

Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon
Career Oriented Course Under Ordinance N0. 181

College Name: Dr. Babasaheb Ambedkar College of Social Work,
Morane (P.L.) Tal./Dist. Dhule

Title of The Course: Certificate Course in Participatory Rural Appraisal (PRA)

Aim:

“To strengthen the capacity of trainee social workers and practitioners for community participation in all stages of development process”

Objective of The course:

- To provide conceptual knowledge and framework of PRA for the learner.
- To help learner to understand philosophy and trends in PRA and MLP.
- To provide an opportunity to the learner learning by doing through visual methods within flexible learning process.
- To change the perceptions & attitude of learners about the Rural Development.
- To generate important insights which can contribute policies?
- To develop the insights to serving the needs of the poor and marginalized sections of the society.
- To impart skills to undertake PRA and MLP process in the respective projects and service area.

Duration of the Course: One Year

Fees Structure:

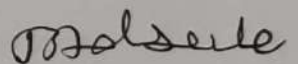
| | |
|---------------------------|----------------|
| Admission Fees | 200=00 |
| Tuition Fees | 700=00 |
| Internal Examination Fees | 300=00 |
| Internal Assessment | 200=00 |
| Facilitation Charges | 100=00 |
| Total | 1500=00 |

Course Structure:

Paper I: Introduction to Participatory Rural Appraisal (PRA)

Paper II: Micro Level Planning

Paper III: Field Work Practicum


DR. JALINDAR ADSULE
PRINCIPAL
Samata Shikshan Sanstha, Pune's
Dr. Babasaheb Ambedkar College of
Social Works, Morane (Nakane)
Tal. & Dist. Dhule (M.S.) - 424002

Eligibility for admission:

Student who has passed H.S.C. or equivalent examination and is already enrolled for any Bachelor's degree programme under Kavyitri Bahinabai Chaudhari North Maharashtra University, Jalgaon is eligible for admission to this course.

Intake: 40 seats for each batch (Maximum).

Skeleton of Course

| Sr N. | Paper | Name Of the Subject | Theory/ Practical | Teaching Hour's | Maximal Marks Allotted | | | Passing | | | Credit |
|-------|-----------|---|-------------------|-----------------|------------------------|----------|-------|----------|----------|-------|--------|
| | | | | | External | Internal | Total | External | Internal | Total | |
| 1 | Paper I | Understanding Rural Realities | Theory | 90 | 60 | 40 | 100 | 24 | 16 | 40 | 6 |
| 2 | Paper II | Rural Development Strategies & Approaches | Theory | 90 | 60 | 40 | 100 | 24 | 16 | 40 | 6 |
| 3 | Paper III | Village Visit | Practical | 120 | 60 | 40 | 100 | 24 | 16 | 40 | 8 |

Internal Marks will be divided as follows:

- Written Test - 25 Marks
- Attendance - 05 Marks
- Home Assignment - 10 Marks

Minimum Staff:

Staff for this certificate course will not be appointed separately, but visiting and guest lecturers will be arranged as per requirement. One course coordinator will be appointed for the overall co-ordination of the course. Administrative work load of this course will be managed by the regular non-teaching staff of the college.

Mode of Examination:

Internal and external written examination for 25 marks and 60 marks respectively for the two theory papers will be conducted by the college at the end of the course period.

Heads of Passing: The following shall be separate heads of passing

- A) Written theory papers - 40 marks (each paper)
- B) Field work - 40 marks

Failure in any one of the above heads shall be considered failure at the Certificate course

Assessment of Course: Assessment of the students shall be done by examination and observation of overall performance in field work and allotted assignment during the course

period. Written examination will be conducted after the end of each course which will be tentatively during the month of June for every batch. Paper setting, assessment and other related work will be done by the nominated committee. The examination will be conducted on the syllabus of the each theory paper for 60 marks written exam and remaining 40 marks will be for the internal assessment of the candidate for each paper. The CGPA and Grade point scheme for the assessment will be followed.

