

Sant Gadge Baba Amravati University, Amravati



**(Structure and Syllabus of of BSW/BA in Social Work III & IV as
per CBCS Pattern)**

Subject: Social Work

**Under the Faculty of
Interdisciplinary Studies**

Effective from Academic year 2023 – 2024
(As per CBCS Pattern)

Scheme of Teaching & Examination of M.S.W. Part-II Semester-IV

Sr. No	Title Of Paper	Teaching and Learning Scheme						Examination, Evaluation & Assessment Scheme							Total	
		Hours Of Instruction Per Week			Credits			Theory			Practical					
		Theory + SEM	Practical	Total	Theory	Practical	Total	Duration in Hrs	Max. Marks		Minimum Passing Grade Points	Duration in Hrs	Max. Marks			Minimum Passing Grade Points
									Theory + MCQ	Internal			Practical	Internal		
	DSC 17- Social Policy, Welfare & Development Administration	4	-	4	4	-	4	3	60+20	20	40	3	-	-	-	100
2	DSC 18- Social Action & Social Development	2	-	2	2	-	2	3	30+10	10	20	--	--	--	--	50
3	DSC 19 -Field Work Practicum		8	8		4	4					-	80	20	50	100
4	DSC 20- Research Project-I		4	4		4	4						80	20	50	100
*Choose Any One Specialization From A, B																
Specialization A- Community Development																
5	DSE VI-Perspectives in Rural Development	3	-	3	3	-	3	3	60+20	20	40	3	--	--	--	100
6	DSE V- Urban Development Administration	3	-	3	3	-	3	3	60+20	20	40	3	--	--	--	100
7	DSE VI- Tribal Problems & Tribal Development Schemes	3	-	3	3	-	3	3	60+20	20	40	3	--	--	--	100
Specialization B- Human Recourse Management																
5	DSE IV – Organizational Behavior & Social Aspects in Industry	3	-	3	3	-	3	3	60+20	20	40	3	--	--	--	100

Programme: M.S.W.

Semester III

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC –13	Working with Communities	60

Course Objectives:

- To make understand the history and development of community organization to student.
- To enable student to identify and develop community leaders.
- To develop student to employ strategies for building and sustaining community coalitions.
- To equip students with various skills for community needs assessments.
- To develop students to implement community-based interventions.

Course Outcome:

- Students will be able to understand the history and development of community organization
- Students will develop their skills to identify the factors that contribute to community development.
- Students will understand the importance of community engagement.
- Student will be able to employ strategies for building and sustaining community coalitions.
- Student will be familiar with project plan for a community development project.
- Students will sharpen their skills to resolve conflicts that arise in community settings.

Unit	Content
Unit I	Understanding Community <ul style="list-style-type: none"> ▪ Concept of community: - Sociological, cultural and Structure and functions of community, social work perspective of community. ▪ Caste, Class, Gender and Vulnerability in understanding communities. ▪ Concepts of power and authority; sources of power in communities ▪ Drawing up a community profile: techniques of PLA/ PRA, needsassessment. <p style="text-align: right;">(15 periods)</p>
Unit II	Community Organization as a Method of Social Work: <ul style="list-style-type: none"> ▪ Values, Ethics, Principals and approaches of community organization ▪ Outcome goals and process goals of community work. ▪ The problem-solving process / steps - Planning, Mobilization and Utilization of community resources, Action Plan, Implementation and Evaluation processes. <p style="text-align: right;">(15 periods)</p>
Unit III	Strategies & Practice of Community organization <ul style="list-style-type: none"> ▪ Strategies and skills in community organization- Community Mobilization, Institutional Building, Capacity Building & Training, ▪ in Community work- Advocacy, Networking, Empowerment, Power Structure & Leadership development, Problem Analysis, Resource Mobilization, Conflict Resolution, Documentation. ▪ Role and functions of community leaders- Guide, enabler, researcher, project manager,organizer and activist. <p style="text-align: right;">(15 periods)</p>
Unit IV	Models of Community Organization and practice with different communities <ul style="list-style-type: none"> ▪ Overview of Models of Community Organization- Locality development, Social Planning. ▪ Role of government and non-government agencies in community organization ▪ Community organization practice with Displaced, Farmers, Landless & unorganized labour, Rural & Tribal communities <p style="text-align: right;">(15 periods)</p>
Unit V	Skill Enhancement Module (Any one of the following activities- Individually or in a small Group) <ul style="list-style-type: none"> ▪ Prepare a Community Profile (Rural/Urban/Tribal Communities) ▪ Demonstrate and document one tool of PLA/PRA or problem tree analysis of community. ▪ Prepare case study on any problem of community. ▪ Participate in the gram sabha/community meeting (report: based on observation) ▪ Develop training module on relevant topic

Note: - Above Mentioned activity should be related to Syllabus only.

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 - <http://ignou.ac.in/upload/bswe-03-block1-unit-3-small-size.pdf>
 - <https://egyankosh.ac.in/bitstream/123456789/59016/1/Unit3.pdf>
 - https://niilmuniversity.in/coursepack/humanities/Social_Work_Interaction_with_Communities_and_Institutions.pdf
 - <http://eflorakkl.in/staff/uploads2/Community%20Organisation%20Notes.pdf>
 - https://mis.alagappauniversity.ac.in/siteAdmin/ddeadmin/uploads/2/PG_M.S.W._Social%20Work_349%2022_Community%20Organization%20and%20Social%20Action_MS.W.pdf
 - <https://egyankosh.ac.in/bitstream/123456789/59018/1/Unit4.pdf>
 - http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000032SW/P001726/M021468/ET/1501563244Module32-JackRothmanGsModelsofCommunityPractice-Text.pdf
 - http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S001610/P001769/M023901/ET/1507268112Mod15ModelsofCommunityOrganizationtext.pdf
 - <https://egyankosh.ac.in/bitstream/123456789/59018/1/Unit4.pdf>
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 - <http://eflorakkl.in/staff/uploads2/Community%20Organisation%20Notes.pdf>
 - <http://ignou.ac.in/upload/bswe-03-block1-unit-1-small-size.pdf>
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Semester III

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC -14	Social Legislation & Legal System in India	60

Course Objectives:

- To make understand the role of social legislation in promoting social justice and social change in India.
- To enable students to identify the different types of social legislation in India and their objectives.
- To make understand the students to analyze the legal framework for social legislation in India.
- To familiarise students the role of the judiciary in interpreting and enforcing social legislation.
- To familiarise the role of social workers in the implementation of social legislation

Course Outcome:

- Student will develop the ability to analyze social legislation
- Student will develop the ability to evaluate the effectiveness of social legislation
- Student will sharpen the skills to advocate for social justice
- Students will develop the ability to work with the legal system to promote social justice

Unit	Content
Unit I	<p>Unit-I Social Legislation and Social Workers</p> <ul style="list-style-type: none"> ▪ An Introduction of social legislation in India with special reference to Maharashtra state ▪ Legislation as an instrument of social justice and control ▪ Role of social legislation in the protection of civil Rights ▪ Relevance of law and legal systems to social work practice <p style="text-align: right;">(15 periods)</p>
Unit II	<p>Unit-II Social legislations: Major (broad) Provisions including latest amendments) ,Context & Critique</p> <ul style="list-style-type: none"> ▪ Laws Related to Children: Juvenile Justice Act, Adoption and Guardianship, Child Marriage Restraint, Prohibition of Child Labour, POCSO. ▪ Laws Related to Family: Personal laws and the Civil law related to Marriage, Divorce and Maintenance & Succession; Law against Domestic Violence; Law of Family Court. ▪ Laws Related to Women: Prevention of immoral traffic, Dowry prohibition, Rape, Medical termination of pregnancy, Maternity benefits, Prohibition against Prenatal diagnostic tests (for sex determination) ▪ Laws Related to Scheduled Castes and Scheduled Tribes: Protection of Civil Rights; Law against Atrocities ▪ Laws Related to Disabled: Mental Health, Persons with Disabilities. <p style="text-align: right;">(15 periods)</p>
Unit III	<p>Unit-III The Legal System and Social Workers</p> <ul style="list-style-type: none"> ▪ Major provisions in Indian Penal Code related to family violence, murder and rape. ▪ Meaning of Cognizable and non-cognizable offences ▪ Conditions and procedures for bail ▪ Meaning, Importance and Procedures for First Information Report (FIR) <p style="text-align: right;">(15 periods)</p>
Unit IV	<p>Unit-IV Justice System</p> <ul style="list-style-type: none"> ▪ Structure and functions of Agencies in justice system: police, judiciary, correctional systems ▪ Types, Role & Functions of Courts at various levels. ▪ Legal aid for poor and disempowered: Concept, legal provisions and programmes for legal aid. ▪ Lok Adalat, Public Interest Litigation (PIL): problems related to legal aid programme and PIL. ▪ Right to Information (RTI) <p style="text-align: right;">(15 periods)</p>
Unit V	<p>Skill Enhancement Module (Any one of the following activities- Individually or in a small Group)</p> <ul style="list-style-type: none"> ▪ Visit to local Court and document their function and role. ▪ Prepare your own analysis on any one social legislation

	<ul style="list-style-type: none"> ▪ Prepare process manual on RTI or PIL ▪ Visit to any local organization (GO/NGO) who works on legal aspects & Document their work. <p>Note: - Above Mentioned activity should be related to Syllabus only.</p>
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Semester III

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC -16	Research Project- I (synopsis)	30

Sr. No.	Component	Marks
1	Research Synopsis (Individual Activity) 1. Regularity 10Marks 2. Submission on Time 10Marks 3. Report Writing 20Marks	40
2	Viva-Voce 1.Presentation 05 Marks 1.Justification 05 Marks	10
	Total Marks	50

Important Instructions about Research Project: The M.S.W. students admitted to the Third Semester shall select a research topic in the beginning of the third semester for project work in consultation with the concern Research Guide. Every student shall submit computerized copies of Synopsis in two copies to the College by the end of the III semester without fail.

