counselling in Various Settings -II

- De- Addiction Counselling
- Industrial Counselling
- School Counselling

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1. A.K. Nayak, Guidance and Counselling, APH Publishing Corporation, 1997.
2. Jacobs Masson Harvill, Brooks / Cole, Group Counselling Strategies and Skills – IVth Edition, 2002.
3. K.K. Shrivastava, Principles of Guidance and Counselling, Kanishka Publishers, New Delhi, 2003.
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9. Fara Chand Sharma, Modern Methods of Guidance and Counselling, Sarup & Sons, New Delhi, 2002.
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11. Rowan Bayne and Paula Nicotson, Counselling and Communication Skills for Medical and Health Practitioners, Universities Press, 2000.
12. Stephen Palmer and Gladeana Mc Mahon, Professional Skills for Counsellors – Client Assessment, Sage Publications, 1997.
13. Charlotte Sills, Contracts in Counselling, Sage Publications, 1997.
14. Roger Thistle, Counselling and Psychotherapy in Private Practice, Sage Publications, 1998.
15. Vineeta Chitale, Melita Vaz, Telephone Counselling for HIV / AIDS – A Counsellor's Resource Book, Tata Institute Publication, 2000
16. Women Empowerment Dr.Usha Verghese and Dr.Kirtiraj D.C.- (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
17. Child Development and socialization Dr.Usha Verghese and Dr.Nisha Waghmare.- (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 18 Introduction to Psychology, Dr. Bharati Chavan, Tanuja Kher 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 19 Psychology for Social Workers, Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE

CC - 11: INTRODUCTION TO CONSTITUTION AND HUMAN RIGHTS

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>1. Develop sensitivity to the problems and concern in Indian Society and to identify the roots of the problems and the structure those sustain them.</p> <p>2. Understand the concept of Human Rights, its evaluation at the International level as well as in India and impact of the society.</p> <p>3. Develop ability to understand areas of Human Rights and acquaintance with Human Rights machinery and their functions.</p>	<p>1 Lecture</p> <p>2 Assignment</p> <p>3 Individual and Group Presentation</p>	<p>1 Ableto understand to the problems and concern in Indian Society</p> <p>2 Ableto understand knowledge about concept of Human Rights, its evaluation</p> <p>3 Ableto Demonstrate awareness in Human Rights</p>	<p>1 Semester end examination 60 marks</p> <p>2 Internal Assessment:10 marks (Assignment: 10 Assignment Presentation: 10 Class (Assignment: 10</p>

Section – I

Unit – I: Nature of the Constitution

- Nature and Concept of the Indian Constitution
- Historical background of Indian Constitution.
- The Preamble
- Special Features of the f Indian Constitution

Unit – II: Philosophy of the Constitution

- Independent and Sovereign
- A Representative Democracy and Democratic Society.
- Political, Economic and Social Justice.
- Liberty, Equality and Fraternity.

Unit – III: Fundamental rights

- Fundamental rights,
- Fundamental duties
- Directive principles of state policies

Section – II

Unit – IV: Introduction to Human Rights:

- Nature, Concept and Definitions of Human Rights
- Historical Background of Human Rights at the International Level
- Historical Background of Human Rights in India

Unit – V : Human Rights Framework in India:

- Protection of Human Rights Act, 1993
- Composition, role and Functions of NHRC;
- Composition, role and Functions of SHRCs;

Unit VI: Rights of Vulnerable sections

- Women and children
- Schedule Caste
- Schedule tribe, NT, DNT, VJNT
- Elderly people

