॥ अंतरी पेटवू ज्ञानज्योत ॥

# North Maharashtra University, Jalgaon

# Syllabus For I & II Part

# M.S.W.

## ( W.e.f. June,2003 )

# NORTH MAHARASHTRA UNIVERSITY, JALGAON
## STRUCTURE OF THE M.S.W. COURSE

## The Structure of the M.S.W. Course shall be as under

### M.S.W.- Ist Year

| | | | | |
|---|---|---|---|---|
| A] Theory Papers | - | 8 x 100 each | = | 800 Marks |
| 1) Comulsory Papers - | | 6 x 100 each | = | 600 Marks |
| 2) Optional Papers - | | 2 x 100 each | = | 200 Marks |
| ( Specialisation) | | | | |
| 2) Field work ( Practicum) | | Internal assessment - | | 200 Marks |
| 3) Viva – Voce – Internal assessment | | | - | 50 Marks |
| based on Theory papers & Field work | | | = - | 1050 Marks |

### M.S.W. IInd Year

| | | | | |
|---|---|---|---|---|
| 1) Theory Papers | – 8 x 100 | = | | 800 Marks |
| I) Compulsory Papers | - 3 x 100 each | = | 300 | Marks |
| ii) Optional Papers - | 5 x 100 each | = | 500 | Marks |
| (Specialisation) | | | | |
| 2) Field work (practicum) Internal assessment - | | | 200 | |
| 3) Research Dissertation - | | | 200 | |
| Internal assessment 50 Marks | | | | |
| External assessment 150 Marks | | | | |
| 4) Viva –voce – External assessment | | | - 50 | |
| based on Theory papers, Field work | | | | |
| Practicum and Research Dessertation | | | 1250 | |

Grand Total of Marks –

1) M. S. W. –Ist your = 1050

2) M. S. W. –IInd your = 1250

TOTAL - 2300

## WRITTEN THEORY SUBJECT -

There shall be 8 written theory subjects each your of 100 Marks each during two yours of m. s w. curse.

M. S. W. –Ist your & M.S.W.- IInd your examination (each theory papers of Annual written examination for 100 marks will be conducted by university at the end of the year. (In march or April)

## Field work - (Internal assessment )

I)    field work shall consist of 15 clock hours per week and minimum 80% attendance shall be essential and shall carry 200 marks per year.

II)   The field work of every student shall be supervised by faculty Who will have weekly individual and monthly group conference Related to field work with every student.

III)  Field work will be evaluated Internally by the College twice a Year – at the end of first term and second term for each & the Marks obtained by the students shall be sent to the university before the respective examination. Field work shall be done at the Recognised social work agencies and community settings.

Iv)   field work evaluation shall consider Time – diary , field work reports file, journals etc.

v)    There shall be field work individual conference of 25 marks out of 100 work to be held by respective College .

## RESEARCH DISSERTATION

I)    M.S.W.- IInd year students is required to select an appropriate topic for his Research Dissertation and complete the same in prescribed period of time and shall be submitted to the University before commencement of annual examination and must be signed by conserned research guide and principal of the college.

II)   The Research Dissertation will be evaluated for 200 marks 50 marks Internal Assessment – 150 marks external assessment

## Viva - voce:-

I)    There shall be a Viva- voce for m. s. w. course at the end of each year

II)   M. S. W. Ist year Voce will be conducted by the college (Internally) before the annual examination out of 50 marks & the marks obtained by the student shall be sent to the University before the Ist Year annual examination.

III)  M.S.W. – IInd Year Viva-Voce will be conducted by the university at the end of second year after the annual examination out of 50 marks and will have external assessment.

## Head of Passing :-

The Following shall be separable heads of passing.

I)    Writing Theory Papers

II)   Field Work

III)  Research Dissertation

IV)   Viva – Voce

Failure in any one of the above heads shall be considered failure at the M.S.W. Course.

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## M.S.W. Ist Year

The student shall do his summer placement field work for a period of 21 Days after his first year annual examination. The M.S.W.- Ist Year result will not be declared unless a satisfactory report on completion of field summer placement field work is submitted to the university by the college.

**Block Placement:-**

## ( Block Field Work) – M.S.W. – IInd Year

The student shall do his block field work for a period of 30 days after second year annual examination. The M.S.W. IInd year result will not declared unless a satisfactory report on completion of block field work is submitted to the university by the college.

Rules Pertaining to Conduct of examination & Standard of Passings.

### 1) Term end Examination :-

For M.S.W. Ist Year will be conducted by the college at the end of First Term every year.

The candidated failing in any theory papers may reappear for the October Examination to the held by the University

### 2) Annual Examination :-

Annual examination of M.S.W Ist year and M.S.W. IInd year will be held by university in the month of April every year respectively. Annual examination papers will be setting by the panel of paper setters appointed by university and answer books will be assessed externally. The question papers will be setout on the syllabus of the subject for 100 marks and written examination will be of the duration of 3 Hours.( Three) Hours.