There shall be a specialization wise Research Recognition Committee as (RRC) at college which will approve the research synopsis in RRC. Every student should undergo the RCC procedure at college level.

Semester III
Specialization (Group-A) - Community Development

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSE –I	Perspective in Rural Community Development	45

Course Objectives:

- To provide students with a historical and conceptual understanding of rural community development.
- To introduce students to the different approaches to rural community development, including top-down, bottom-up, and participatory approaches.
- To explore the role of government, NGOs, and the private sector in rural community development.
- To introduce students to the tools and techniques used in rural community development, such as needs assessment, project planning, and evaluation.

Course Outcome:

- Students will understand the history and principles of rural community development
- Students will be able to analyze the different approaches to rural community development
- Students will be able to evaluate the role of government, NGOs, and the private sector in rural community development
- Students will be able to identify the social, economic, and environmental challenges facing rural communities
- Students will sharpen skills in selecting and using the appropriate tools and techniques for rural community development
- Students will be able to plan and implement rural development projects

Unit	Content
Unit I	<p>Unit-I Rural Community & Community Development in India</p> <ul style="list-style-type: none"> ▪ Concept of villages, historical perspectives of villages, types of villages, Social Institution in Indian Villages-Family, Marriage, caste & Class. ▪ Structure of Indian Village, Characteristics, Socio-Economic life of Indian villages. ▪ Concept, definition, need & history of community development in India (Experiments in Rural Reconstruction, Voluntary Community Development Projects like Firka, Nilokheri, Marthandam, Sriniketan and Sarvodaya, Gandhiji's vision of rural development.) ▪ Principles & Objectives of community development. ▪ Relation between community development and community organization. (11 periods)
Unit II	<p>Unit-II Rural Economy & Community Development</p> <ul style="list-style-type: none"> ▪ Agrarian Economy—importance and problems. ▪ Globalization and Agriculture—emerging issues and challenges ▪ Problems of Agriculture— Soil erosion, Soil conservation fertilizers, seeds, ▪ Crop yielding, Irrigation, Water management, plant breed, Marketing ▪ Problems of Rural Credit system & Banking (11 periods)
Unit III	<p>Unit-III Rural Issues</p> <ul style="list-style-type: none"> ▪ Rural employment and indebtedness ▪ Small scale and cottage industries: Meaning and definition. ▪ The role and performance of Small scale and cottage industries in Indian economy. ▪ Problems of small scale and cottage industries. ▪ Socio-economic characteristics of below poverty line households; Identifying politically vulnerable groups-Decision-making, Leadership, and Elections. ▪ Issues of livelihood and food security; Issues of accessibility, availability and affordability of basic services; Education, Housing; Health; and Sanitation ▪ Causes of farmers suicide & remedies (11 periods)
Unit IV	<p>Unit-IV Recent Trends & Voluntary Community Development</p> <ul style="list-style-type: none"> ▪ Recent trends in community development (Hiwre Bazar, Mendha Lekha, Patoda (Aurangabad) etc.) <ul style="list-style-type: none"> ▪ Approaches to rural community development. ▪ Community score card: Meaning, importance and need of Community Score Card (CSR), CSR as a tool of assessment of the services provided to rural community by government.

	<ul style="list-style-type: none"> ▪ Self Help Group (SHG): Concept, meaning of SHG, process of formation of SHG, bank linkages, entrepreneurship development, marketing strategies, SHG federation, role of SHG in rural development. (12 periods)
Unit V	<p>Skill Enhancement Module (Any one of the following activities- Individually or in a small Group)</p> <ul style="list-style-type: none"> ▪ Visit to rural community and prepare the profile. ▪ Prepare one success story or case study from the village (Adarsha Gram/Scheme) ▪ Prepare process manual on formation of SHG. ▪ Visit to any ICRP (Internal Community Resource Person) and document their role and responsibility. ▪ Visit and study of a CBO in rural community i.e. SHG /Youth Group / Farmers group <p>Note: - Above Mentioned activity should be related to Syllabus only.</p>

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Semester III
Specialization (Group-A) – Community Development

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSE –II	Urban Community Development	45

Course Objectives:

- To make students understand the history and evolution of urban development
- To enable students to analyze the legal and regulatory framework for urban development
- To sharpen the skills of students to evaluate the economic, social, and environmental impacts of urban development
- To enable student to develop and implement urban development plans
- To prepare students to manage and administer urban development projects

Course Outcome:

- Students will understand the key concepts and principles of urban development administration
- Students will be able to apply these concepts and principles to real-world situations
- Students will be able to manage and administer urban development projects effectively
- Students will be able to use information technology to support urban development administration

Unit	Content
Unit I	<p>Unit-I Urban Communities</p> <ul style="list-style-type: none"> ▪ Concept and characteristics and problems of urban communities ▪ Concept, causes, process and significance of urbanization. ▪ Nature of urban growth in India ▪ Urban economy in the context of a) land; b) labour, c) capital, and d) technology <p style="text-align: right;">(11 periods)</p>
Unit II	<p>Unit-II Urban community development and Theories</p> <ul style="list-style-type: none"> ▪ Theories of Development - Evolutionary Theory, Modernization Theory, Dependency Theory, Human Capital Model of Development. ▪ Urban community development: Meaning, concept, objectives and need. ▪ History of urban community development. ▪ Concept of city, growth of city, types of cities in India. <p style="text-align: right;">(11 periods)</p>
Unit III	<p>Unit-III Urban Issues</p> <ul style="list-style-type: none"> • Urban Slums- origin, socio-physical characteristics, Slum–city relationship. • Rural to Urban Migration its Causes and Impact on Urban Life, population growth and its impact on Urban development • Problems of Housing, drug addiction, Juvenile delinquency, Prostitution • Urban issues: Ecological, Industrialization and public health, water and sanitation, unemployment • Changes in life styles and culture, • Impact of global culture on local communities. <p style="text-align: right;">(11 periods)</p>
Unit IV	<p>Unit-IV Policies and Programmes</p> <ul style="list-style-type: none"> ▪ Slum renewal policies and programmes ▪ Public transports system ▪ Pollution types, sources and remedies, National Environment Policy ▪ Solid waste collection and disposal classification; on site collection, storage, transportation and disposal of solid wastes; processing and treatment of solid wastes. ▪ Role of NGOs, VOs working in various fields of urban development, contribution of corporate sectors in urban development ▪ NULM (National Urban Livelihood Mission) <p style="text-align: right;">(12 periods)</p>
Unit V	<p>Skill Enhancement Module (Any one of the following activities- Individually or in a small Group)</p>

<ul style="list-style-type: none"> ▪ Visit to Urban community and prepare the profile. ▪ Prepare one success story from any urban unite (slum) ▪ Visit to any NULM (National Urban Livelihood Mission) local chapter and document their role and responsibility. ▪ Organize a Focus Group Discussion or conduct a survey to evaluate a government programme or scheme implemented in ▪ Prepare case study on any one urban issues. <p>Note: - Above Mentioned activity should be related to Syllabus only.</p>

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Semester III
Specialization (Group-A) - Community Development

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSE –III	Tribal Social System	45

Course Objectives:

- To develop the ability to critically analyze and evaluate information about tribal societies
- To develop the ability to communicate effectively about tribal issues
- To develop the ability to work with tribal communities to promote their development

Course Outcome:

- Students will be able to define the concept of tribe and explain the characteristics of tribal societies
- Students will be able to describe the history and pre history of tribal people in India
- Students will be able to analyze the social structure and culture of tribal societies
- Students will be able to work on development of tribal communities and the challenges they face
- Students will develop the skills to work on tribal issues at micro, mezzo and macro level

Unit	Content
Unit I	<p>Unit-I Identity of Tribe:</p> <ul style="list-style-type: none"> ▪ Meaning, definition and Characteristics of tribe. ▪ Constitutional Meaning of tribe. ▪ Classification of tribes - demographic, linguistic, racial, cultural and geographic. ▪ Major tribes in Maharashtra and India. <p style="text-align: right;">(11 periods)</p>
Unit II	<p>Unit-II Tribal Organizations:</p> <ul style="list-style-type: none"> ▪ Tribal Political System and Particularly Vulnerable Tribal Groups (PVTGs): Tribal power structure – traditional. ▪ The Panchayat (Extension to the Scheduled Area) Act 1996 (PESA) , Definition, concept

	,Characteristics and Demography of PVTGs of Maharashtra. (11 periods)
Unit III	Unit-III Tribal Culture: <ul style="list-style-type: none"> ▪ Tribal Political System and Particularly Vulnerable Tribal Groups (PVTGs): ▪ Tribal power structure - traditional and Constitutional; The Panchayat Extension to the Scheduled Area Act 1997 (PESA) ▪ Definition, concept, Characteristics and Demography of PVTGs of Maharashtra. (11 periods)
Unit IV	Unit-IV Tribal Movements & Contribution of Reformers: <ul style="list-style-type: none"> ▪ History of tribal movements in India. ▪ Contribution of tribal activists: Birsa Munda, Tantya Bhil, Ambarsingh Maharaj. ▪ Contribution of Tribal reformers: Thakkar Bappa, Verrier Elwin, Godavari Parulekar, Devaji Tofa. ▪ Theory Of Tribe : Isolation approach of Verrier Elwin, Assimilation (12 periods)
Unit V	Skill Enhancement Module (Any one of the following activities- Individually or in a small Group) <ul style="list-style-type: none"> ▪ Visit to local tribal community and prepare the profile. ▪ Prepare comparative analysis between Particularly Vulnerable Tribal Groups (PVTGs) and other Tribal Groups. ▪ Prepare comparative analysis between Tribal Groups and Nomadic Tribes. ▪ Visit to any PESA village and document their uniqueness. ▪ Document changes among the tribal communities in context to their origin (any one tribal community) Note: - Above Mentioned activity should be related to Syllabus only.