Detailed Syllabus: As per attachment

Paper I - Introduction to Participatory Rural Appraisal (PRA)

| Unit | Title | Content | Suggested No. of Hours |
|------|--|---|------------------------|
| 1 | Concept of Participation | <ul style="list-style-type: none"> • Meaning of participation • Need of Participation, Types of Participation • Advantages and limitations of Participation | 15 |
| 2 | Concept of Participatory Rural Appraisal | <ul style="list-style-type: none"> • Origin of PRA • Development of PRA : Important Phases • Meaning and Definition of PRA • Features of PRA | 15 |
| 3 | Principles and Philosophy of Participatory Rural Appraisal | <ul style="list-style-type: none"> • Basic Assumptions of PRA • Three Pillars of PRA • Principles of PRA • Practicing PRA – Do's and Don'ts | 15 |
| 4 | Methods/Tools /Techniques of PRA | <ul style="list-style-type: none"> • Space related PRA Methods/Tools /Techniques • Time related PRA Methods/Tools /Techniques • Relation related PRA Methods/Tools /Techniques | 15 |
| 5 | Dimensions of PRA | <ul style="list-style-type: none"> • Scope of PRA • Areas of Application of PRA • PRA Application for Rural Planning | 15 |
| 6 | Limitations and Challenges in PRA | <ul style="list-style-type: none"> • Advantage and Disadvantage of PRA • Limitations and Challenges in PRA • Reporting and Documentation in PRA | 15 |

Paper II - Micro Level Planning

| Unit | Title | Content | Suggested No. of Hours |
|------|-------------------------------------|--|------------------------|
| 1 | Concept of Planning | <ul style="list-style-type: none"> • Meaning and Concept of Planning • Types of Planning • Elements of Planning | 15 |
| 2 | Concept of Micro-Level Planning | <ul style="list-style-type: none"> • Origin of Micro-Level Planning • Background of Micro-Planning in India • Meaning and Concept of Micro-Level Planning • Need and Objectives of Micro-Level Planning • | 15 |
| 3 | Philosophy of Micro-Level Planning | <ul style="list-style-type: none"> • Salient features of Micro-Level Planning • Domain of Micro-Level Planning • Principles of Micro-Level Planning | 15 |
| 4 | Process of Micro-Level Planning | <ul style="list-style-type: none"> • Steps of Micro-Level Planning • Importance of Micro Level Planning | 15 |
| 5 | Dimensions of Micro Level Planning | <ul style="list-style-type: none"> • Approach of Micro Level Planning • Strategies of Micro Level Planning • Scope of Micro Level Planning • Areas of Application of Micro Level Planning | 15 |
| 6 | Limitations in Micro Level Planning | <ul style="list-style-type: none"> • Limitations in Micro Level Planning • Challenges in Micro-Level Planning | 15 |

Paper No. III: Field Work Practicum

| Sr. No. | Content of Field Work Practicum | Marks |
|--------------|--|------------|
| 1 | Placement in Village/Rural Camp (5 Days) | 40 |
| 2 | Seminar Presentation on Field Work Task | 10 |
| 3 | Village Action Plan based on PRA or MLP | 20 |
| 4 | Report Writing | 15 |
| 5 | Viva-Voce | 15 |
| Total | | 100 |

North Maharashtra University, Jalgaon

Ordinance N0. 181

1.College Name: Dr. Babasaheb Ambedkar College of Social Work,
Morane (P.L.)Tal./Dist.Dhule

2. Title of The Course: PG Diploma in Child Rights

3.Aims / Objectives of the Course:

- Develop students understanding about concept of child and theories related to child development
- Develop students understanding about children in difficult situation
- Develop students understanding about Government Legislations, Policies and Programs related to children
- Training students to work in the domain of child rights

4.Duration of the Course: One Year

5.Fee Structure:

| | |
|---------------------|----------------|
| Admission Fees | 100=00 |
| Tution Fees | 500=00 |
| Internal Exam. Fees | 200=00 |
| Internal Assesment | 100=00 |
| Facilitation Charge | 100=00 |
| Total | 1000=00 |

6.Course Structure:

Paper I: Child and the Concept of Childhood and Vulnerable Children

Paper II: Legislations, Policies, Programs and Social Work Intervention

Paper III : Practicals /Field Work

7.Eligibility for admission:

Any graduate from recognized university or students already enrolled for Master's Degree programmes under North Maharashtra University, Jalgaon. Admission will be directly given to the candidates on first cum first basis.