### A.T.K.T.:-

I) A student must pass in 5 (Five) subjects out of 8 (Eigtht) in the first year m.s.w. Examination to be eligible for second year m.s.w. Admission.

iI) A student failing in field work in the m.s.w. – Ist year will have to repeat the m.s.w. – Ist year course including written theory paper similarly a student failing in field work in the m.s.w. – IInd year will have to repeat the second year m.s.w. course including written theory papers.

III) A student failing in Research Dissertation will have to rewrite the research dissertation and submit it to the university in the same session within a period of 3 three months from the date of declaration of the result.

IV) A student failing in viva-Voce will be called again for Viva- Voce in the same session within a period of three month form the date of declaration of the results.

V) A student failing in theory papers may appear for October/November examination held by university every year.

VI) A student passing once in the subject shall not be allowed to repeat the said subject again.

## Minimum Requirement for Passing :-

I) 45 % marks in each written theory paper

II) 50 % marks for passing in field work every year

III) 50 % marks for research dissertation

IV) 50 % marks for Viva- Voce every year

## Award of Class: -

70 % marks and above – First Class with distinction

60 % marks and above – firsts class

55 % marks and above – second class with B+

50 % marks and above – second class

45 % marks and above – pass class

## Syllabus on M.S.W.—Course –

Generic and Specialisation – 16 Subject each

A) M.S.W.— Generic

B) M.S.W.– Tribal Welfare and Environment social work

C) M.S.W.— Community Development

D) M.S.W.— Personnel Management and Industrial Relations.

- M.S.W.—Ist year – (6 subject ) of 100 mark

| Sr.No. | Title of Subject | Marks |
| --- | --- | --- |
| C-1 | History and Ideologies of Social Work | 100 |
| C-2 | Social Work Methods (I) (Work with Individuals and families) | 100 |
| C-3 | Social Work Method-II (work with Groups) | 100 |
| C-4 | Social Work Research | 100 |
| C-5 | Psychology for Social Workers | 100 |
| C-6 | Sociology and Indian Social Problems | 100 |

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## OPTIONAL (SPECIALISATION) Course  2x 100

A) **Generic Group –**

| | | |
|---|---|---|
| G-1 | Family and Child Welfare | 100 |
| G-2 | Social security and Labour welfare | 100 |

B) **Tribal Welfare Group –**

| | | |
|---|---|---|
| TW-1 | Tribal Life in Indian | 100 |
| TW-2 | Tribal Problems | 100 |

C) **Community Development Group –**

| | | |
|---|---|---|
| C-D-1 | Problems of Rural and Urban Community | 100 |
| C-D-2 | Rural And Urban Sociology | 100 |

D) **Personnel Management & Industrial Relations Group**

| | | |
|---|---|---|
| PMIR-1 | Labour Welfare | 100 |
| PMIR-2 | Labour Legislation | 100 |

## M.S.W.- IInd year - (8 subject of 100 marks)

### Compulsory Subjects – 3 (Three) of 100 marks

| | | |
|---|---|---|
| C-7 | Methods of social work (work with community) | 100 |
| C-8 | Social Legislation | 100 |
| C-9 | Social Policy, Planning & Social Development | 100 |

### Optional Subject – 5 (Five) of 100 marks

**Generic Group –**

| | | | |
|---|---|---|---|
| G-3 | - | Correctional Social Work | 100 |
| G-4 | - | Development of Weaker Sections | 100 |
| G-5 | - | Population and Environment | 100 |
| G-6 | - | Institutional Management | 100 |
| G-7 | - | Problems of Community Health & Enviranmental Hygiene | 100 |

B) **Tribal Welfare Group**

| | | |
|---|---|---|
| TW-3 - | Rural and Tribal Welfare | |
| TW-4 - | Environmental Social Work | |
| TW-5 - | Environment policy and law | |
| TW-6- | Administration of Tribal Welfare Schemes | |
| TW-7 - | Environment Development Programs | |

## C) Community Development and Extention :-

C.D-3 - Rural Economy And Co-operation

C.D-4 - Community Development Extention and Panchayat Raj

C.D-5 - Government And Voluntary Agencies for Rural Development

C.D-6 - Social Education and Communication

C.D-7 - Problems of Community Health and Envinonmetal Hygiene.

## D) Personnel Management And Industrial Relation

PMIR-3 - Personnel Management and Human Resources Development

PMIR-4- Industrial Relations and Trade Union in Tndia

PMIR-5- Industrial Sociology and Psychology

PMIR-6 - Labour Economics and Indian Labour Problems.