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1. Dr. Durga Das Basu (1983). Introduction of the Constitution of India: Prentice hall of India pvt Ltd, New Delhi.
2. Social Legislation Dr. G.R.Rathod, and Jayshree Kandhare 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. The Constitution of India. Government of India Publication
3. Domestic Violence: Issue of Violation of Human Rights of Women By Mahapatra, Padmalaya Madhya Pradesh Journal of Social Sciences, Vol. 13, No. 2, July-December 2008.
4. Women's Rights as Human Rights: The Promotion of Human Rights as a Counter-Culture By Arat, Zehra F. Kabasakal UN Chronicle, Vol. 45, No. 2-3, June-September 2008.
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5. Human Rights in India: Issues and Perspectives, APH Publishing, 2000
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7. Universal Human Rights in Theory and Practice, by Jack Donnelly, Jain Book House, New Delhi, Book Code : 003442, ISBN : 8170492580, Publication Year : 2005, Edition: Second.
8. Teaching Human Rights, by Harry Dhand, Jain Book House, New Delhi, Book Code : 004182, ISBN : 8172732066, Publication Year : 2005, Edition: First.
9. International Law and Human Rights, by S K Kapoor, Jain Book House New Delhi, Book Code : 000763, Publication Year : 2014, Edition: Nineteenth.
10. BARE Acts :
 - a) Protection of Human Rights Act, 1993
 - b) Bonded Labour System (Abolition) Act, 1976
 - c) Child Labour Issues & Child Labour (Prohibition and Regulation) Act, 1986
 - d) SC/ST issues & Scheduled Caste and Scheduled Tribe (Prevention of Atrocities) Act, 1989, Civil Liberties Act, 1988 & The Forest Rights Act, 2006

CC-12: COMMUNITY HEALTH AND HEALTH CARE SYSTEM

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To understand Concept and definitions of Health and Diseases 2. To Understand the concept of Public Health Programmes and policy in India 3. Concept of Prevention and Control of Diseases	1 Lecture 4 Assignment 5 Individual and Group Presentation	1 Able to understand to the Health and Diseases 2 Able to understand knowledge about of Public Health Programmes and policy 3 Able to Demonstrate awareness of Prevention and Control of Diseases	1 Semester end examination 60 marks 2 Internal Assessment: 40 marks

Section – I

Unit – I: Community Health

- Concept and definitions of Health, Standards of Health ,
- Individual and community health
- Factors Affecting Health
- Concept of Diseases, Classification of diseases ,Mode of Transmission of Diseases

Unit – II: Public Health and Health Care Services

- History of Public Health in India
- Public Health Programmes in India- Village , Block, District Levels
- Health Policy and Administration

Unit – III: Government Initiatives in Public Health

- National Urban Health Mission-Objectives, Structure, Services
- National Rural Health Mission- Objectives, Structure, Services
- Issues in Public Health services

Section – II

Unit – IV: Prevention and Control of Diseases

- Concept of Control and Prevention of diseases
- Prevention and Control of : Communicable Diseases, -
- Measles ii) Mumps iii) Polio iv) Chicken Pox v) Rubella vi) Tetanus vii) Whooping cough viii) Diphtheria
- Levels of Prevention : Primary level, Secondary level & Tertiary level

Unit – V: Malnutrition

- Concept and Definition of Malnutrition
- Social aspects of Nutrition
- Diseases and Conditions related to Malnutrition
- Vitamin deficiency, Anemia, Iodine deficiency

Unit –VI: Community Health Care and Social Work

- Health Education and Counseling
- Application of Social Work Methods in Health Care
- Role of Social Worker in Community Health Care Programme

REFERENCES:

1. Dr. Anuradha Patil and Dr.V.V.Kulkarni, (2014),HIV/AIDs and Coping Machanism, Published by Laxmi Book Publications, Solapur. ISBN – 978-1-329-07277-0
2. Prof. Usha Nayar and V. V. Kulkarni, (2013), Interventions to save the girl child in Punjab, Haryana and Delhi Vol. I ISBN No.– 978-1-329-70943-0 Published by, Lulu Publication 3101 Hillsborough St, Raleigh, NC 27607, United States of America
3. Park J. E., Park, K (1977) Preventive and Social Medicine :M/s Banarasidas Bhanot.
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FCD- 10: FAMILY COUNSELING

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<ol style="list-style-type: none"> 1. To understand the concept, content and process of Counseling and family assessment 2. To gain knowledge about the basic concepts, tools, techniques, processes and Skills of working with individuals and family 3. 4. To develop an understanding of application of counseling in diverse settings 	<ol style="list-style-type: none"> 1. Lecture 2. Assignment 3. Individual and Group Presentation 	<ol style="list-style-type: none"> 1. Ableto understand Counseling as a profession 2. Ableto understand knowledge about counseling 3. Ableto Demonstrate awareness in counseling and importance of counselling 	<ol style="list-style-type: none"> A. Semester end examination 60 marks B. Internal Assessment:40 marks

SECTION-I

Unit 1: Family as a System

- Characteristics of a Healthy Family
- Stages of Family Development
- Holistic Family Assessment