Intake: 60 seats for each batch (Maximum).

8. Skeleton of Course

| Sr N. | Paper | Name Of the Subject | Theory/ Practical | Teac- hing Hour's | Maximal Marks Allotted | | | Passing | | | Cre dit |
|-------|-----------|---|-------------------|-------------------------|------------------------|--------------|-----------|--------------|--------------|-----------|------------|
| | | | | | Exte rnal | Inter nal | Tot al | Exte rnal | Inte rnal | To tal | |
| 1 | Paper I | Child and the Concept of Childhood and Vulnerable Children | Theory | 90 | 60 | 40 | 100 | 24 | 16 | 40 | 6 |
| 2 | Paper II | Legislations, Policies, Programs and Social Work Intervention | Theory | 90 | 60 | 40 | 100 | 24 | 16 | 40 | 6 |
| 3 | Paper III | <ul style="list-style-type: none">• Field Visits• Project Work On Issues related to Children | Practical | 120 | 60 | 40 | 100 | 24 | 16 | 40 | 8 |

9. Minimum Staff:

Staff for this P.G. Diploma Course will not be appointed separately, but visiting and guest lecturers will be arranged as per requirement. One course coordinator will be appointed from the faculty of the college for the overall co-ordination of the course. Administrative work load of this course will be managed by the regular non-teaching staff of the college.

10. Mode of Examination:

A) Theory Paper (2 x 100) = 200 marks

B) Practical/ Field Work, Seminar = 100 marks

Total = 300 marks

Each Theory paper consists of 100 Marks

External Written Examination - 60 Marks

Internal Assessment - 40 Marks

a) Attendance - 10 Marks

b) Test - 10 Marks

c) Paper Presentation - 10 Marks

d) Group Discussion - 10 Marks

Written Examination: There will be two theory papers of 100 marks each for the course. Written examination for each paper will be conducted by the college at the end of the every course period.

Heads of Passing: The following shall be separate heads of passing

A) Written theory papers – 40 marks (each paper)

B) Field work, Seminar – 40 marks

Failure in any one of the above heads shall be considered failure at the Diploma course

Assessment of Course: Assessment of the students should be done by examination and observation of overall performance in field work and allotted assignment during the course period. Written examination will be conducted after the end of each course which will be tentatively during the month of June for every batch. Paper setting, assessment and other related work will be done by the nominated committee. The examination will be conducted on the syllabus of the each theory paper for 60 marks written exam and remaining 40 marks will be for the internal assessment of the candidate for each paper. The CGPA and Grade point scheme for the assessment will be followed.

11. Detailed Syllabus: As per attachment

Syllabus

Paper 1 – Child and the Concept of Childhood and Vulnerable Children

| Unit | Title | Content | Suggested No. of Hours |
|------|--|--|------------------------|
| 1 | Introduction to the concept of child and childhood | <ol style="list-style-type: none">1. What is childhood2. Diverse childhoods in India | 15 |
| 2 | Theories in Child Development | <ol style="list-style-type: none">1. Freud2. Piaget's3. Eric Erickson4. Vygotsky's | 15 |
| 3 | Situation Analysis of Children in India | <ol style="list-style-type: none">1. Child Demography2. Budgetary Allocation / financial outlet3. Vulnerability Profile of children in India | 15 |
| 4 | Children in Need of Care and Protection | <ol style="list-style-type: none">1. Children in need of care and protection – Child Labour, street Children, abused Children, Children With disability, Trafficked Children, Children in Institutions and Children in "Families At Risk"2. Children in Conflict with Law | 15 |
| 5 | Problems of Children in formal Institutions | <ol style="list-style-type: none">1. Government Institutions2. Non - Government Institutions | 15 |
| 6 | Values and principles in work with Children | <ol style="list-style-type: none">1. Principle of presumption of innocence2. Principle of dignity and worth3. Principle of family responsibility4. Principle of best interest5. Principle of safety6. Principle of equality and non-discrimination7. Principle of right to privacy and confidentiality8. Principle of Natural justice | 15 |