PMIR-7 - Personnel Procedure and Practices.

## SOCIAL WORK – I

### C-1  HISTORY AND IDEOLOGIES OF SOCIAL WORK

#### Introduction

This course alms at introducing the learners to a critical inquiry into the history of ideologies of social change and professional social work.

#### Objectives

a. Understand of the history of evolution of Social Work Profession, both in Indian the West.

b. Develop Insight into the origin and development of ideologies/ Approaches to social change.

c. Understand rationale, goals ideals and ethics for social change.

d. Understand the perceptions of people and social problems, the Status of benefactors and their motives.

e. Develop skills to understand contemporary reality in its historical Context.

f. Understand self as a part of own environment and explore own Assumptions, ideals, values to develop sensitivity to marginali- Zation of vulnerable groups.

g. Gain information about contemporary ideologies of social work Work and social change.

h. Develop information in ethical making at macro and micro levels.

i. Explore own assumptions, ideals, values and experiences about People and their problems in order to develop sensitivity to the Marginalisation of vulnerable groups.

j. Understand the values of social work, and consciously apply Those in practice.

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## Course Content

| | | | |
|---|---|---|---|
| 1 | Indian History of Social Work Profession | Introduction | 2 |
| | | Beginning of social work education | 8 |
| | | Welfare versus developmental orientation in social work Professionalisation of social work- values educational knowledge and professional associations. Goals, values functions/roles and process of social work Interface between professional and voluntary social woek | |
| 2 | Indian History of ideologies for Social Change | Modern period: Christianity in Indian. | |
| | | Hindu reform movements. | 6 |
| | | Dalit movements. | |
| | | Gandhi ideology and Sarvodaya movement Nationalism. Ideology of the Indian Constitution. Ideology of voluntary organization and voluntary action | |
| 3 | Western History of Ideologies for Social Chage | Organized and scientific charity, | 6 |
| | | Beginning of social work education | |
| | | Clinical social work ecological social work Attributes of a profession Professionalisation of Social work education knowledge and professional associations Goals values functions/roles and process of social work | |
| 4 | Western history of Social Work Profession | Medieval period: Judeo –Christian | |
| | | ideologies. Secular humanism. | 6 |
| | | and Protestantism. Modern period: Rationalism and Wolframs. Liberalism and democracy Utilitarianism and social Darwinism Socialism and human rights | |
| 5 | Contemporary Ideologies for social Changes | Introduction | 2 |
| | | Neo-liberalism and globalization. | |
| | | Postmodernism. | 8 |
| | | Feminism. | |
| | | Resurgence of the civil society. | |
| | | Multiculturalism. | |

| | | | |
|---|---|---|---|
| | | Ideology of sustainable and people-centred developments. | |
| | | Ideology of action groups and social movements. | |
| | | Ideology of non-government organizations. | |
| 6 | Contemporary Ideologies of Social Work Profession | Marginalisation of vulnerable groups and limitations of professional social work. | 8 |
| | | Emerging ideologies of professional social work. Social work values. | |
| | | Goals, values functions/roles and process of social work | |
| | | Personal attributes of a social worker. | |
| 7 | Social Work Ethics | Concept and Philosophy- Ethics. | |
| | | Ethical Responsibilities in Social work | |
| | | Ethical Decision-Making and Dilemmas in Micro and Macro Social Work practice. | 10 |
| 8 | Fields of Social Work Practice | Family Welfare | 10 |
| | | Women Welfare | |
| | | Child Welfare | |
| | | Youth Welfare | |
| | | Urban rural and Tribel Welfare | |
| | | Labor Welfare | |
| | | Correctional Services | |
| | | Welfare of Scheduled Castes and services for Physically and socially handicapped | |
| | | Welfare of aged. | |

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## C-2.  Social Work Methods -I

## (WORKING WITH INDIVIDUALS FAMILIES)

### Introduction

This course aims to develop simple to complex skills of working with individuals and families in various situations like crisis, preventive, facilitive and developmental.

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## Objectives

a.  Understand case work as a method of social work, and appreciate its place in social work practice.

b.  Understand the values and principles of working with individuals and families,

c.  Develop the ability to critically analyse priblems of individuals and families and factors affecting them.

d.  Enhance understanding of the basic concepts, tools and techniques in work with individuals and families, in problem solving and in developmental work.

e.  Develop appropriate skills and attitudes to work with individuals and families.

f.  Develop ability to reflect on 'self' as a person and grow as a professional social worker.