Unit 2: Marital issues

- Alternatives to Marriage
- Marital Conflict
- Divorce And Remarriage

Unit 3: Marriage and Family Counselling

- Marriage and Marital Relationships
- Marital Adjustment
- Pre-Marital and Marital Counselling

SECTION-II

Unit 4: Intervention in Family Related Issues- I

- Sexuality Counselling
- Infertility Counselling
- Pregnancy related Counselling

Unit 5: Intervention in Family Related Issues- II

- Pre and Post Adoptive Counselling
- Child Related Issues
- Domestic Violence

Unit 6: Techniques and Approaches in Family Counselling

- Directive – Non Directive- Eclectic Approach
- Rational Emotive Therapy
- Transactional Analysis

REFERENCES:

- 1) Social Legislation Dr. G.R.Rathod, and Jayshree Kandhare 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
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FCD – 11: GENDER STUDIES

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>1 To understand the concept, content and importance of women studies</p> <p>2 To understand the concept, content of gender study</p> <p>3 To understanding the gender issues</p> <p>4 To understand the gender policy and programme</p>	<p>1 Lecture</p> <p>2 Assignment</p> <p>3 Individual and Group Presentation</p>	<p>1 Ableto understand women studies</p> <p>2 Ableto understand knowledge about women studies and gender study</p> <p>2 Ableto Demonstrate awareness in women studies and gender study</p>	<p>C. Semester end examination 60 marks</p> <p>D. Internal Assessment:10 marks (Assignment: 10 Assignment Presentation: 10 Class (Assignment: 10</p>

Section-I

Unit 1: Introduction

- Gender Studies – Concept, Meaning and Definition
- Women Studies- Concept and Importance
- Social Construction of Gender

Unit 2: Gender Issues

- Gender and Class
- Gender and Religion / Caste
- Gender and Sexuality

Unit 3: Feminism

- Concept and Meaning of Feminism
- Major Feminist Issues
- Importance of Feminism in Social Work

Section –II

Unit 4: Gender and Culture

- Culture and Feminism
- Gender Inequities
- Media and Gender

Unit – V: Contemporary Issues of Women

- Issues of SC,ST,OBC & VJNT Women
- Female Foeticide
- Domestic Violence

Unit – VI: Gender Policy and Programmes

- National and State policy for Women empowerment
- Governmental and NGO Initiatives
- Role of Women’s Commission

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- 1) Introduction to Psychology, Dr. Bharati Chavan, Tanuja Kher 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 2) Psychology for Social Workers, Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
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- 5) Sindevani L. Lall – Some thoughts of Social Education.
- 6) Mehar C. Nanavatty – Social Education.
- 7) N.R. Roy – Social Education.
- 8) Sohan Singh – Social Education.

FCD – 12: INTRODUCTION TO GERONTOLOGY

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>1 To get an overview of the perspectives on aging and scope for practice.</p> <p>2 To understand the various challenges related to aging, healthy aging and problems of the elderly in difficult situations.</p> <p>3 To identify agencies working with elderly, the different care settings and issues in working with elderly in different settings.</p> <p>4 To gain an insight into process of working with elderly.</p>	<p>1 Lecture</p> <p>2 Assignment</p> <p>3 Individual and Group Presentation</p>	<p>1 Ableto understand perspectives on aging</p> <p>2 Ableto understand challenges and problems</p> <p>2 Ableto Demonstrate awareness in National Policy on Older Persons</p>	<p>E. Semester end examination 60 marks</p> <p>F. Internal Assessment:10 marks (Assignment: 10 Assignment Presentation: 10 Class (Assignment: 10</p>

SECTION-I

Unit – I: Introduction to Gerontology

- Concept and Definition of Gerontology
- Concept and Process of Aging
- Demography of Ageing

Unit – II: Problems of Ageing

- Dementia
- Alzheimer
- Elder Abuse

Unit – III: Sociology of Ageing

- Socio-cultural Aspects of Aging
- Family and Kinship Relations
- Feminization of Ageing

SECTION-II

Unit – IV: Psychology of Ageing

- Memory loss
- Personality disorders
- Mental health

Unit – V: Policy, Programmes and Services of the Ageing:

- National Policy on Ageing
- Constitutional Provisions for Elderly Care
- The Maintenance and Welfare of Parents and Senior Citizen Act, 2007.