Paper II – Legislations, Policies, Programs and Social Work Intervention

| Unit | Title | Content | Suggested No. of Hours |
|------|---|--|------------------------|
| 1 | Constitutional Provisions related to Children | <ol style="list-style-type: none"> 1. Directive Principles 2. Right to Education | 15 |
| 2 | National Provisions | <ol style="list-style-type: none"> 1. National policy for Child. 2. National Commission for Protection of Child Rights | 15 |
| 3 | Legislations Related to Children | <ol style="list-style-type: none"> 1. IPC and CrPC related to children 2. J.J. Act 3. POCSO Act | 15 |
| 4 | Programs and interventions for Child Protection; Institutional Services and Family Strengthening Non-Institutional Alternative Care | <ol style="list-style-type: none"> 1. Integrated Child Protection Scheme 2. Integrated Child Development Services 3. Institutional Services - After care initiatives 4. Non Institutional Services <ol style="list-style-type: none"> i. Scholarship – Bal Sangopan Yojana ii. Foster care iii. Adoption | 15 |
| 5 | Role of Government and NGOs in Child Rights and Child Protection. | <ol style="list-style-type: none"> 1. Role of Govt. and administration and child protection mechanism in India 2. Functioning of various Govt. departments related to children 3. Role of NGOs – Various initiatives of Child Rights and Child Protection | 15 |
| 6 | Skills in Work with Children | <ol style="list-style-type: none"> 1. Various Therapies, Counseling techniques and Communication Skills in Work with Children. 2. Skills in working with children in different settings and with different vulnerable groups 3. Children Rights advocacy, activism and Networking with Allied systems. | 15 |

Paper III: Practical / Field Work

| Sr. No. | Content | Hours | Marks |
|---------|--|------------|------------|
| 1. | Observation visit/Exposure visit to women welfare Agencies [4visits] | 40 | 40 |
| 2 | News Paper Cutting-News & editorial Articles Related Children's issues | 30 | 25 |
| 3 | Book/article Review- Related to Children (One Book, One Article) | 30 | 25 |
| 4 | Viva-Voce- based on Theory, Fieldwork / Practical | 20 | 10 |
| | Total | 120 | 100 |

References

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Kavyitri Bahinabai Chaudhari North Maharashtra University, Jalgaon
Career Oriented Course Under Ordinance N0. 181

College Name: Dr. Babasaheb Ambedkar College of Social Work,
Morane (P.L.)Tal./Dist.Dhule

Title of The Course: Certificate Course in Rural Development

Aims/ Objectives of The course:

- To develop students knowledge on the concepts related to Rural Development
- Understanding the need and process of Rural Development
- Understanding Legislations, policies and Schemes pertaining to Rural Development
- Understand the intervention of NGOs towards Rural Development

Duration of the Course: One Year

Fee Structure:

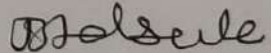
| | |
|---------------------------|----------------|
| Admission Fees | 200=00 |
| Tuition Fees | 700=00 |
| Internal Examination Fees | 300=00 |
| Internal Assessment | 200=00 |
| Facilitation Charges | 100=00 |
| Total | 1500=00 |

Course Structure:

Paper I: Understanding Rural Realities
Paper II: Rural Development Strategies & Approaches
Paper III: Field Work (Village Visit)

Eligibility for admission:

Student who has passed H.S.C. or equivalent examination and is already enrolled for any Bachelor's degree programme under Kavyitri Bahinabai Chaudhari North Maharashtra University, Jalgaon is eligible for admission to this course.