## Course Content: -

| | | |
|---|---|---|
| 1. The methods and philosophy | Introduction of case work as a method of social work concepts of adjustment and maladjustment Philosophical assumption and Case work values | 8 |
| 2. Principles | Principles of case work | 4 |
| 3. Process in case work | Case work process: Study, assessment, intervention termination and evaluation | 4 |
| 4. Theories and approaches | Understanding the client systems: theories and approaches case work tools: Intervie | 8 |
| 5.Tools for Help | Case work tools: Interview home visit, observation listening communication skills, report building Recording | 12 |
| 5.1 Techniques | Techniques of case work:supportive, resource enhancement and counseling | 6 |
| 6. Self as a Professional | Professional self: Conflict and dilemmas in working with individuals and families. | 6 |

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# C-3 Social Work Methods-II
## ( WORKING WITH GROUPS/GROUP WORK )

### Introduction

This course aims at developing the understanding of group work a Method, developing skills for intervention, and gaining knowledge of The scope of this method in various settings.

This course outline is an outcome of an interactive process of teaching-learning for more than half a decade by about seven faculty. The Assumption is that is part of social Work intervention: methods and Strategic course do not operate in isolation. Hence, the interlinkages Between ideologies, skill, practice are continuously.

### Objectives

a. Appreciate the importance of group in the life of an individual.

b. Develop awareness about the specific characteristice of group work and its contributions as a method of social work itervention.

c. Gain knowledge about group formation and use of variety of group approaches.

d. Develop understanding of concepts, dynamics and small group theory in relation to all types of groups, e. g. family, staff, committee, long-term client groups.

e. Begin to develop acceptance, sensitivity and a positive attitude towards different forms of behavior manifested in group situations. bb

f. Develop knowledge of the skill and techniques to be used by the social worker in groups.

g. Develop a beginning awareness of the various programs media and skills of progamme planning.

h. Identify the various situations and setting where the method could be used, in the context of social realities of the country.

i. Develop capacity for beginning self-awareness of one's own behavior in the training group.

j. Begin and develop commitment to the value of democratic processes in group life.

### Note

As this course is in initiation to work with group for students of the first year M.A. programme (who come from varies background ), finding the right the right the balance between theoretical content, understanding of group processes on the hand and providing beginning skills in group work on the other has been a constant challenge for the teachers. It is suggested that the course is best received in a unit or modular from of approximately four hours each, where small group exercises and class assignments are woven into each component. This allows the student to see group processes unfold as well as get a hands on experiences of handling group.

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# C-3- Social Work Methods-II

## (Work with Groups)

## Course content

| | | |
|---|---|---|
| 1. Introduction and history of Group work | Understanding of group Characteristics and significance of group Definition of Social Group Work Characteristics of Social Group Work Historical evolution of group work With special emphasis on india context | 6 |
| 1.1 Theories of Social Group Work | Theories applicable to group work practice Models in group Practice | 4 |
| 2. Type of Groups | Types and approaches based on objective and Purpose Types of membership, Time duration Social group work in different setting and Analysis of group processes | 8 |
| 3. Values and principles in Group work and charac terists of Group Formation | Values in group work Assumptions underlying social group work Factors of group formation Formulation of goals Identification of problem for work | 10 |
| 4. Group Processes And Group Dynamics | Importance of Group Processes Typical Patterns Processes indifferent type of groups Worker skills in identifying and Understanding processes Bond, sub-group, role Leadership Isolation, Decision making, Contagion Conflict, communication, Relationship | 8<br>6 |
| 5. Middle Phase | Characteristice of middle phase Group structures, | 4 |
| And | Group dynamics Facilitation skills Role of group workers comparision across phases | |
| Use of Program | Concept and principles Programme planning Skills in programme Planning | 2 |
| 6 Recordings in Group Work | Importance of recording in social group work Principles of recording Recording Structure Types of recording | 4 |
| 7 Evaluation in groups and | Importance of evaluation Types of evaluation Method of evaluation | 2 |
| Termination phase | Need for termination Type of termination Characteristics of Termination phase Workers skills | |

# WORKING WITH GROUPS / GROUP WORK

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## C-4   SOCIAL WORK RESEARCH

The Course is to equip learners to utilize, conduct research as service managers to improve services, evaluate, develop new services and intervention methods: strategies techniques and also, be an effective consumer of the researches.

**Objectives:**
A] Develop an understanding of scientific approach to human inquiry in comparison to the native or common sense approach in various aspects, and its process.
B] Understand major research strategies, meaning, scope and importance of social work research.
C] Develop an ability to see the linkages between practice, research, theory and their role in enriching one another.

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D] Develop attitudes consonant with the scientific approach-concern for accuracy, specificity and authenticity, awareness of ones won prejudices or biases, honesty, being open to correction.

E] Develop attitudes favorable to the judicious intergration of practice, research, and theory.

F] Develop ability to conceptualize, formulate and conduct simole research projects/exercises [The would include a broad range of basic research skills such as conceptualization of a research strategy and problem, writing a research proposal, developing tools for collecting data, use of sampling strategies, data collection, processing, presentation, analysis and interpretation, and writing research report etc.]