Unit – VI: Interventions Strategies

- G.O/NGO Initiatives for Elderly Care
- Social Work Intervention
- Nontraditional Approaches in Intervention -Music, Art, Drama, Pet Therapy

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URCD 10 Sustainable Development

Course Objectives	Teaching-Learning Process	Learning Outcome	Course Evaluation
<p>1. To understand the meaning , concept and importance of sustainable development.</p> <p>2.To enable the students to understand genesis of Sustainable and Inclusive Development</p> <p>2. To acquaint students with : Sustainable development goals and Indicators</p>	<p>1. Lecture 2.Assignment 3.Individual and Group Presentation</p>	<p>1.Students will be able to relate developmental issues with sustainable development. .</p> <p>2. Students will be able to develop critical ability towards the development projects.</p> <p>3. They will gain proficiency in measuring development indicators.</p>	<p>Semester end examination : 60 marks B. Internal Assessment:40 marks</p>

Unit 1: Sustainable and Inclusive Development – Genesis and Definition

- Definition and concept of Human Development, Sustainable and Inclusive Development
- Approaches of Sustainable Development
- Genesis of Sustainable and Inclusive Development

Unit 2: Mechanisms for Sustainable and Inclusive Development

- Mechanisms in Indian context (government, non-government, CSR, International Development Agencies)
- Planning Process of SD : five year plan to NITI Aayog
- Current schemes and Programmes of S & I D
- Impact of Schemes and Programmes

Unit 3: Social Implications of Inclusive Development

- Inclusive Development and social Integration
- Inclusive Development and upliftment of weaker sections
- Inclusive Development and Women Empowerment

Section II

Unit 4: Sustainable development Goals and Indicators (I)

GOAL 1: No Poverty

GOAL 2: Zero Hunger

GOAL 3: Good Health and Well-being

GOAL 4: Quality Education

GOAL 5: Gender Equality

GOAL 6: Clean Water and Sanitation

Unit 5: Sustainable development Goals and Indicators (II)

GOAL 7: Affordable and Clean Energy

GOAL 8: Decent Work and Economic Growth

GOAL 9: Industry, Innovation and Infrastructure

GOAL 10: Reduced Inequality

GOAL 11: Sustainable Cities and Communities

GOAL 12: Responsible Consumption and Production

Unit 5: Sustainable development Goals and Indicators (III)

GOAL 13: Climate Action

GOAL 14: Life Below Water

GOAL 15: Life on Land

GOAL 16: Peace and Justice Strong Institutions

GOAL 17: Partnerships to achieve the Goal

URCD 11: COMMUNITY PARTICIPATION AND MANAGEMENT

Course Objectives	Teaching-Learning Process	Learning Outcome	Course Evaluation
<p>.To understand the meaning , concept & Definition, need and significance of community participation.</p> <p>2. To Familiarize the students with different techniques, stages and process of community participation.</p> <p>3. To study the various areas of community management.</p> <p>4. To make the students understand about challenges before community management.</p>	<p>1. Lecture</p> <p>2. Assignment</p> <p>3. Individual and Group Presentation</p>	<p>1. Students will be able to analyze problems of community participation and management of community.</p> <p>2. Able to develop skills related to tools and techniques of community participation.</p> <p>3. Able to develop skills to intervene in the problems of community based project.</p>	<p>Semester end examination : 60 marks</p> <p>B. Internal Assessment: 40 marks</p>

Section – I

Unit – I: Introduction to Community participation

- Meaning and Concept of Community participation
- Need and significance of community participation
- Community organization and community participation

Unit – II: Community participation – Stages, techniques, process

- Stages of community participation
- Techniques and tools of community participation
- Process of community participation

Unit – III: Community Participation and Panchyat raj

- Social Inclusion and community participation
- community participation in PRIs
- Dynamics in community participation

Section – II

Unit – IV: Areas of community Management

- Community Management Concept and significance
- Management of community based services
- Management of Community infrastructure

Unit – V: Community Managerial skills

- Recording and documentation
- Community organization skills
- Project management skills
- Group facilitation and community consultation skills

Unit – VI: Community project monitoring and evaluation

- Developing MIS
- Monitoring and supervision
- Project Evaluation
- Impact Assessment

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- Report of National Commission on Urbanisation (1988), Govt. pof India , Vol.1 and 2