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10. Tribal culture Economy and health – Shahi Bairathi – Rawat publications.
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12.

Semester III Specialization (Group-B)-Human Resource Management

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSE –I	Human Resource Management	45

Course Objectives:

- To develop understanding of student about the role of HR in an organization.
- To provide opportunities to students to apply the principles of HRM in different organizational contexts.
- To enhance knowledge of students to develop HR policies and procedures.
- To sharpen the skills of students to manage the employee life cycle.
- To sharpen the skills of students regarding solving HR problems and challenges.
- To develop students for assessing the impact of HR on organizational performance.

Course Outcome:

- Students will gain a deeper understanding of the human side of business.
- Students will learn how to attract, develop, and retain top talent as human resource
- Students will develop the skills to manage employee relations and conflict resolution.
- Students will gain a competitive edge in the job market.
- Students will be familiarised with HRM Policies and practices

Unit	Content
Unit I	<p>Unit-I Human Resource Management:</p> <ul style="list-style-type: none"> ▪ Human Resource: Concept, Human factor in Management, importance of Human Resource in industry ▪ Human Relations Movement, evolution of HRM in India, Functions of HRM ▪ Role and Functions of HRM: Structure of HRM department, changing forms, Essential qualities, core competencies, specific functions and HR as business partner. ▪ Changing role and emerging challenges before HR managers in the context of SHRM. <p style="text-align: right;">(11 periods)</p>
Unit II	<p>Unit-II HR Policies, Role of Personnel/HR Manager:</p> <ul style="list-style-type: none"> ▪ Meaning, objectives & contents of HR policies, principles & essentials of sound policies ▪ Role & importance of HR policies in managing human resource. ▪ Essential qualities, core competencies, role, Functions and importance of Personnel Managers/H R managers in industrial organizations. <p style="text-align: right;">(11 periods)</p>
Unit III	<p>Unit-III HRM Policies and practices: Recruitment, Selection, Placement and Induction:</p> <ul style="list-style-type: none"> ▪ Meaning, objectives, types, internal & external sources of recruitment and process of recruitment. ▪ Selection process, criteria, steps & methods, importance of systematic and scientific selection procedures, modern practices of recruitment and selection adopted by various organization. ▪ Placement - basic principles, criteria & process of placement. Induction -meaning, objectives and importance of induction programme, new approaches. <p style="text-align: right;">(11 periods)</p>
Unit IV	<p>Unit-IV HRM Policies and practices: Promotions & Transfer, Compensation & benefits:</p> <ul style="list-style-type: none"> ▪ Promotions and Transfer: Meaning, goals, principles, policies, criteria/ parameters, types, essentials & salient features of sound promotion and transfer policies. ▪ Compensation and benefits: Concept of fair wages, importance of theories in wage determination. Recent strategies, elements of compensation, structure, cost to company, (CTC concept) salary and wages benchmarking, concept of dearness allowance, ▪ Fringe benefits and perk- perquisites, Financial and non-financial Incentives, its impact on the employees' performance <p style="text-align: right;">(12 periods)</p>
Unit V	<p>Skill Enhancement Module (Any one of the following activities- Individually or in a small Group)</p> <ul style="list-style-type: none"> ▪ Visit to any HR department and prepare the profile. ▪ Prepare detail analysis on HR policy of any company. ▪ Develop a HR policy on your institute. Or any NGO/ Industry. ▪ Prepare financial and non-financial incentives provided by any industry. <p>Note: - Above Mentioned activity should be related to Syllabus only.</p>

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Semester III
Specialization (Group-B)-Human Resource Management

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSE –II	Labour Legislation & Industrial Relations	45

Course Objectives:

- To develop the understanding of students Historical development, perspectives and basic protective legislation for labor in India
- To provide the opportunity to learn the students about Social Security, Welfare and Environment protection legislations
- To develop the understanding of students about Industrial Relations & Related Legislation
- To provide opportunities to students to develop skills for Grievance-handling procedures and practices in Industries, Industrial Disputes & Prevention mechanism

Course Outcome:

- Students will develop the understanding about Historical development, perspectives and basic protective legislation for labor in India
- Students will learn about Social Security, Welfare and Environment protection legislations
- Students will develop the understanding about Industrial Relations & Related Legislation
- Students will develop skills for grievance-handling procedures and practices in Industries, Industrial Disputes & Prevention mechanism

Unit	Content
Unit I	<p>Unit-I Historical development, perspectives and basic protective legislation for labor in India:</p> <ul style="list-style-type: none"> ▪ Growth of labour legislation in India: Historical perspective, Philosophy under-lying labour legislations before and after Independence. Critical review of Labour Administration in India ▪ Salient provisions of The Factories Act 1948, The Apprentices Act 1961, The Contract Labour (Regulation and Abolition) Act 1970; The Mathadi Workers Act; The Mines Act 1952; The Plantation Labour Act 1951; The Bombay Shops and Establishment Act 1948. The Payment of Gratuity Act 1972, The Unorganized Workers Social Security Act 2008. ▪ Wage Legislation: The Payment of Wages Act 1936, The Minimum Wages Act 1948, The Payment of Bonus Act 1956 <p style="text-align: right;">(12 periods)</p>
Unit II	<p>Unit-II Social Security, Welfare and Environment protection legislations:</p> <ul style="list-style-type: none"> ▪ Salient Features: The Employees Compensation Act 1923, The Maternity Benefit Act 1961, The E S I act 1948, The E P F act 1952 and Family Pension Scheme. Recent pension rules of GOI and Sate. Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 ▪ Salient Features: The Environment Protection Act 1986, Air Pollution Act 1987, Water Pollution Act 1974, Power and functions of central and state boards, offences by companies and penalties and procedures. Recent amendments in rules and laws. <p style="text-align: right;">(11 periods)</p>
Unit III	<p>Unit-III Industrial Relations & Related Legislation:</p> <ul style="list-style-type: none"> ▪ Industrial Relations: Concept, philosophy, evolution, principles, nature & scope, importance. Role of stakeholders in IR

	<ul style="list-style-type: none"> ▪ Industrial Discipline: Concept of discipline, indiscipline, factors and causes of indiscipline, disciplinary action, principles and procedures, drafting of disciplinary action letters, Show - Cause Notice, Charge - sheet, domestic enquiry, principle of natural Justice, code of discipline and its implementation. ▪ Salient provisions: The Industrial Disputes Act 1947, Bombay Industrial Relations Act 1946, Industrial Employment Standing Order Act 1946, Model standing Order Act 1948. <p style="text-align: right;">(11 periods)</p>
Unit IV	<p>Unit-IV Grievance and Industrial disputes</p> <ul style="list-style-type: none"> ▪ Grievance-handling procedures and practices in Industries: Policy and practices, principles, process, methods, model-grievance handling procedures. ▪ Industrial Disputes: Concept, nature, causes and its impact of Industrial Disputes. Critical review of dispute settlement machinery in India ▪ Prevention Mechanisms: Negotiations and Collective bargaining. Workers participation management. Role of managers in promoting I.R. <p style="text-align: right;">(11 periods)</p>
Unit V	<p>Skill Enhancement Module (Any one of the following activities- Individually or in a small Group)</p> <ul style="list-style-type: none"> ▪ Visit to local labour court and document their procedure and role. ▪ Prepare a case study on grievance and industrial dispute case. ▪ Prepare detail procedure of Employees Compensation Act or Maternity Benefit Act in the beneficiaries' point of view. <p>Note: - Above Mentioned activity should be related to Syllabus only.</p>

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12. Kautman, B. E. (2006) Industrial relations; New Delhi : International Labour Office
13. Kumar, H. L. (1996) Employers rights under Labour Laws, Delhi: Universal Law Publishing Co. Pvt; Ltd.
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15. Mamoria, C. B. (1990) Dynamics of Industrial relations in India; Mumbai : Himalaya Publication House
16. Mehrotra, S. H. (1981) Labour Problems in India, New Delhi: S. Chand & Company Ltd.
17. Moappa, Arun (1989) : Industrial relations; Tata McGraw-Hill publishing Com. Ltd, New Delhi
18. Mongia, J. N. (1976) Readings in Indian Labour & Social Welfare, Delhi : Atma Ram & Sons
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20. Prakash, Anand etc, Ed (1987) Labour Law & Labour Relations Cases & Materials, Bombay: N. M. Tripathi, Pvt. Ltd.
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25. Saini, Debi S. Ed. (1994) Labour Judiciary Adjudication and Industrial Justice, New Delhi : Oxford & IBH Publishing Co. Pvt. Ltd.
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Semester III
Specialization (Group-B)-Human Resource Management