G] Make informed assessment and judicious use of research studies and findings.

H] Develop skills for use of library and documentation services for research.

## C-4 SOCIAL WORK RESEARCH

Course Content :

| | | |
|---|---|---|
| 1 | Scientific Inquiry | Science- Meaning and assumpti Scientific approach to inquiry in comparison to the native or common sense approach, science and the study of social phenomena Attitudes consonant with the Scientific approach. 3 |
| 2 | Concepts hypotheses theories | Concepts – Meaning, formal and and operational definitions variables and indicators 4 Hypothesis and indicators hypothesis meaning Attributes of a sound hypothesis Role in explanatory research Hypothesis testing –null hypothesis, the sampling distribution, level of significance, critical region, Type-I and Type- II errors Theory – Meaning, inductive and Deductive theory construction. |
| 3. | Social Work Research | Social Work Research-Meaning, purpose, the research process, research and theory, linkage in practice.Quantitative and Qualitative Research. 3 |
| 4. | Research Designs | Basic Research Questions-meaning and importance, problem-formulation in research, some strategies used for research, Survey, Case Studies, Unobtrusive research Strategies 8 including content analysis existing data analysis, historical analysis). Experiments including pre - experimental Quasi-experimental strategies Use of single subject qualitative research-general Characteristics, Use of qualitative Methods in Inquiry. The Scope and importance of social work research designs. |

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| 5. | Sampling & Utility | Rationale, characteristics sampling-meaning,types General considerations in the Determination of sample size. | 4 |
| 6. | Data and its measurement | Source of data, primary and Secondary.Methods and instruments of data collection. Qualitative and quantitative (including telephone interviews) Participatory and Rapid Appraisal Techniques, Triangulation. Levels Of measurement Scales-Need for scales. Some Prominent scaling procedures (Thurston-type, Likert-type, Boga- rdus-type, Semantic Differentials) | 6 |
| 7 | Data Processing and presentation | Graphical, Tabular, Analysis and Interpretation use of computers | 8 |
| 8 | Participatory and Evaluatory research | Conducting participatory research - Monitoring and research. | 3 |
| 9 | Research Report | Research Report Writing . | 3 |
| 10. | Tools and their use | Use of statistical tools and techni Statistic- Descriptive and Inferential, Uses and limitations of Statistics Proportions, Percentages, Ratio Measures of Central Tendency, Mean, Mode, Median Measures of Dispersion, Range, Quartile Deviation, Mean Deviation, Standard Deviation Measures of Association: The Coefficient of Contingency © The Spearman's 'r' Using the chi-square and the 'r' Tests. | 12 |

**Note**

Institutions may choose to organise the above content so as to have two parts A and B in this paper. In such cases where the contents are reorganised the content incorporated elsewhere could be shifted and included in the section related to the use of statistics. For example, graphical and tabular presentation of data, levels of measurement, hypothesis testing, use and of computers, could all be included in the section onuse of statistics, so as to make two approximately equivalent portions in this paper.

## SOCIAL WORK RESEARCH

### INTRODUCTION

The institution may provide to the learner with a choice any ONE of the following. A well develop0ed/equipped 'Research –Skill-Laboratory' would obviously be a pre-requisite for making options B and C Available to the student.

## RESEARCH PROJECT

The learner may opt to prepare and submit a dissertation, under the guidance of a faculty. The learner need not be expected to make a major/outstanding contribution to knowledge. The learner is to engage meaningfully in the process of problem-formulation, reviewing some literature related to the study, preparing the research proposal, choosing and appropriate research strategy and developing instruments of data collecting the data, processing, ananlysing and interpreting the data, and preparing the research report. The length of the research project may be between 60-75 pages and not exceed 100 pages, the graphic presentations and tabular presentations together may not exceed 20.

Teaching input in terms of workload: One and a half hours per week per student. This is the recommended average input which may not be uniformly spread over all the weeks. Some weeks may require more time of the teacher and some weeks less, depending upon the phase of work.

## REFERENCES

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## C 5    PSYCHOLOGY FOR SOCIAL WORKERS

### Course Content :

1. Psychology as Science

   a) Defination of psychology, concept of behaviour.

   b) Brancehs (Subfields) of psychology.                5

   c) Area of application of Psychology.

   d) Scientific methods in psychology.

2. Determinants of development.
   a) Definitions and areas of development     6
   b) The nature of our genetic inheritance, Variation in endowment. The role of heredity in development.
      Role of nervous system, glands in personality development and behavior.
   c) Environment prenatal Environment (Nature) Post natal (Narture) environment, physical environment, Socio cultural environment socialization and development.
   d) Self as third determinant-self direction and development.