URCD – 12: TRIBAL DEVELOPMENT

Course Objectives	Teaching-Learning Process	Learning Outcome	Course Evaluation
<p>1. To understand the Tribal Community and its characteristics.</p> <p>2.To enable the students to understand Statutory Safeguards and constitutional provisions for tribes in India.</p> <p>3. To acquaint students with Developmental Issues of Tribals</p> <p>4. To familiarize students with Tribal Development Policy and Programmes</p>	<p>1. Lecture</p> <p>2. Assignment</p> <p>3. Individual and Group Presentation</p>	<p>1. Students will be able to relate developmental issues of the tribes in India and laws related to them. . .</p> <p>2. Students will be able to develop critical ability towards tribal development</p> <p>3. They will gain proficiency tapping sources of livelihoods for Tribal Community</p>	<p>Semester end examination : 60 marks</p> <p>B. Internal Assessment:40 marks</p>

Section – I

Unit I - Introduction to tribal development

- Tribal Community and its characteristics
- Tribal habitat and its characteristics
- Constitutional provisions for Tribals

Unit – II: Statutory Safeguards

- 73rd Constitutional Amendment
- Forest Rights Act, 2006
- Biodiversity Act 2002

Unit – III: Developmental Issues of Tribals

- Economy: Poverty and Unemployment
- Health, Education and Social exploitation
- Impact of urbanisation and industrialisation on tribal communities

Section – II

Unit – IV: Tribal Development Policy and Programmes

- Concept of Integrated Tribal Development & Tribal Sub-Plan
- Tribal Development Policy – 2004
- Programmes for Tribal Development

Unit – V: Livelihoods for Tribal Community

- Sources of Livelihoods and Assets development
- Infrastructural Development
- Natural development and Environmental development

Unit – VI: Tribal Development Administration

- Tribal power structure and community dynamics
- District level administration
- State level administration
- National level administration

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HRM&LW – 10: LABOUR WELFARE

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To Understand the Indian Labour and the problems they meet in organization 2. To acquire the knowledge of Labour Welfare in India. 3. Make the students to comprehend Labour Welfare Legislation in order to protect the employee's rights 4. To provide the role of social workers in industry. 5. To make students awareness and professional skills of employee counselling.	1. Lecture 2. Assignment 3. Individual and Group Presentation	1 Enumerate the key concepts of the Labour Welfare. 2 Describe the key aspects of the labour welfare policy and regulation. 3 Identify the applicability of welfare legislations for employee benefits. 4 Examine the traditional concept of labour welfare in the industry. 5 Elaborate upon the perspective of labour problems and remedial measures.	A. Semester end examination 60 marks B. Internal Assessment:40 marks

Section – I

Unit – I: Introduction to Labour Welfare

- Concept and definitions of labour welfare
- Objectives of labour welfare
- Current trends in labour welfare

Unit- II: Labour Welfare Policy & Practices in India

- National policy on labour welfare
- Agencies of labour welfare
- Role of labour welfare officer

Unit – III: Types of Labour Welfare

- Intra-mural and Extra-mural Labour Welfare Facilities
- Statutory and Non-statutory Welfare Facilities

Section – II

Unit – IV: Welfare of Special Category Labour

- Female Labour
- Child Labour
- Construction Labour
- Agriculture Labour and other unorganized sector labour

Unit – V: Maharashtra Labour Welfare Board

- Structure of Maharashtra Labour Welfare Board
- Activities/Schemes of Maharashtra labour welfare board

Unit – VI: Social Work in Industry

- Meaning and Concept of Industrial Social Work
- Application of Social Work Methods
- Employee Counselling

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HRM&LW – 11: INDUSTRIAL RELATIONS AND CASE STUDIES

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To gain the knowledge on Industrial Relations and the factors influencing it. 2. To understand The Industrial Disputes and Machineries available for settlement of disputes. 3. To gain knowledge on Legislations related to Industrial Relations. 4. To gain the knowledge of case studies in industrial relations with special reference to strike, lock-out, retrenchment etc.	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Describe the knowledge of Industrial Relations. 2. Enumerate the concept, approaches and acts of industrial relations 3. Apply the Industrial Disputes Act for employee 4. Analyze the interpersonal relationship and negotiation skills 5. Study and equip with case studies in industries with the judgments of Industrial Courts / National Tribunal.	A. Semester end examination 60 marks B. Internal Assessment:40 marks

Section – I

Unit – I: Introduction

- Concept and Definitions of Industrial Relations
- Objectives and Scope of Industrial Relations
- Factors of Good Industrial Relations