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Skeleton of Course

| Sr N. | Paper | Name Of the Subject | Theory/ Practical | Teaching Hour's | Maximal Marks Allotted | | | Passing | | | Credit |
|-------|-----------|---|-------------------|-----------------|------------------------|----------|-------|----------|----------|-------|--------|
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- A) Written theory papers - 40 marks (each paper)
- B) Field work - 40 marks

Failure in any one of the above heads shall be considered failure at the Certificate course

Detailed Syllabus: As per attachment

Paper 1 – Understanding Rural Realities

| Unit | Title | Content | Suggested No. of Hours |
|------|--|---|------------------------|
| 1 | Introduction to Rural Society | 1.1 The Concept of Rural Society 1.2 Tribes and Peasants 1.3 Characteristics of Villages | 15 |
| 2 | Rural Social Structure | 2.1. Family structure 2.2. Caste System 2.3. Village Power Structure | 15 |
| 3 | Rural Poverty | 3.1 Concept of Poverty 3.2 Magnitude of Poverty in India 3.3 Profile of the Poor | 15 |
| 4 | Rural Economic Structure | 4.1 Agriculture: Basic Characteristics 4.2 Non-agricultural Activities 4.3 Livelihood – Problems & Issues | 15 |
| 5 | Rural Administrative Structure & Functioning | 5.1 Gram Sabha 5.2 Panchayat Samiti 5.3 Zilla Parishad | 15 |
| 6 | Rural Problems & Issues | 6.1 Education 6.2 Health 6.3 Gender | 15 |

Paper II – Rural Development Strategies & Approaches

| Unit | Title | Content | Suggested No. of Hours |
|------|--|---|------------------------|
| 1 | Approaches to Rural Development | 1.1 Vinoba Bhave 1.2 Mahatma Gandhi 1.3 Dr. B.R. Ambedkar | 15 |
| 2 | Five Year Plans & Rural Development | 2.1 Task Force on Rural Development 2.2 Budgetary Allocation in Five Year Plans for Rural Development 2.3 Laws Pertaining to Rural Development | 15 |
| 3 | Cooperatives in Rural Development | 3.1 Co-operative Societies Act and its provisions related to rural development 3.2 Evolution of Cooperatives in India 3.3 Contribution of cooperatives in Rural Development | 15 |
| 4 | Rural Policies & Schemes of Government | 4.1 MGNREG Scheme 4.2 Deen Dayal Upadhyay Kaushalya Vikas Yojana 4.3 National Rural Livelihood Mission | 15 |
| 5 | Role of NGOs in Rural Development | 5.1 Deshbandhu & Manju Gupta Foundation 5.2 Vidhayak Sansad 5.3 Paani Foundation | 15 |
| 6 | Challenges in Rural Development | 6.1 Natural Calamities 6.2 Displacement 6.3 Migration | 15 |

Paper III: Practical / Field Work

| Sr. No. | Content of Field Work | Marks |
|--------------|-------------------------|------------|
| 1 | Visit to a Village Area | 50 |
| 2 | Visit Report | 10 |
| 3 | Project Work | 30 |
| 4 | Viva –Voce | 10 |
| Total | | 100 |

