



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

Faculty of Humanities

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

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

**Revised Rules and Regulations with
effect from**

Academic Year: - 2021-2022

Prepared By

BOARD OF STUDIES IN SOCIAL WORK

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

SYBSW- SEMESTER- IIIrd

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

SYBSW- -SEMESTER- IVth

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

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

SYBSW- SEMESTER- IIIrd

(BSW FWP- 3)

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

SYBSW- SEMESTER- IVth

(BSW FWP- 4)

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

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

SYBSW- SEMESTER- IIIrd

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

SYBSW- SEMESTER- IVth

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

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

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

SYBSW- SEMESTER- IIIrd

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

SYBSW- SEMESTER- IVth

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

- **Syllabus of Theory Courses**

SYBSW: - SEMESTER- IIIrd

Course Types: - Core Course (CC)

Course Code: - BSW CC-5

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

- **Course Objectives: -**

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

- **Learning Outcomes: -**

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

Course Outline

- **Marks: 100**

Credits: 04

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

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

• References

1. Siddiqui H.Y:1997: Working with Communities – An Introduction to Community Work. Hirapublisher.
2. Shah A.M.1996: Social Structure and Change: Community Organisation and Urban Communities Sage Publication,
3. New Delhi
4. P. Sainath.1996: Everybody Loves A Good Drought; Penguin Books India
5. Dahama O.P, Community Development, B.Mukharji, Community Development 5.Social Work and Community Development Vivek Rampal-Alfa Publication- New Delhi
6. Encyclopaedia of Social Work and Community Organisation C.P.Yadav
7. Robinson Jr, J. W., & Green, G. P. (Eds.). (2011). Introduction to community development:Theory, practice, and service-learning. Sage.
8. Phillips, R., & Pittman, R. (2008). An introduction to community development. Routledge.
9. Bokil Milind: 1987: Community Development- An attempt by peoples Multipurpose
10. Somesh Kumar ,2002, Methods for community participation, Sage Publication, New Delhi
11. तिजोरे पी. व्ही. - सामुदायिक विकास आणि विस्ताराची मुलतत्वे
12. प्रा.रा.ना.घाटोळे , ग्रामीण समाजशास्त्रआणि सामुदायिक विकास .
13. प्राजक्ता टांकसाळे व्यावसायिक समाजकार्य, साईनाथ प्रकाशन, नागपूर .
14. लाखे च. वा., -सामुदायिक विकास आणि विस्ताराची मुलतत्वे .
15. डॉ. राहुल निकम, लोकसहभाग आणि पी. आर. ए., प्रशांत पब्लिकेशन, जळगाव, २०१८

Course Types: - Core Course (CC)

Course Code: - BSW CC-6

Course Title: - Counseling in Social Work

- **Course Objectives:-**

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

- **Learning Outcomes: -**

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

Course Outline

- **Marks: 100**

Credits: 04

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

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

References:

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

Course Types: Skill Enhancement Course (SEC)

Course Code: BSW (SEC-3)

Course title: Functional English

- **Course Objectives:**

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

- **Learning Outcomes**

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

Course Outline

- **Marks: 100**

Credits: 04

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

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

Further Suggestions for classroom practice

- Everyday news items could be brought into the classroom in the form of skits to be planned ,prepared and performed by students in groups.-to be done by each group-at least one skit per month.
- Cartoon strips and comic strips may be used to help to create a communicative situation in the classroom..
- Films, and the T.V. can be used to to facilitate active listening with Comprehension to expose the students to the major varieties of the English language..
- The Radio and T.V. scripts (prepared as part of the media assignment can also be used for communicative performance.
- **Suggested reading:**
 - **No core text is prescribed as such, since the emphasis has to be on the practical activities related to communication skills.**

• General Reading

1. Books on Group Discussions on universally relevant and also topical issues (Competition Success etc. can be used as reference material)
2. Relevant Books on Speech skills Practice
- 3 Other English .Periodicals and Newspapers
- 4 Newspapers and periodicals in the mother-tongue-(to facilitate simultaneous, parallel reading and on- the- spot- translation practice)
5. Online Newspapers and journals.
6. Contemporary one act plays, plays, short stories, novels of social relevance
7. Prose passages from various books.
8. Famous speeches, travelogues, autobiographies etc.
9. Literary pieces from the mother-tongue to be translated for performance.