Unit – II: Agencies of Industrial Relations

- The Role of Government
- Changing role of trade unions in industrial relations
- Role of employers in industrial relations

Unit – III: Collective Bargaining

- Meaning and definitions of collective bargaining
- Types of collective bargaining
- Workers participation in industrial relations

Section – II:

Unit – IV: Industrial Disputes and Settlement Machinery

- Definition of Industrial Disputes
- Settlement Machinery :
 - Conciliation

- Arbitration
- Adjudication

Unit –V: Futuristic Issues in Industrial Relations

- Redesigning Industrial Relations
- Impact of Globalisation on Industrial Relations

Unit – VI: Case Studies in Industrial Relations

- Case Studies Related to:
 - Strike, Lockout, Layoff,
 - Retrenchment, Termination,
 - Discharge and Dismissal,
 - Principles of Natural Justice

REFERENCES:

1. Human Resource management, Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
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HRM&LW – 12: PERFORMANCE MANAGEMENT

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To understand the need, philosophy and conceptual framework of performance management. 2. To learn the process and methods of performance management. 3. To provide knowledge of performance management system. 4. To know about the impact of performance management system on an individuals and organizations. 5. To study the evaluation of performance management system.	1. Lecture 2. Assignment 3. Individual and Group Presentation	1. Application of performance management systems 2. Applicability of various rewards and other incentives in to HR practice 3. Enumerate performance management process and setting the performance standards. 4. Describe Performance Management and enabling learning about performance management 5. Identify Balance Score card as management system 6. Apply multiple score card measures to a single strategy	A. Semester end examination 60 marks B. Internal Assessment:40 marks

Section – I

Unit – I: Introduction to Performance Management

- Meaning and Definition of performance management.
- Scope of performance management.
- Effectiveness of performance management

Unit – II: Application of Performance Management

- Developing an effective MIS
- Performance feedback system
- Performance management and job evaluation

Unit – III: Performance Management Process

- Defining performance measures
- Types of measures

- Criteria for performance measures
- Setting performance standards

Section – II

Unit – IV: Developing and Maintaining Performance Management Systems

- Introducing Performance Management to employees and enabling learning about performance management
- Performance management training
- Evaluating performance management

Unit – V: Impact of Performance Management Systems on Individuals and Organizations

- Role of Performance management for improving employee performance
- Strategic linkages in Performance management
- Achievement of organizational goals

Unit – VI: Evaluation of Performance Management Systems

- Balance Score card as management system
- Linking multiple score card measures to a single strategy
- The Balance score card model- Financial perspective, Customer perspective, Internal Business Process Perspective, Learning and Growth Perspective

REFERENCES:

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SE-2 : MEDIA AND DEVELOPMENT

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<ol style="list-style-type: none"> 1. To learn the concept of Media and Development and role of Media. 2. To provide the knowledge oabout types of media. 3. To learn about media and society. 4. To study the types and roles of advertisements. 5. To study the ethics of advertisement. 6. Describe the functions of Media 7. Explain the role of Media in Democracy 	<ol style="list-style-type: none"> 1. Lecture 2. Assignment 3. Individual and Group Presentation 	<ol style="list-style-type: none"> 1. To gain the knowledge of Print, Electronic, Folk and cultural media. 2. To understand the challenges for media. 3. To demonstrate the role of media organizations. 4. To analyse the effects of media on society. 5. To learn the ethical values of media. 	<p>A. Semester end examination 60 marks</p> <p>B. Internal Assessment:40 marks</p>

Section – I

Unit – I: Understanding Media

- Concept and meaning of Media
- Scope of media in development
- Role of Media in a Democracy
-

Unit – II: Types of Media:

- Print Media
- Electronic media
- Folk and cultural media
- Challenges for media

Unit – III: Media and Development – I

- Role of Press in Social & Political Movements
- Freedom of Press
- Role of Press Council of India

Section – II

Unit – IV: Media and Development – II

- Representation of Different Groups- Stereotyping and Labelling in Media
- Content of Newspaper: News Stories, Features, Articles, Editorial, Advortorial, Advertisements & Public Relations

Unit –V: Media and Society

- Understanding the Role of Media in Development
- Writing on Development Issues

- Media as Public Service
- Media and Civil Society

Unit – VI: Advertising

- Role of Advertising in Marketing
- Types of Advertisements
- Ethics in Advertising

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