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSE –III	Employee Welfare and Trade Union	45

Course Objectives:

- To make students understand the history and development of employee welfare and trade unionism
- To provide opportunity to students regarding legal framework governing employee welfare and trade unionism
- To enhance knowledge of students regarding different types of employee welfare schemes
- To make understand students about the role of trade unions in the workplace
- To provide exposure to students about the resolution of industrial disputes

Course Outcome:

- Students will understand the importance of employee welfare and trade unionism in the workplace
- Students will be able to analyze the legal framework governing employee welfare and trade unionism
- Students will be able to evaluate the different types of employee welfare schemes
- Students will understand the role of trade unions in the workplace
- Students will sharpen their skills to resolve industrial disputes in a constructive manner

Unit	Content
Unit I	<p>Unit-I Labour / Employee Welfare</p> <ul style="list-style-type: none"> ▪ Labour /Employee Welfare: Welfare-concept, goals & objectives, principles and scope. Statutory and Non-statutory provisions ▪ Evolution of Labour Welfare: Indian and Global perspectives, Globalization, LPG and its impact on welfare and working conditions (11 periods)
Unit II	<p>Unit-II Nature and Machinery of Welfare in India</p> <ul style="list-style-type: none"> ▪ Machinery of Labour Welfare in India. Central & State Government machinery. ▪ Salient features of The Maharashtra Labour Welfare Fund Act 1953. The Maharashtra Labour Welfare Board, Structure and functions, objectives and programmes ▪ Welfare Officer: provisions, duties, role & responsibilities, functions of welfare/ labour welfare officer in industry. Changing role and challenges in emerging industrial environment. (11 periods)
Unit III	<p>Unit-III Occupational Health and Safety</p> <ul style="list-style-type: none"> ▪ Occupational Health and Safety: concept, nature, scope and types. ▪ Health, Hygiene, Accidents and Safety management: Industrial hygiene, occupational health, safety management. Industrial accidents-Nature, types and causative factors. Importance of ISO 14001, Occupational Health and Safety Assessment Series (OSHAS), EMS, International Standards and Norms. ▪ Welfare & development of labour Workers' Education: History of workers education, concept, goals and organizations. Workers' Education scheme and its implementation. Critical review of WE scheme in India. (11 periods)
Unit IV	<p>Unit-IV Trade Unionism</p> <ul style="list-style-type: none"> ▪ History of Trade Unionism and Labour Movement in India and abroad: Philosophy, ideology, role and functions of Trade Unions in the context of -IR, Welfare Problems resolutions. Current trends and challenges before unions. ▪ Trade Union Act 1926 and MRTU & PULP Act 1971 ▪ Globalization & its impact on Unionism: Labour market, employers and workers right, current trends in employers association and changing role of unions in global economy, ILO and industrial development in India. (12 periods)
Unit V	<p>Skill Enhancement Module (Any one of the following activities- Individually or in a small Group)</p> <ul style="list-style-type: none"> ▪ Visit to local trade union and document their profile. ▪ Prepare a analysis on impact of globalization in any local industries ▪ Document on health hazardous issues of any industry in your locality. <p>Note: - Above Mentioned activity should be related to Syllabus only.</p>

References:

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MSW Semester IV

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC –17	Social Policy, Welfare & Development Administration	60

Course Objectives:

(To provide opportunities and enable the students about)

- The understanding social policies in India
- The role of government in social welfare
- The principles of social planning
- The different types of social welfare programs and organizations
- The principles of social welfare administration
- The management of human resources
- The budgeting and financial management of social welfare programs
- The evaluation of social welfare programs

Course Outcome:

- Students will be able to define social policy and explain its role in society.
- Students will be able to analyze social problems and identify appropriate policy interventions.
- Students will develop social policy proposals that are feasible, effective, and equitable.
- Students will participate in the planning and implementation of social development programs.
- Students will be able to apply the principles of social welfare administration
- Student will be able to Budget and manage the financial resources of social welfare programs
- Students will evaluate the impact of social welfare programs.

Unit	Content
Unit I	Unit-I <ul style="list-style-type: none"> ▪ Concept, Definition, Scope of Social Welfare Administration ▪ Objectives and Principles of Social Welfare Administration ▪ History of Social Welfare with special reference to India ▪ Structure and functions of Department of Social Justice & Empowerment in India - Central and State Level. ▪ Structure and functions of Central & State Social Welfare Board, Mahamandals (i. e. Anna Bhau Sathe & MAVIM etc) ▪ Government Programmes & Schemes for welfare with specific reference to SC/STs & other backward classes, Differently abled, Minorities at central & state government level. <p style="text-align: right;">(15 periods)</p>
Unit II	Unit-II <ul style="list-style-type: none"> ▪ Areas of Administration: Planning, Organizing, Direction, recruitment, training, staff development, co-ordination, budgeting, supervision, fund raising, reporting & evaluation. ▪ Project Proposal: Guidelines, Structure and format of Project Proposal. Salient features of Research project and funding project. ▪ Social Welfare – Voluntary Efforts : Need & Role of Voluntary efforts for social welfare & response to societal needs ▪ Registration of Organizations, NGO Governance □ Role of Trustees, Board of Director ▪ Public□Private Partnership (PPP), Corporate Social Responsibilities (CSR). <p style="text-align: right;">(15 periods)</p>
Unit III	Unit-III <ul style="list-style-type: none"> ▪ Social Policy: concept, definition, need and importance ▪ Values underlying social policy and planning based on the Constitutional provisions (i.e.the Directive Principles of State Policy and Fundamental Rights) and the Human Rights. ▪ Different models of social policy and their applicability to the Indian situation ▪ The policy cycles ▪ Agencies involved in policy formulation, design, implementation and

	review. (15 periods)
Unit IV	Unit-IV <ul style="list-style-type: none"> ▪ Tools of policy analysis □ census surveys, social and economic indicators etc. ▪ Role of Regulatory bodies, Task Forces and Commissions ▪ Review of any two Policies related to marginalized group. ▪ Concept of social planning - Scope of social planning ▪ Indian planning in a historical perspective - The Constitutional position of planning in India. The legal status of the Planning Commission (NITI Aayog) - Coordination between Centre and State ▪ Need for decentralization - Panchayat Raj, people participation. ▪ Planning in the era of privatization □ the role of state, civil society and corporate sector ▪ Review of recent Five Year Plan. (15 periods)
Unit V	Skill Enhancement Module (Any one of the following activities- Individually or in a small Group) <ul style="list-style-type: none"> ▪ Analyse one social policy and suggest your views for improvement or change. ▪ Document on SDGs and its relevant current development program. ▪ Review of any one policy related to marginalized group. ▪ Visit to Department of Social Justice & Empowerment and document their profile. ▪ Prepare one project proposal on any area / topic ▪ Document any PPP model in your locality. ▪ Explicate any CSR program in detail. <p>Note: - Above Mentioned activity should be related to Syllabus only.</p>

Recommended Readings:

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- Bulmer, M. et. al., 1989 The Goals of Social Policy. London: Unwin Hyman.
- Chakraborty, S. 1987 Development Planning - Indian Experience, Oxford: Clarendon Press.
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- Goal & R. K. Jain (1988) Social Welfare Administration Vol. 2.5, New Delhi : Deep & Deep Publications.
- John M. Romnyshyn (1971) Social Welfare : Charity to Justice.
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- Ray, Reuben (1998) Time Management, Mumbai : Himalaya Publishing House.
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- Robert Dubin (1970) (3rd edition) : Human Relations in Administration, Prentice Hall of India Pvt; Ltd, New Delhi.
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MSW Semester IV

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC –18	Social Action & Social Development	30

Course Objectives:

(To provide opportunities and enable the students about)

- The Social Action as method of Social Work.
- Knowledge about the Social Action process and required skills, strategies & Its Models.
- The uses and practice of Social Action in the field of Social Work.
- The role of Social Worker in Social Action and Social Reform for Social Development

Course Outcome:

(Students will understand and learn about)

- Comprehend the concepts, skills and various processes and strategies of Social Action.
- Critically evaluate the application of theory in to practice.
- Practice Social Action as Method of Social Work. .
- the Social Issues and different models of Social Action used by the social activist.

Unit	Content
Unit I	<p>Unit-I Social Action as a method of Social Work</p> <ul style="list-style-type: none"> ▪ History of social action in India ▪ Meaning, Definition of social action ▪ Principles & Goals of Social Action ▪ Scope of Social Action in India ▪ Strategies & Process of Social Action: Collaboration & Persuasion, Bargaining & Negotiation, Advocacy, Disruption & Confrontation <p style="text-align: right;">(08 periods)</p>
Unit II	<p>Unit-II Strategies & skills of Social Action</p> <ul style="list-style-type: none"> ▪ Skills for social Action: Relational, Analytical & Research, Interventional, Managerial, Resource mobilization & Advocacy Skills ▪ Concept of advocacy as a tool, Strategy for advocacy; Campaigning; Lobbying; Use of media and public opinion building in advocacy; and Coalition and Network building; Linking up protest movements with development work.