3. Areas of Development.     6
   a) Physical development and maturation.
   b) Intellectual development
   c) Emotional development
   d) Social development
   e) Behavioural problems among children and treatment in general
   f) Charateristic and problems of adulthood an old age and adjustment to these problems.

4. Concept of healthy and faulty development concept of Healthy development Genetic and acquired defect.     10
   a) Maternal deprivation
   b) Pathogenic families
   c) Family –Parent-Child relationship
   d) Social Pathology- Important factors in healthy development.

5. Psychological factors in development
   a) Needs, motivation and goals.
   b) Problems of adjustments
      1 Frustration
      2 Conflict
      3 Pressure and reaction to adustive demands, types of defence mechanism.
   c) Faulty patterns of adjustment.     12
      1 Nature of effective and ineffective adjustments.
        Concept of normal and abnormal behaviour.
   d) Major maladjustment pattern.
      1 Personality disorders.
      2 Neurotic disorders.
      3 Psychotic disorders.
      4 Personality disorders (Character)

2.0

6) Effective adjustments and personal growth
   a) Intellectual competence
      1. Learning
      2. Solving Problems
      3. Creative thinking
   b) Emotional Competence
      1. Emotional Problems
      2. Dealing with emotional problems
   c) Social Competence
      1. Recognition of mutual purpose right And responsibility
      2. Learning for more effective communication and interpersonal relationship.
      3. Avoiding common source of difficulty.
      4. Helping to meet the need of others.

11

**Reference Books :**

1) Psychology and Effective Behavior by – James C. Coleman.
2) Psychology             - Gilmor V.H.
3) Psychology             - Murphy. G.
4) Essentials of Psychology     – Ghorpade M.B.
5) Child Psychology and child Ghidance - S.V. Kale

# C 6    SOCIOLOGY AND INDIAN SOCIAL PROBLEMS :

## Introduction

This course provides the learners basic understanding of relevant concept from sociology to help the learners study and understand social phenomenon.

## Objectives:

A] Understanding of concepts to examine social phenomenon
B] Develop skills to analyse Indian society and change.
C] Understand change and conflict.

## C-6    SOCIOLOGY AND INDIAN SOCIAL PROBLEMS :

### Course Content:

| 1 | Sociology and its relationship to other disciplines | Meaning, Scope and significance. Its relationship with other Social Sciences such as History, Economics, Politics Psychology, Anthropology and social work. | 3 |
|---|---|---|---|

| 2. | Society and Culture | Society as system of relationship Social Structure meanings Status and roles | 6 |
| | | Culture Meaning and Content- Traditions, customs, Values Norms, floklore, and mores Socialisation: Meaning, Processes and agents. | |
| 3. | Indian Society | Compositions of Indian Society: the concept of Unity of diversity Social classification in India:meaning,caste, Class divisions. | 8 |
| 4. | Social Groups, Social Institutions and Social Control. | Meaning and types: Primary and Secondary groups, in- groups and Out-groups,reference Group Types of social institutions Marriage, family, Religion, state and law | 8 |
| 5. | Meaning and functions | Social control exercised through the social | 3 |
| 6. | Social Change | Meaning characteristics and factors factors inducing change with reference to India. | |

## INDIAN SOCIAL PROBLEMS

7. The meaning of social problems- Concept of social disorganization, causes of social disorganization, individual, family and community Disorganisation.                                                                    10

8. Juvenile delinquency, crime, suicide, alcoholism, prostitution, gambling, beggary.                                                                    10

9. Marital Conflict, Divorce, problems of aged and infirm, Generation gap.                                                                    6

10. Problems of illiteracy, Problems of women, untouch ability, dowry child marriage, poverty unemployment orphanhood. problems of migration. Problems of slum and population problems in India.    10

2 2

## References

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# GENERIC GROUP

(A) GENERIC GROUP

    G – 1    Family and Child welfare

Topic – I    Family Socioly    8

a) Definition and meaning of family

b) Evolution of family as a Social Institution

c) The functions of family in the ancient medieval & modern times

d) Family Systems/Patens/types/A global review

e) Marriage and family – Significance and Relationship

f) Types of families.

Topic – II – Family as a unit of welfare

a) The concept of family welfare and family welfare services.

b) Family counseling and support systems    8

c) Family assistance schemes

d) Services for the women and children

e) Family policy

Topic – III – Child health and nutrition

1) Health and hygiene – rural & urban    10

2) Pediatric practices

3) Infant mortality and morbidity

4) Birth trauma

5) Common diseases in children

6) Immunization

7) Well baby clinic, under five clinic

8) Antenatal and post natal care

9) Nutrition, nutritional deficiencies nutrition education

10) M. C. H. programmes

11) Genetic counseling

## Topic. IV        Child welfare

1) Evaluation of child welfare                                                14

    a)   Philosophy of child welfare

2) The child in india

    a)   Demographic characteristics of child population in India

    b)   Basic needs of today's child the emerging. Problems of children in the developing countries.

    c)   Special Problems of disadvantaged children (working child ) economical, educational (school dropout ) intellectual, physical social and cultural.