संदर्भ सूची

- १) समाज समाजशास्त्र - डॉ.दा.धो. काचोळे - कैलास पब्लिकेशन्स, गोकुळवाडी, औरंगपुरा, औरंगाबाद (१९९०)
- २) महाराष्ट्राची ग्रामीण समाज रचना - वि.म. दांडेकर, म.भा. जगताप - गोखले अर्थशास्त्र, संशोधन संस्था, पुणे (१९५७)
- ३) ग्रामीण समाजशास्त्र सामुदायिक विकास - प्रा. रा. ना. घाटोळे - श्री.मंगेश प्रकाशन, श्रीशांती दुर्गा निवास तरुण भारत जवळ, नागपूर. (२०००)
- ४) ग्रामीण विकासासाठी समुदाय संघटन - प्रा. अरुण शेंडे - श्री. मंगेश प्रकाशन, २३ रामदास पेठ, नागपूर. (२००९)
- ५) ग्रामीण समाजशास्त्र सामुदायिक विकास - प्रा. रा. ना. घाटोळे - श्री.मंगेश प्रकाशन, श्रीशांती दुर्गा निवास तरुण भारत जवळ, नागपूर. (१९९४)
- ६) भारतीय ग्रामीण समाजशास्त्र - डॉ. दिलीप खैरनार - विद्या बुक्स पब्लिशर्स, औरंगपुरा, औरंगाबाद. (२०१०)
- ७) ग्रामीण विकास - प्रा. का. रा. रडे - प्रशांत पब्लिकेशन्स, जळगाव. (२०१०)
- ८) लोक सहभाग आणि ग्रामीण विकास - डॉ. बिभीसन करे - डायमंड पब्लिकेशन्स २६४/३ शनिवार पेठ, ३०२, अनुग्रह अपार्टमेंट, पुणे. (२०१६)
- ९) भारतीय ग्रामीण समुदाय विकास - डॉ. नंदा पांगुळे/ बारहाते - आर.बी. प्रकाशन, ७७ नंदादीप, लाडीकर लेआऊट, मानेवाडा रोड, नागपूर. (२००९)
- १०) समाज सुधारक आणि ग्रामीण विकास - डॉ. नंदा पांगुळे/ बारहाते - आर.बी. प्रकाशन, ७७ नंदादीप, लाडीकर लेआऊट, मानेवाडा रोड, नागपूर. (२००९)
- ११) ग्रामीण व नागरी समाजशास्त्र - प्रा. रा. ना. घाटोळे - पिंपळापुरे अँड कं. पब्लिशर्स, नागपूर. (२०१०)
- १२) ग्रामीण आणि नागरी समाजशास्त्र - प्रा.सौ.प्रतिभा अहिरे/प्रा.सौ.करुणा सावरगावकर पाटील - श्री. विद्या प्रकाशन, २५० क/१६, शनिवार पेठ, पुणे. (२००३)
- १३) ग्रामीण अभ्यास शिबीर - प्रा. निलेश उत्तम गायकवाड/श्री. प्रशांत साळवे - सम्यक्ता प्रकाशन, तुळस ८४-अ, प्रभात नगर, विद्यानगरी पो. देवपूर, धुळे. (२०१६)
- १४) ग्रामीण समाजशास्त्र - जी.आर मदन - एस. चन्द एण्ड कंपनी जि. रामनगर, नई दिल्ली. (१९९०)
- १५) Rural Sociology - Dr. Hans Raj – Surjeet Publications, 7-K, Kolhapur Road, Kamala Nagar, Delhi. (1992)
- १६) Rural Development in India – Pankaj Singh - RBSA Publishers 340, Chaura Rasta, Jaipur.(2014)
- १७) Rural Development in India – Dr. Rama Patnayak – Vikas Publishing House PVT. LTD. 576 Masjid Road, Jangapura, New Delhi. (1990)
- १८) Communicating Rural Development Strategies and Alternatives – Rashmi Jain – Rawat Publications, Jaipur, New Delhi (2003)
- १९) An Intervention of CBOS in Rural Development – Dr. Bharat D. Khandagale/Dr. Ghanshya S. Yelne – Pacific Books International, 108, 1st Floor, 4832/24, Pralhad Street, Ansari Road, Daryaganj, New Delhi.(2018)

- २०) Rural Development & Human Rights in South Asia - International Commission of Jurisdictions & Human Rights Institutes Lucknow.(1982)
- २१) Rural Women & Panchayati Raj - Manoharlal Tomar - A.K. Publications, B-61/E-1 Gali No.14, Jagatpuri Ext. Shahdra, Delhi.(2013)
- २२) Mahatma Gandhi National Rural Employment Guarantee Programme and Poverty in India - P. Arunachalam - Serials Publications; (2011)
- २३) Rural Development in India (Past, Present & Future): A challenge in the crisis - Desai Vasant - Himalaya Publishing House pvt. Ltd. (2012)
- २४) ग्रामीण विकास, तत्वे, धोरणे आणि व्यवस्थापन - कलार सिंह/अनिल सिरोडिया - सगे प्रिन्टिंग प्रेस, ४ वी आवृत्ती (२०१७)

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