	(07 periods)
Unit III	<p>Unit-III Social Actions Practice: Social Activists and their strategies</p> <ul style="list-style-type: none"> ▪ Mahatama Phule & Savitribai Phule (Education Movement) ▪ Mahatma Gandhi (Satyagraha, Non Cooperation) ▪ Dr. Babasaheb Ambedkar (Social Justice) ▪ Anna Hajare (Right To Information & Anti- Corruption Movement) ▪ Medha Patkar (Narmada Bachao Andolan) ▪ Devaji Tofa (Jungle Bachao, ManavBachao movement-Mendha-Lekha Village) <p style="text-align: right;">(07 periods)</p>
Unit IV	<p>Unit-IV Social Development & Role of Social Worker</p> <ul style="list-style-type: none"> ▪ The Concept, Definition of social development, Elements of Development, Process of Modernization and Social Development ▪ Development indicators; Human Development Index, Sustainable Development Goals, Social Exclusion and Inclusive Development ▪ Social Action and Social Development ▪ Role of Social Worker in Social Action & Development. <p style="text-align: right;">(08 periods)</p>
Unit V	<p>Skill Enhancement Module (Any one of the following activities- Individually or in a small Group)</p> <ul style="list-style-type: none"> ▪ Analyse any one example of social Action and suggest your views on it. ▪ Document on SDGs and its relevant current development program. ▪ Prepare an impact analysis report on any Social Action (any one) ▪ Prepare an impact analysis report on any development program (any one) ▪ Document detail aspects of Human Development Index in your district. ▪ Prepare one research proposal on any area / topic. ▪ Interview any Social Activist in Your Area. ▪ Visit and done FGD with any pressure group of Your Area. <p>Note: - Above Mentioned activity should be related to Syllabus only.</p>

Reference Books:

- 1) Siddiqui. H. Y.:1984 (Ed) Social Work and Social Action, Harnam Publications, New Delhi.
 - 2) PanditVivek: 2000. Fearless Minds; National Centre for Advocacy Studies, Pune
 - 3) Somesh Kumar 2002: Methods for Community Participation. Vistaar Publication, New Delhi.
 - 4) Shriwastava S.K. (1988) Social Movements for Social Development, Alahabad, Chung Publication.
 - 5) Moorthy V. (1966), Social Action, Ashia Publication, Bombay
 - 6) Vasudeva (1996), Social Action Ashia Publication, Bombay.
 - 7) P. Sainath.1996: Everybody Loves A Good Drought; Penguin Books India.
 - 8) Shah G.2004 : Social Movements in India, Sage Publication ‘ New Delhi.
 - 9) Dr. SudamRathod:-Skill Training for Social Worker, yking publication, Jaipur.
 - 10) Dr. UmeshWani – Community Organization and Social Action – Current Publication, Agra
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MSW Semester IV

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC -19	Field Work	8 Per Week

Field Work Specialization Wise: **A) Community Development/
B) Human Resource Management/**

Credit:04

Notes:

- A) No grace marks shall be allowed for passing in Field Work (Social work Practicum).
- B) The Field Work (Social work practicum) of student shall be supervised by the Social Work Faculty
- C) The Field Work (Social work practicum) shall comprise of the following components.
- D) The Internal faculty supervisor shall assess the field work on the basis of following components.

Sr. No.	Field work Component	Marks								
1	<ul style="list-style-type: none"> • Visit to Urban Community/Project/Administrative set up for CD • Visit to Unorganized Sector/Migrated Labour/project/Admin. Set up for HRM <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">1. Attendance</td> <td align="right">10Marks</td> </tr> <tr> <td>2. Performance & Behaviour during the Visit</td> <td align="right">05 Marks</td> </tr> <tr> <td>3. Report Writing</td> <td align="right">10 Marks</td> </tr> </table>	1. Attendance	10Marks	2. Performance & Behaviour during the Visit	05 Marks	3. Report Writing	10 Marks	25		
1. Attendance	10Marks									
2. Performance & Behaviour during the Visit	05 Marks									
3. Report Writing	10 Marks									
2	<ul style="list-style-type: none"> ▪ Visit to Tribal Community /Project/Administrative set up for CD ▪ Visit to Kamgar Kalyan Kendra/Village adopted by CSR/ Industry/ Labour Commissioner office for HRM <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">1. Attendance</td> <td align="right">10 Marks</td> </tr> <tr> <td>2. Performance & Behaviour during the Visit</td> <td align="right">05 Marks</td> </tr> <tr> <td>3. Report Writing</td> <td align="right">10 Marks</td> </tr> </table>	1. Attendance	10 Marks	2. Performance & Behaviour during the Visit	05 Marks	3. Report Writing	10 Marks	25		
1. Attendance	10 Marks									
2. Performance & Behaviour during the Visit	05 Marks									
3. Report Writing	10 Marks									
3	<p>Group Exposure/ Study Tour-Out of University jurisdiction (Minimum 03 Agency) (Group of 5 to 7 students for 5 working days) (Detail study of Any three Industry/NGO/G.O/CSR agencies /Ideal village)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">1. Attendance</td> <td align="right">2Marks</td> </tr> <tr> <td>2. Performance/ Behavior</td> <td align="right">3 Marks</td> </tr> <tr> <td>3. Report Writing</td> <td align="right">5 Marks (10 Marks each Visit)</td> </tr> </table>	1. Attendance	2Marks	2. Performance/ Behavior	3 Marks	3. Report Writing	5 Marks (10 Marks each Visit)	30		
1. Attendance	2Marks									
2. Performance/ Behavior	3 Marks									
3. Report Writing	5 Marks (10 Marks each Visit)									
4	<p>Viva-Voce</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">1) Visit to Urban Community /Project/Administrative setup for CD and Visit to Unorganized Sector/Migrated Labour /project/Admin.</td> <td align="right">(6 Marks)</td> </tr> <tr> <td>2) Visit to Tribal Community /Project/Administrative set up for CD and Visit to Kamgar Kalyan Kendra/ Village adopted by CSR/Industry / Labour Commissioner office for HRM</td> <td align="right">(6 Marks)</td> </tr> <tr> <td>3) Group Exposure</td> <td align="right">(6 Marks)</td> </tr> <tr> <td>4) General</td> <td align="right">(2Marks)</td> </tr> </table>	1) Visit to Urban Community /Project/Administrative setup for CD and Visit to Unorganized Sector/Migrated Labour /project/Admin.	(6 Marks)	2) Visit to Tribal Community /Project/Administrative set up for CD and Visit to Kamgar Kalyan Kendra/ Village adopted by CSR/Industry / Labour Commissioner office for HRM	(6 Marks)	3) Group Exposure	(6 Marks)	4) General	(2Marks)	20
1) Visit to Urban Community /Project/Administrative setup for CD and Visit to Unorganized Sector/Migrated Labour /project/Admin.	(6 Marks)									
2) Visit to Tribal Community /Project/Administrative set up for CD and Visit to Kamgar Kalyan Kendra/ Village adopted by CSR/Industry / Labour Commissioner office for HRM	(6 Marks)									
3) Group Exposure	(6 Marks)									
4) General	(2Marks)									
	Total Marks	100								

Important Note:

1. The External Examiner shall assess the students on the basis of their actual performance during the external examination. Out of Total 100 Marks, the credit out of 100 marks shall be awarded by the faculty supervisor and the remaining credit out of 100 Marks shall be awarded by the External Examiner appointed by the Sant Gadge Baba Amravati University on the basis of above components.
2. Marks will be given out of 100 marks by taking the average of 200 marks of external examiner and internal examiner.
3. General Instructions about field work: Students placed for the field work activities should understand the social issues in the following perspectives:
 - He/ she should understand the Micro and macro level context of the issues, stakeholders involved

in it, legalities in the social issues, the roles and responsibilities, of the administrative machinery at the local level, agencies involved in the issues, barefoot components involved in it, transfer of technology and the skills required for the social work professionals while working in the team approach.

Reference:

- 1) Battacharya Sanjay, Social Work in Integrated Approach, New Delhi, Deep & Deep Pub. Pvt. Ltd.
- 2) Bhatt B.M. (1960), Records of Group Work Practice in India, Baroda University, Baroda.
- 3) Bumard D.- Counselling Skills Training, New Delhi, viva Books.
- 4) Corey Geral, (1977), Groups Process and Practice, USA : Brook/Code Publishing Company.
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- 8) तुप्पेकर शिवाजी. (2023). समाजकार्यातील क्षेत्रकार्य. अमरावती. मानस पब्लिकेशन.
- 9) साळवे संजय. (2022). व्यक्तित्व विकास और कौशल्य. जयपूर. केंब्रिज बुक हाऊस

MSW Semester IV

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC -20	Research Project- II	60

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

Important Note:

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

General Notes:

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

Semester IV
Specialization (Group-A) - Community Development

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSE –IV	Perspectives in Rural Development	45

Course Objectives:

(To develop understanding and provide learning opportunities to students in term of...)

- The history of rural development
- The different dimensions of rural development (economic, social, environmental)
- The role of government, non-governmental organizations, and the private sector in rural development
- The challenges and opportunities facing rural development in the 21st century
- The course will also emphasize the importance of participatory development, which is a process that involves the active participation of rural communities in the planning, implementation, and evaluation of development projects.

Course Outcome:

(Students will understand and learn about...)