3) Welfare Programmes

a)   the child in the family and supportive service, Recreational
Health educational school. Social work child guidance clinic.

b)   Service for children deprived of normal family life T. C. socially handi capped Statutory non statutory governmental, voluntary institutional & non-institutional services.

c)   Services for children with special needs.

    I)    physically handicapped, blind deaf, mute, orthopaedically handicapped, paraplegic,

    II)   Mentally handicapped, retareletion, spastic

    III)  Mentally ill,

## Topic – v – Role and status of woman

    a)   Woman as the facal point of the family                    6
The first agent of socialization and the teacher of the child
Her role and responsibilities as a home maker and in child
Care, Home management etc.

## Topic – vi –woman in india

    a)   Demographic and other characteristice.                    6

    b)   Vital statistics – rural urban educated illiterate employed
Unemployed maternal mortality longenity, death rate

## Topic VII – woman welfare Programmes                              8

    a)   Institutions for woman Historical development present
Conditions and concept of caro and security (india context)

    b)   Governmental and voluntary efforts in woman welfare

    c)   Woman organizations – their role and contribution to woman welfare .

    d)   Non –institutional services and state schemer and provisions.

    e)   International organisations.

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**Reference Books–**

1) The family          -          by Harris

2) The Indian Family in the change and challenger of the seventies selected  paper a seminar sterling Publications.

3) Urbanization and family change by - M. S. Gore

4) Family in ship – by T. N.  Madan

5) Sociology of the family – michel  Anderson

6) The position of woman in India by – kamal Bhssin

7) Position of woman in India by –Dr. Astekar

8) Manage and working woman by – Pramile Vapor / Dr. wreckers.

9) The Hindu family in Urban  setting by – A. D. Ross

10) National Programmes in family planning in India-by Beralson

11) The child  - A book of reading   by –Jerome M. Seldman
    — Rinehart and co-Inc. NY. 1952

12 Child socialisation in Maharashtra – Rama S. Pandey
    – Somaiya publication put Ltd.Bombay

13) Status of woman in India by J. P. Naik
    – Report of the National (Committee)

14) Status of woman and population  growth in India by- K. P. sigh

15) Woman's Development – some critical issues – paper of the seminar by Gandhi peace foundation and UNICEF – Pub –in 1978

16) Role of Rural woman In development – Report of an International seminar –ICSSR.

17) The Changing status of the working woman In India by – Pramila Kapoor.

## G-2  SOCIAL SECURITY AND LABOUR WELFARE

| | | |
|---|---|---|
| 1. | Concept , Scope philosophy of Social Security and Labor Welfare | 4 |
| 2. | Constituents of social security and Labour Welfare | 3 |
| | a) social insurance | |
| | b) social assistance | |
| 3. | Evolution of social security in U.K., U.S.A. and India. | 3 |
| 4. | Social Security Schemes in India | 8 |

   i)    Employees State Insurance Act. 1948.

   ii)   Work means compensation Act.1923.

   iii)  Employee's provident Fund Scheme.

   iv)   Family pension.

   v)    Old Age Pension.

   vi)   Employment Guarantee Scheme of Govt. of maharashtra.

   vii)  Social Assistance Scheme In India.

| 5. | Problem of extending social security to unorganized workers. | 4 |
| 6. | Nature, scope and Agencies of Labour Welfare. | 3 |
| 7. | Statutory and non-statutory welfare facilities. | 3 |
| 8. | Approaches to labour welfare. | 4 |
| 9. | Principles of labour welfare. | 2 |
| 10. | Health, Safety and welfare with reference to the factories Act1948 | 4 |
| 11. | Role of labour Welfare officer. | 1 |

## Reference Books :

1. Labour welfare –Jois, P.V.m Somaiya Pub. Pvt. Mumbai.
2. Aspect of labour welfare and social security – Salma A.M. Himalaya Publication house Mumbai.
3. Readings in India labour and social welfare- mongia J.N., Atmaram & Sons pub. Delhi.
4. Introduction to social welfare- W.A. Friedlander and Apte.
5. Social security system in India- D.C. Srivastava, Lokbarati Pub. Allahbad.

# TRIBAL

# WELFARE

# GROUP

## TW-1     TRIBAL LIFE IN INDIA

### Introduction –

This course aim at helping the students understand various facets of tribal life and develop skills to analyse the socio-economic and cultural characteristics of tribal society.