Course Types: Interdisciplinary Course (IC)

Course Code: BSW IC-3

Course title: Introduction to Indian Constitution

- **Course Objectives:**

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

- **Learning Outcomes:**

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

Course Outline

- **Marks: 100**

Credits: 04

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

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

Reference:

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

Course Types: - General Elective Course (GEC)

Course Code: - BSW GEC-3

Course Title: - School Social Work

• **Course Objectives:-**

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

• **Learning Outcomes :-**

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

Course Outline

• **Marks: 100**

Credits: 04

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

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

• **References:**

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

Course Code: BSW GEC-3

Course Title: Soft Skill Development

• **Course Objectives:-**

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

• **Learning Outcomes :**

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

Course Outline

• **Marks: 100**

Credits: 04

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

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

References :

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

SYBSW:- SEMESTER- IVth

Course Types: - Core Course (CC)

Course Code: - BSW CC-7

Course Title: - Social Work Research and Statistics

● **Course Objectives :-**

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

● **Learning Outcomes:-**

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

Course Outline

● **Marks: 100**

Credits: 04

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

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

● **References:**

1. Dr. O. P Krushnaswami (2002) – Methodology of research in Social Sciences.
2. Lal Das D.K (2005) - Design of social work Research, Rawat publication, Jaipur.
3. Ramchandran P (1993)- Survey Research in Social Work, Institute Of community organization and research
4. Willkinson and Bhandarkar- Methodology and Theories of Social Research, Himalaya Publication, Nagpur
5. Benda Dubois and Karla Krogsrud Miley (1998) – Social work an Empowering Profession.
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9. डॉ. प्राजक्ता टंकसाळे – व्यावसायिक समाजकार्य, मंगेश प्रकाशन, नागपुर
10. प्रतिभा भुतांगे,समाजकार्य व्यवसाय ; समुहांसोबत कार्य, यश प्रकाशन, नागपुरप्राजक्ता टांकसाळे ,एकात्मिक समाजकार्य, श्री मंगेश प्रकाशन, नागपुर

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

Articles

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

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

• **Course Objectives:-**

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

• **Learning Outcome :-**

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

Course Outline

• **Marks: 100**

Credits: 04

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

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

Reference:-

1. पाटील. बी. व्ही, मानवी हक्क, केसागर पब्लिकेशन.
2. कुलकर्णी. पी. के, मानवीहक्क व सामाजिकन्याय, डायमंड पब्लिकेशन.
3. लक्ष्मण कोतापल्ले, भारतातील सामाजिक कल्याण प्रशासन, विदया बुक्स् .
4. वराडकर.र.प, भारतीय राज्यघटना, मानवी हक्क आणि माहिती अधिकार कायदा, निराली प्रकाशन.
5. पिंगला धांडे, मानवी हक्क आणि मूल्यांचे अध्यापन, प्रशांत पब्लिकेशन.
6. अभया शेलकर (2014), मानवी हक्क संरक्षण अधिनियम, लॉबुक्स् हाउस, औरंगाबाद.
7. Jack Donnelly, 2005 Universal Human Rights in Theory and Practices, Manas Publication, New Delhi.
8. Vijay Kumar, 2003 Human Rights Dimensions and Issues Anmol Publications, New Delhi.
9. Bhagyashree A. Deshpande, Human rights- Law and Practice, (CLP, 2017)
10. H.O. Agarwal, International Law and Human Rights (CLP, 2019)
11. Manoj Kumar Sinha, Implementation of Basic Human Rights, (Lexis Nexis)
12. Najibul Hasan Khan, Criminal Justice System and Human Rights in India (Ankit Publications)
13. Pandit Kamalakar, Human Rights and Criminal Justice (2019)
14. Bhargava, Rajeev and Acharya, Ashok, eds. Political Theory: An Introduction, Delhi: Pearson, 2014.

Course Types: Skill Enhancement Courses (SEC)
Course Code - BSW SEC - 4
Course Title - Communication for Social Worker

• **Course Objectives :**

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

• **Learning Outcome :-**

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

Course Outline

• **Marks :100,**

Credits : 4

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

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

• **References :**

1. Anne M. Geroski, 2016 ,Skills for Helping Professionals.
2. Bernard Moss, 2015 ,Communication skills in health & social care.
3. Juliet Koprowska , 2014 ,Communication & interpersonal Skills in social work.
4. Datar S. & others, 2010 ,Skills Trainings for Social worker.
5. Christine Stogdon, Robin Kiteley, 2010, Study Skills for Social Workers.
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7. Creative Commons , 2012, A primer in Communication Studies vol 10,
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9. Harmik Vaishnav 2016, Tools & Techniques for Effective Communication Skills.
10. डॉ. राहुल निकम, व्यवसायिक संदेशवहन

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

• **Course Objectives: -**

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

• **Learning outcome:-**

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

Course Outline

Marks –100

Credit-04

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

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

● **References:**

1. Social Movements and The States edited by Ghanshyam shah
2. Social Movements Concepts, experiences and Concerns edited by Biswajit Ghosh
3. Dalit Movement in India Role of Dr. B. R. Ambedkar, Jai Shankar Prasad
4. Birsa Munda, K. S. Singh National Book Trust
5. Stri Purush tulana, Tarabai Shinde
6. डॉ प्रदिप आगलावे ., प्रा भारतीय समाजाची रूपरेषा साईनाथ प्रकाशन -सरोज जोशी ., नागपुर
7. हरिष खंडोराव आंबेडकरी चळवळ विरुद्ध दलित प्रजा प्रकाशन , उल्हासनगर ४-, जि ठाणे .
8. घनःश्याम शहा सामाजिक चळवळी आणि सरकार डायमंड प्रकाशन , पुणे
9. घनश्याम शहा भारतातील सामाजिक चळवळी डायमंड प्रकाशन , पुणे
10. डॉ देवगावकर . जी . एस ., डॉ शैलना देवगावकर .
11. डॉ सामाजिक चळवळी परंपरागत आणि नवीन साईनाथ प्रकाश- जयमाला डुमरे ., धर्मपेठ