- Understand the key concepts and theories of rural development
- Analyze the different dimensions of rural development
- Evaluate the role of GOs & NGOs and the private sector in rural development
- Identify the challenges and opportunities facing rural development in the 21st century
- Apply the principles of participatory development in their work

Unit	Content
Unit I	<p>Unit-I Panchayat Raj</p> <ul style="list-style-type: none"> ▪ Democratic Decentralization, Meaning, objectives and importance Concept & Evolution of Panchayati Raj- Historical development of the concept, national level committees in the evolution of Panchayati Raj (Balwantrai Mehta, Ashok Mehta, Singhvi committees) ▪ Panchayati Raj in Maharashtra ▪ Supervision and control of the Panchayati Raj institutions, role of State and Central Government <p style="text-align: right;">(11 periods)</p>
Unit II	<p>Unit-II Rural Governance</p> <ul style="list-style-type: none"> ▪ Structure, Function and role of Gram panchayat in village development, role of Sarpanch and Gramsevak, Gramsabha (including mahila gram sabha) its role and importance, revenue sources, committees in village level, Community participation in governance. ▪ Structure, Function of Block Administration, Functions of BDO & various extension officer ▪ Zilla Parishad Membership: Types of members, Election process, etc. Committees: Powers and functions of various committees. Functions of Zilla Parishad Finance. Administrative Wing of Zilla Parishad, Need, importance, structure, functions, financial allocations and its utilization of District Planning and Development Council and DRDA. <p style="text-align: right;">(11 periods)</p>
Unit III	<p>Unit-III Programmes for community development</p> <ul style="list-style-type: none"> ▪ Programmes of community development: Agriculture, village industries, co-operative society, social education, health, social welfare poverty alleviation, Creation of employment. ▪ Water management, ecology ▪ Sustainable Development: Alternative approach in Indian context, concept and definitions of sustainable Development, Characteristics of Sustainable Development, Sustainable Development. ▪ Financial Resources of Panchayat Raj Institution's-14th Finance Commission and Rural Development. ▪ Micro Planning- Concept, Need and process and Importance ▪ Social Audit- Concept, objectives, Stapes and importance <p style="text-align: right;">(11 periods)</p>

Unit IV	<p>Unit-IV Strategies in Rural Development</p> <ul style="list-style-type: none"> ▪ Developing and strengthening community-based organizations; Role of Agro-base and Cottage Industries in Rural Development; Programmes and Schemes of Rural Development under Five Year Plans ▪ Rural Development Programmes: An overview of rural community development programme of 1952; ▪ DRDA (District Rural Development Agency) and DPDC (District Planning and Development Committee). ▪ Participatory Rural Appraisal (PRA) Techniques- Concept, Source, Principles, Steps, Utility and Map (Resource Map, Social Map, Wealth Ranking Objectives, Venn Diagram on Institutions, Resource Cards, Seasonal Calendar, Income and Expenditure Matrix, etc.) ▪ A critique of Legislative measures - A critique of Legislative measures like 73rd and 74th and 84th Amendment to strengthen Panchayat Raj institutions <p style="text-align: right;">(12 periods)</p>
Unit V	<p>Skill Enhancement Module (Any one of the following activities- Individually or in a small Group)</p> <ul style="list-style-type: none"> ▪ Visit to any one member of DPCP and document their profile and role. ▪ Prepare a micro planning report of any one village. ▪ Evaluation of a government programme or scheme implemented in rural community ▪ Document social audit procedure. ▪ Use any tools of PLA/PRA in the village and document it properly. <p>Note: - Above Mentioned activity should be related to Syllabus only.</p>

References:

1. Alochana (2007), Gender, Women and Panchayat Raj, Pune :Alochana Centre for Documentation and Research on Women
2. Chahar, S.S. (Ed.) (2005) Governance of Grassroots Level in India, New Delhi :Kanishka Publishers
3. Devas, Nick and Others (2006) Urban Governance, Voice and Poverty in Developing World London :Earthscan
4. Desai Vasant 1990 :Panchayato Raj Power to the People. Vasant Desai. Himalaya Pub. House, Bombay.
5. Desai V (1988) : Rural Development Vol. I to VI, Himalaya publishing House. Mumbai
6. Haldipur, R.N. Paramahansa V R K (Eds.) (1970) Local Government Institutions in India, Hyderabad : National Institute of Community Development
7. Hooja, Prakash and Hooja, Meenakshi (2007) Democratic Decentralization & Planning, Jaipur : Rawat Publications
8. Jain, S. C. (1967) Community Development & Panchayat Raj, Madras : Allied Publishers Pvt. Ltd
9. Kumar, Krishna Direct Democracy & Village Governance, New Delhi : Deep & Deep Publication
10. Katar Sing (2003) : Rural Development Principles, Policies and Management. Sage Publication, New Delhi.
11. Khanna B.S. 1994 : Panchayat Raj in India Rural Local Self Govt., Deep & Deep Pub. New Delhi.
12. Lele, Medha Kotwal, Kulkarni, Vandana, Power and Empowerment, Pune :Alochana Centre for Documentation and Research on Women
13. Maheshwari, Shriram (1994-95) Local Government in India, Agra :Laxminarayan Agarwal
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15. Mukherjee N. (1993): Participatory Rural Appraisal: Methodology and Applications. Concept Publishers, New Delhi.
16. Palenithurai, G. (Ed.) (1966) New Panchayati Raj System – Status and Prospects, New Delhi :Kanishka Publishers
17. Ram Reddy 1977 : Pattern of Panchayati Raj in India Macmillan Co. of India, New Delhi
18. Tuppekar Shivaji. (2023). Field work in social work. Amravati. Manas publication
19. Ramesh, Asha & Ali, Bharti (2001) 33 1/3 % Reservation Towards Political Empowerment, Bangalore: Books for Change
20. Resource Kit for People-centred Advocacy: National Centre for Advocacy Studies, Pune. Rudra Datt & Sundharam 2004: Indian Economics, Chand & Co, New Delhi.
21. Sharma, B. D. (2001) Taming the Transition in Scheduled Areas, New Delhi :SahyogPustakKutir
22. Sharma, B. D. (undated) Tide Turned, New Delhi :SahyogPustakKutir
23. Sharma, B. D. (undated) Fifty years of Anti-Panchayat Raj, New Delhi : SahyogPustakKutir
24. Singh, Amita (Editor) (2005) Administrative Reforms (towards sustainable practice), New Delhi : Sage Publications
25. Singh, Amita, (Ed.) (2005), Administrative Reforms (Towards Sustainable Practice), New Delhi : Sage Publications
26. Singh, U. B. (2004), Urban Administration in India, New Delhi : Serial Publications

27. Social Watch India(2007) Citizen's Report on Governance and Development, New Delhi : Sage Publication
28. S. L. Goel and Shalini Rajneesh 2009 :Panchayati Raj in India, Deep & Deep Pub. New Delhi. 24. 24. Shivanna, N. 1990 : Panchayat Raj Reforms and Rural Development, Chug Publications, Allahabad.
29. Kulkarni, V.V. et. al. (2021). *Rural Development Social perspectives*. Current Publications, Agra. ISBN: 978-93-91542-72-6.
30. Kulkarni, V.V.et.al.(2021). *Dimensions of Rural Development*. Current Publications, Agra. ISBN: 978-93-91542-68-9.
31. शंडे अरुण (2009). ग्रामीण विकाससाठी समुदाय संघटन. नागपूर. श्री. मंगेश प्रकाशन.

Semester IV
Specialization (Group-A) - Community Development

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSE –VI	Urban Development Administration	45

Course Objectives:

(To develop understanding and provide learning opportunities to students in term of...)

- The history of urban development
- The function and role of government in urban development
- The principles of urban planning
- The evaluation of urban development projects

Course Outcome:

(Students will understand and learn about...)

- Understand the challenges and opportunities of urban development
- Apply the principles of urban planning and management
- Evaluate the effectiveness of urban development projects

Unit	Content
Unit I	<p>Unit-I Local self-government in urban area</p> <ul style="list-style-type: none"> ▪ Local self-government in urban area and history of local self-government in India ▪ Municipal Corporation, Municipal Council/Nagar Palika ▪ Sources of Revenue, tax collection and distribution for Development ▪ Structure, powers and functions at each level ▪ Committees and their functions ▪ System of elections to Urban Local Self Government ▪ Ward Committees and citizen participation ▪ Relation of Urban Local Self Government with bodies of Governance at the state level <p style="text-align: right;">(11 periods)</p>
Unit II	<p>Unit-II Economic Development in Urban Context</p> <ul style="list-style-type: none"> ▪ Industrialization and Employment generation ▪ Different service sectors ▪ Infrastructure facilities – Road, Energy and Finance ▪ MIDC – kind of industries and its present situation and the economic logic behind it ▪ Development of cities – its production, distribution and the present shift ▪ Developing renewable and sustainable energy practices: wind energy, solar energy, and bio-gas. ▪ Alternate agriculture experiments – organic farming, natural farming and sustainable agriculture. <p style="text-align: right;">(11 periods)</p>
Unit III	<p>Unit-III Act's and Programmes</p> <ul style="list-style-type: none"> ▪ Town planning: concept, need, process, importance and limitations. Role of local self-governance. ▪ Land Acquisition Act of India, its provision and limitation.

	<ul style="list-style-type: none"> ▪ The Bombay Municipal Act 1956, 74th Constitutional Amendment Review of content and implementation ▪ Women's participation, participation of marginalized groups (SC & ST & minorities), political parties; autonomy and control; factionalism in governance. ▪ Training for urban community development: training for workers, professional and volunteers, training for Municipal Corporation and Municipality worker, training for corporators and ward committee members. <p style="text-align: right;">(11 periods)</p>
Unit IV	<p>Role of GO and NGO and Barriers in Urban Community Development</p> <ul style="list-style-type: none"> ▪ Role of Voluntary Organizations (NGOs) and urban dwellers, Role of law and town planning in urban development. ▪ Role of local self-governance in Urban community development ▪ Urban development programs and role of social work practice. ▪ Approaches to urban community development, Review of urban community development projects in voluntary and governmental sector, Barriers to urban community development in India. ▪ Challenges in developing partnerships between elected bodies, bureaucracy and civil society ▪ Urban Basic Services Programmes (UBSP), Nehru Rozgar Yojana (NRY), NULM, Smart Cities Mission, Jawaharlal Nehru National Urban Renewal Mission, Pradhan Mantri Awas Yojana. ▪ Problems in Implementation of Urban Community development Programmes. <p style="text-align: right;">(12 periods)</p>
Unit V	<p>Skill Enhancement Module (Any one of the following activities- Individually or in a small Group)</p> <ul style="list-style-type: none"> ▪ Visit to Local self-government in urban area and document their profile. ▪ Document basic services in urban area provided by local self-government. ▪ Prepare a detail report on present situation of MIDC in your locality. ▪ Visit to any NGO program in urban area and describe their work. ▪ Prepare analytical report on smart cities. ▪ Prepare a detail analytical report on urban development scheme in your locality. (any one) <p>Note: - Above Mentioned activity should be related to Syllabus only.</p>

References:

1. Bhowmik, Debesh (2007) Economics of Poverty, New Delhi : Deep & Deep Publications.
 2. Dutta, Rudar S., (1985) Indian Economy, New Delhi : S. Chand & Company
 3. Energy, Ecology & Environment / Wilson, Richards & Jones Willium
 4. Environmental Science / Cunningham, W.P.
 5. Fundamental Of Transportation Engineering / Hennes, Robert G And Ekse, Martin
 6. Hajela, T.N. C Year cooperation Principles Problems and Practice (6th Edition), Delhi: Konark Publishers.
 7. Handbook Of Environmental Planning / Mcenro, James
 8. Higgott, Richard A. (1982) Political Development Theory: The Contemporary Debates Taylor & Francis Group.
 9. Information And Pricing In Road Transportation / Emmering, Richard H M.
 10. Integrated Environmental Planning / Lein, J.K.
 11. Jhunjhunwala, Bharat. Globalization and Indian Economy, New Delhi : Gyan Book Pvt. Ltd.
 12. Salivakar Sanjay.(2019). Nagari v Gramin Samuday. Shri Mangesh Prakashan. Nagpur.
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Semester IV
Specialization (Group-A) – Community Development

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSE –III	Tribal Problems & Tribal Development Schemes	45

Course Objectives:

(To develop understanding and provide learning opportunities to students in term of...)

- The history of tribal communities in India
- The social and cultural characteristics of tribal communities
- The economic problems faced by tribal communities
- The government schemes and programs for tribal development
- The challenges and opportunities for tribal development

Course Outcome:

(Students will understand and learn about...)

- Understand the historical and social context of tribal problems in India
- Analyze the economic problems faced by tribal communities
- Evaluate the government schemes and programs for tribal development
- Identify the challenges and opportunities for tribal development

Unit	Content
Unit I	<p>Unit-I Social & Health Problems of Tribal Society</p> <ul style="list-style-type: none"> ▪ Social Problems: causes and challenges to tribal society in relation to social exploitation, migration and communication; Illiteracy, educational dropouts, inadequate educational facilities and resources. ▪ Challenges in relation to culture and traditions; Issues related to changes in tribal life style ▪ Health Problems: Malnutrition, Skin diseases, Women’s health, Sexual Harassment, Traditional health practices and approaches to modern health services. ▪ Superstitions, addiction problem <p style="text-align: right;">(11 periods)</p>
Unit II	<p>Unit-II Economic Problems</p> <ul style="list-style-type: none"> ▪ Challenges in relation to cultivation of land - use of new seeds varieties and agricultural practices for improving agriculture, ▪ Land alienation, Challenges in relation to forests, Minor Forest Produce, Challenges in relation to employment misappropriation. ▪ Challenges of development projects, land mafia and displacement (Highway, Reserve Forest, Tiger Projects, dams, Special Economic Zones, large scale industries), ▪ Tribal power structure, Poverty, unemployment, Industrialization, Indebtedness. ▪ Impact of urbanization, Industrialization on tribal communities. <p style="text-align: right;">(11 periods)</p>
Unit III	<p>Unit-III Administrative Structure for Tribal Development</p> <ul style="list-style-type: none"> ▪ Structure and functions of tribal development mechanism Central, State, District, Project Level & it’s functioning. ▪ Tribal Sub Plan; Modified Area Development Approach (MADA) and mini MADA. Tribal Research Institute-Its structure & functioning. ▪ Constitutional provisions for Scheduled Tribes & Tribal development under the latest five year plan. <p style="text-align: right;">(11 periods)</p>
Unit IV	<p>Unit-IV Tribal Development Policy & Role of Government</p> <ul style="list-style-type: none"> ▪ Role of local self-government in tribal development, PESA, Role of tribal development department of the government ▪ Role of Voluntary Organizations; Role of Banks; ▪ Role of social workers for tribal development. ▪ United Nations Declaration on Rights of Indigenous People, National Commission

	<p>onScheduled Tribe, Tribes Advisory Council</p> <ul style="list-style-type: none"> ▪ Developmental programmes and their impacts on tribal population – Health, Education and Economic (12 periods)
Unit V	<p>Skill Enhancement Module (Any one of the following activities- Individually or in a small Group)</p> <ul style="list-style-type: none"> ▪ Visit to local tribal community and prepare their current issues. ▪ Visit to tribal development department and prepare their profile. ▪ Prepare a list of tribal development schemes and programs in your area. ▪ Prepare a case study on impact of development projects on tribal communities in local area (mining , highway, dam...etc) ▪ Prepare a list of NTFP available in tribal area and current status of their market. <p>Note: - Above Mentioned activity should be related to Syllabus only.</p>

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 - 5) Mishra, R. N., Tribal Cultural and Economy. Ritu Publication.
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 - 7) National Institute of Community, Integrated Tribal Development, Hyderabad, Proceedings of a seminar held at NICD, May, 1975.
 - 8) Orissa, Tribal and Rural Development Department, Dec., 1975, Bhubaneswar: Seminar on Integrated Tribal Developments projects.
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 - 10) Patel, M. L. (Ed.) (1972): Agro-economic problems of tribal India. Bhopal: Progress Publishers.
 - 11) Problems and prospects of tribal development in Rajasthan. Vanyajati 23 (1) 3-12, Jan., 1975.
 - 12) Rao, Ramona D.V.V., Tribal Development New Approaches. New Delhi: Discovery Publishing House.
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 - 16) Shah, D.V., (1979): Education and social change among Tribal in India
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 - 19) Shashi, Bairathi, Tribal Culture, Economy and Health. New Delhi: Rawat Publications
 - 20) Singh, Ajit (1984): Tribal Development in India. Delhi: Amar Prakashan.
 - 21) Vidyarthi, L. P. (ed.) : Tribal Development and its Administration, New Delhi, Concept, 1981.
 - 22) Kale Rajesh. (2020). Kuposhitanchya Vishvat. Amravati. Adhar Prakashan
 - 23) Kale Rajesh. (2020). Balkanche Hakka aani Melghatmadhil Kuposhan. Amravati. Adhar Prakashan.
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Semester IV
Specialization-II: Human Resource Management

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSE –IV	Organizational Behaviour and Social Aspects in Industry	45

Course Objectives:

(To develop understanding and provide learning opportunities to students in term of...)

- The nature of organizations and organizational behavior
- Individual behavior in organizations
- Group behavior in organizations
- Organizational structure and design
- Leadership and power
- Motivation and job satisfaction
- Communication and conflict management
- Organizational change and development
- Ethics and social responsibility

Course Outcome:

(Students will understand and learn about...)