Course Type:-General Elective Course (GEC)

Course code:-BSW, GEC- 4

Course Title: Tribal Studies

• **Course Objectives:-**

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

• **Learning Outcomes**

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

Course Outline

• **Marks: 100**

Credit: 04

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

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

• **References-**

1. Dairy Co-operative and Tribal Development - R v Singh - Gyan Books PVT. LTD. Delhi 2006 Delhi
2. Dr. Nath Krishan (Bhowmilk)-Status and empowerment of Tribal Women Gyan Book PVT LTD Delhi 2005,
3. Dairy Co-operative and Tribal Development - R v Singh - Gyan Books PVT. LTD. Delhi 2006 Delhi
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5. Dynamics of Tribal migration, Sonali Publication New Delhi
6. Frontiers of Social Anthropology, Amitabha Sankar ,Dasgupta Samira - Gyan Books PVT LTD Delhi 1990
7. Gare G M ,Social Change, Among the tribal of western Maharashtra, 1974
8. Gihrage G S ,The schedule Tribe
9. Mishra R N ,Tribal cultural and Economy - Ritu Publication
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11. Mujumdar D N and Madan T N ,Introduction to Social Anthropology, Asia Publishing House, Bombay 1973
12. Rajalaxshmi P ,Tribal food Habit Book -,Gyan Book PVT LTS Delhi 1991
13. Sachindra Narayan ,The Dynamics Of Tribal Development Issues and Challenges 2002, Gyan Books PVT LTD Delhi
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18. साळवीकार संजय (२०१४): भारतीय आदिवासी, श्री मंगेश प्रकाशन, नागपूर

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21. साळवीकार संजय (२०१४): भारतीय आदिवासी जीवन आणि संस्कृती , श्री मंगेश प्रकाशन, नागपूर
22. गारे गोविंद, महाराष्ट्रातील आददवासी जमाती, कंदिनेल प्रकाशन, पुणे
23. देवगावकर शैलजा, आददवासी दवक्ष, आनंद प्रकाशन, नागपूर
24. रायपुरे विनोद , देसाई संभाजी- आदिवासींची शैक्षणिक स्थिती, प्रशांत पब्लिकेशन, जळगाव.
25. शौनक (२००९); महाराष्ट्रातील आदिवासी, डायमंड पब्लिके

Course Types: - General Elective Course (GEC)
Course Code: - BSW GEC- 4
Course Title: - Indian Economy and Cooperation

• **Course Objectives :-**

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

• **Learning Outcomes:-**

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

Course Outline

• **Marks: 100**

Credits: 04

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

• **References**

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

3. Dr. Bharat DasharathKhandagale and Dr.Ghanshyam S. Yelne ; An Intervention of CBOS in Rural Development : A SOCIAL WORK PERSPECTIVE ; Pacific Books International, New Delhi.
4. Dr. SachdevaD.R.:Social welfare Administration in India, Kitab Mahal. Allahabad.
5. Dr. Sharma M.P.: Public Administration in Theory and Practice.
6. Ghanckar V.V.- Co-operative Movement in India
7. Mamoria C.B. Agricultural Problems in India
8. Maroti N Gaikwad and G. S. Yelne, Development, Displacement and Rehabilitation – Experiences of Nanded city, India, LAMBERT Academic Publishing.
9. Sundaram and Dutta - Indian Economy.
10. डॉ. मंगलाजंगले; महाराष्ट्राची अर्थव्यवस्था ; प्रशांत पब्लिकेशन्स, जळगाव
11. डॉ. एन.एल. चव्हाण; भारतीय अर्थव्यवस्था 1 ; प्रशांत पब्लिकेशन्स जळगाव
12. डॉ. एन.एल. चव्हाण; भारतीय अर्थव्यवस्था 2 ; प्रशांत पब्लिकेशन्स, जळगाव
13. डॉ. विजय कविमंडन; कृषी व ग्रामीण अर्थशास्त्र ; श्री. मंगेश प्रकाशन, नागपूर
14. डॉ. नंदा पांगुळ – बारहाते; भारतीय ग्रामीण समुदाय विकास ; आर.बी. प्रकाशन, नागपुर
15. प्रा.रा.ना.घाटोळे; ग्रामीण समाजशास्त्र व सामुदायिक विकास ; श्री. मंगेश प्रकाशन नागपूर
16. डॉ.प्रदीपआगलावे; आदिवासी समाजाचे समाजशास्त्र ; श्री. साईनाथ प्रकाशन, नागपूर.
17. डॉ. नंदा पांगुळ – बारहाते; भारतीय शेहरी समुदाय विकास ; आर.बी. प्रकाशन, नागपुर .