- Understand the basic concepts of organizational behavior
- Apply these concepts to analyze and solve problems in the workplace
- Develop skills in critical thinking, analysis, and problem-solving
- Communicate effectively with others
- Work effectively in teams
- Be aware of the social aspects of industry

Unit	Content
Unit I	<p>Unit-I Fundamentals of OB</p> <ul style="list-style-type: none"> ▪ Organizational Behaviour: Concept, nature, scope, significance, historical and emerging perspectives. ▪ Industrial Psychology: concept, nature, objectives /goals, scope, role & importance, practical application of psychology in industrial settings. ▪ Group Dynamics: Meaning, Group formation process, interactions, power and conflicts among group, group dynamics at work place, Formal & Informal group, Role & Types of groups in organization. Team Building. <p style="text-align: right;">(11 periods)</p>
Unit II	<p>Unit-II Motivation, Morale and Productivity:</p> <ul style="list-style-type: none"> ▪ Basic needs of human being ▪ Motivation: Nature and meaning of Motivation, Fundamental theories of motivation and its application, Positive and negative motivation and productivity. ▪ Employees Morale: Meaning, importance, measures and techniques of promoting morale in the organization. Motivation, Morale, efficiency and productivity. <p style="text-align: right;">(11 periods)</p>
Unit III	<p>Unit-III Occupational Stress and its Management</p> <ul style="list-style-type: none"> ▪ Occupational Stress: concept, stressors, fatigue, monotony, burnout, impact of stress on employees, employer and productivity, stress management and coping mechanisms. IQ, Emotional Quotient, Spiritual Quotient- and stress management. ▪ Psycho-Social Problems and Employees Counseling: Various Psycho-Social Problems, techniques and methods for employee counseling. Its application in industrial Set- up. ▪ Advantages and effectiveness of EC, Role of Social worker/ HR manager in Counselling <p style="text-align: right;">(11 periods)</p>
Unit IV	Unit-IV Industry and Society:

	<ul style="list-style-type: none"> ▪ Industry and Society: Socio-cultural environment in industry, Impact of LPG on employees & family life. ▪ Social issues in industry- issues of human rights, gender discrimination & sexual harassment at work place, new industrial policy & displacement, issues related natural resources ▪ Corporate Social Responsibility; evolution, philosophy and principles of CSR CSR-developmental projects; goals & implementation ▪ Role of Social Worker/ HR managers; Social obligations, social responsiveness and ethical aspects in (12 periods)
Unit V	<p>Skill Enhancement Module (Any one of the following activities- Individually or in a small Group)</p> <ul style="list-style-type: none"> ▪ Visit to Local industry and document psycho-social problems of employees. ▪ Address social issues in the local industry. ▪ Prepare a case study on psycho-social problem of employee and role of social worker. ▪ Prepare a list of CSR project in your district. <p>Note: - Above Mentioned activity should be related to Syllabus only.</p>

Recommended Readings:

1. Ahuja, K. K. (1990) - Organizational behaviour, New Delhi: Kalyani Publications.
 2. Blum, Naylor (1988): Industrial Psychology, Delhi: Theoretical & Social foundation.
 3. Dwivedi R.S. (1995): Human Relations and Organizational Behaviour, Delhi: MacMillan.
 4. Ghorpade M.B. (1980) - Industrial Psychology, Bombay : Himalaya Publishing House.
 5. Ghosh, P. K. &Ghorpade M.B. (1991): Industrial & Organizational Psychology, Bombay: Himalaya Publishing House
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 7. Khanka, S. S (2000): Organizational Behavior, New Delhi :KitabMahal Publication.
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 11. Mohanty, Girishala (1988): Text book industrial and Organizational Psychology, New Delhi: Oxford Publishing Company, New Delhi.
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 14. Roger, Courtwright& Michael, Collins (2001): The Handbook for Managing Yourself, New Delhi: Infinity Books.
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 17. Wexley C Kenneth (1988): Organizational Behaviour and Personnel Psychology. Delhi: Surjeet Publications
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Specialization (Group-B)-Human Resource Management

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSE –V	Human Resource Development	45

Course Objectives:

(To develop understanding and provide learning opportunities to students in term of...)

- Diversity and inclusion in the workplace
- Performance management
- Compensation and benefits
- Employee relations

Course Outcome:

(Students will understand and learn about...)

- Understand the role of HRD in organizations
- Plan and implement HRD programs
- Evaluate the effectiveness of HRD programs
- Develop training and development materials
- Conduct organizational assessments
- Facilitate change in organizations

Unit	Content
Unit I	<p>Unit-I Human Resource Development:</p> <ul style="list-style-type: none"> ▪ HRD Concept, objectives & goals ▪ HRD sub-system, principles, policies and practices ▪ Functions of HRD ▪ HRD for organizational effectiveness; evolution and changing scenario. ▪ Role of HRD managers: Role & functions of HRD manager in public, private, service, co- operative, banking and BPO, IT - Industries. ▪ Impact of HRD on the organizational development, changing role & challenges before HRD managers. <p style="text-align: right;">(11 periods)</p>
Unit II	<p>Unit-II HRD policies and practices:</p> <ul style="list-style-type: none"> ▪ Meaning, objectives, need, process, importance, tools and modern techniques of meritrating and performance appraisal ▪ Performance Appraisal- 360 degree method; Purpose and Process. ▪ Various other new techniques & methods of Performance Appraisal ▪ MBO-Management by Objectives: Concept, MBO philosophy, the process of MBO,benefits and limitations of MBO. <p style="text-align: right;">(11 periods)</p>
Unit III	<p>Unit-III HRD approaches and significant aspects:</p> <ul style="list-style-type: none"> ▪ Organizational development: Concept and scope and Historical perspective of OD, Theory and practice of OD, Learning & growth, organizational culture ▪ Process & OD intervention strategies- survey feedback, action research, sensitivity training, TA, process consultation, third-party peacemaking, open system planning, Major problems & managing OD, key areas of OD. ▪ Human Resource Audit: Concept of HR audit, nature, scope, need & significance,approaches to HR audit. <p style="text-align: right;">(11 periods)</p>
Unit IV	<p>Unit-IV Training & Development in Corporate and Non-Profit Organizations:</p> <ul style="list-style-type: none"> ▪ Employees Training: Meaning of learning, training and development, identification of training needs, types and methods of training- e-learning, Lecture, Case-study, Role-play,management games, use of Audio-Visual Aids, essentials of good training programme, importance of T & D activities in the corporate and NGO/ Non-Profit Organizations, role of motivation in training of trainers and trainees, training evaluation. Recent trends in Employees training programme.

	<ul style="list-style-type: none"> ▪ Executive/ Management Development: Identification & Assessment of Training needs, importance, recent trends in executive/ management Development/Training programmes, developing and designing effective HRD training programme, skills of effective trainer. Evaluation of training and measurement of training effectiveness. Role of HR in ISO standards. <p style="text-align: right;">(12 periods)</p>
Unit V	<p>Skill Enhancement Module (Any one of the following activities- Individually or in a small Group)</p> <ul style="list-style-type: none"> ▪ Visit to any industrial unit and prepare human resource audit. ▪ Analyze training and development module of corporate and non- profit organization. ▪ Describe procedure ISO standards. ▪ Visit to local non-profit organization and explain the program of OD process ▪ Prepare a detail analysis on recent trends in management development. <p>Note: - Above Mentioned activity should be related to Syllabus only.</p>

Recommended Readings:

1. Abel, M. (1989): Human Resources Development. Institute of Social Science & Research.
2. Chhabra, T. N. (2005): Human Resource Management, Delhi: D.R. & Co.
3. Chopra, R.K. (2001): Management of Human Resource, (Text & Cases), Allahabad :KitabMahal.
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Semester IV
Specialization (Group-B)-Human Resource Management

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSE –VI	Labour Economics and Indian Labour Problems	45

Course Objectives:

(To develop understanding and provide learning opportunities to students in term of...)

- Develop an understanding of the basic concepts of labour economics
- Analyze the functioning of labour markets in India
- Understand the determinants of wages and employment
- Evaluate the impact of labour laws and regulations on the labour market
- Analyze the labour problems in India

Course Outcome:

- Ability to analyze labour market data
- Ability to apply economic concepts to real-world problems
- Ability to write clear and concise reports

- Ability to communicate effectively with industry and labour

Unit	Content
Unit I	<p>Unit-I Labour Economics:</p> <ul style="list-style-type: none"> Concept, nature, scope and importance of labour economics for welfare of personnel Labour force as a part of population; structure, composition and characteristics of labour i.e. demand and supply aspects. New economic & industrial Policies; Technological advancement; Rationalization; Modernization; Automation and change in industrial organization; Production sectors; global scenario LPG, WTO Policy and its impact of labour market, job opportunities, employment status, and job security Concept of employees turnover/ attrition; labour-drain and gain; Outsourcing in India. <p style="text-align: right;">(11 periods)</p>
Unit II	<p>Unit-II Employment, Wages & Productivity:</p> <ul style="list-style-type: none"> Concept and theories of employment and under- employment Dimensions of unemployment and full employment Problems of unemployment; causative factors and remedies Current Trends in employment market and need for multi -skills and skill up gradation Concept of wages and its types; economics of wages Concept, indicators, factors affecting productivity Measurement tool and techniques of productivity; Time and Motion study. <p style="text-align: right;">(11 periods)</p>
Unit III	<p>Unit-III Problems of Organized & Unorganized Labour in India, Problems of Migratory and Rural Labour:</p> <ul style="list-style-type: none"> Meaning of labour; rise of labour problems Nature and causes of labour problems; Migration; Absenteeism; Indebtedness; Bonded labour; Woman & child Labour; Contract Labour; Agricultural labour; Mathadi workers. Characteristics of Migratory and Rural Labour in India; up-gradation and redundancy in Labourforce Indian labour and problems of housing & slums in Industrial Metropolis. <p style="text-align: right;">(11 periods)</p>
Unit IV	<p>Unit-IV Industrial Unrest:</p> <ul style="list-style-type: none"> Concept, nature, factors responsible for labour unrest in India New dimensions, emerging problems and employees unrest in modern industrial organizations. Wage discrimination and gender diversity. <p style="text-align: right;">(12 periods)</p>
Unit V	<p>Skill Enhancement Module (Any one of the following activities- Individually or in a small Group)</p> <ul style="list-style-type: none"> Prepare a detail analysis on LPG & WTO policy on labour market. Prepare a case study on unorganized sector (Bonded labour; Woman & child Labour; Contract Labour; Agricultural labour; Mathadi workers.) Visit to a village and document wage discrimination and gender diversity. <p>Note: - Above Mentioned activity should be related to Syllabus only.</p>

Recommended Readings:

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