### Objectives-

a) To equip the students with theoretical framework to analyze tribal societies.

b) Gain information on overall understanding about the socio-economic situation of tribal groups in various regions of the country

c) Gain information about main tribes of Maharashtra.

### Course Content:

1] Definition of tribe, characteristics of tribes, population strenght and distribution, list of major tribes in india and Maharashtra.    6

2] Tribal Life-marriage, family, kinship, clan organisation, tribal village socio- economic and political life of indian tribes.    14

3] Souci- economicand cultural characteristics of Bhils, Pawara Dhanaka, Kokani, Koli, Korkus, Kolams Banjara, Warli, Gonads of Maharashtra.    8

4] Tribal women- Status and rolein repect of family and economic activities.    4

5] Change in tribal life- elements, process and direction of change, impact of interaction between tribals and non-tribals.    4

6] Tribal Religion    2

7] Features of tribal eco system    4

8] Life and situation of dispersed Tribals.    4

9] Tribal movements- socio- political movements among indian tribes ad impact on tribes.    6

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Chandhuri, B(ed.)    Tribal Development In India, Delhi:B.R. Pub lishing.

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Damle, Y.B. 1982    Religion and Politics In India, Bombay: Oxford.

Desai I.P. and Other, 1985    Caste, Class conflict: The struggle for
                              Survival, Delhi: Ajanta Publication.

Furer- Haimendorf, C.V. 1982  Tribes of India: The sturggle for
                              Survival, Delhi: Oxford University
                              Press.

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                              Popular Prakashan.

Hutton J.H. 1946              Caste in india: Its Nature Functions
                              and Origin, Cambridge: University
                              Press.

Jain P.O.                     Tribal Agrarian Movement: Caste
                              Study of the Shil Movement Of
                              Rajasthan.

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                              Contemporary Perspective, New
                              York: Holt, Rinehart and Winston.

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                              of Mahrashtra State, Pune: Tribal
                              Research and Training Institute.

Meillassoux, C.[Ed.] 1979     Maidens, Meal and Money, New
                              York: Cambridge: University Press

Patel, R.                     Politics in india.

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                              Concept Publishing Companay.

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                              New Delhi: Concept Publishing
                              Company.

Sharma, K.L.                  Caste, Class and Social Movement.

Shrma, R.N. 1979              Indian Rural Socialogy, Delhi:
                              Munshiram Mohanlal.

Singh, K.S. (ed.' )           Tribal Movement in India,Vol. I and II.

Singh, J.P. Vyas M.N.         Tribal Development: Past effort and
                              new challenges.

Srinivas, M.M. 1969           Cast in Modern India and Other
                              Essay, Bombay: Asia Publishing
                              House.

1. Bose, N.G. 1971: Tribal Life in India, New Delhi

2. Chakroborti aan: Indian Tribes, Culcutta.

3. Chanda, A.K. 1977: Challenges of Tribal poverty, The Administration.

4. Chandra V. New Delhi: Costitutional safe –guard and privileges acorded to he Tribels.

5. Chattopadhyan.K. 1978    : Tribalsim in India, New Delhi, Vikas.

6. Ghurye. G.S., 1959 : Scheduled Tribes , Bombay, Popular Book Depot.

7. Hira, H. 1977: Women in Tribel Society. Administrator, spering.

8. India, Ministry of information and Broadcasting : Tribal People of India, New Delhi, Publications Division, 1973.

9. Jaiswal, H.K., 1979 : Demographic structure of Tribal Society.

10. Roy Burman, B.K. 1978:    Dynamics of persistence of Tribal Society Community in India, Eastern Anthropologist, 31 [1] 93-99.

11. Raghaiah, V. 1972    : Tribes of India, Bharatiya Adimjati Sangh,

12. Ramaiah, P. 1981    : Tribal Economy of India, New Delhi, Light & Life.

13. Mahapatra, S. 1979    : A view form Tribal Areas, , Areas, Seminar [238], 22-23

14. Singh, B. 1978    : Comparative Study of seven Tribes of India.

15. Shashi, S.S. 1979    : Tribal Women of India, New Delhi, Sundeep, VII

16. Sengupta and Prasad,    : Santal Rural Economy : A Study bassed on village survey in Santal Paragnas.

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## T.W. – II        TRIBAL PROBLEMS IN INDIA

**Introduction :**

This course aims at helping student to develop knowledge and skills of Tribal Problems.

**Objectives:**

1. Acquire knowledge of various problems of Tribals.
2. Develop the skills to analyse the situation and causes of Tribal problems.
3. Develop the ability to apply social work method in solving Tribal problems.

**Course Content:**

1. Major Problems of Tribals, causes and classification of problems.                                                                5

2. Tribals and Land-Pattern of land alienation among Tribal- Customary right of the Tribal Community, problems of non-settlement of land records.- Problems of land alienation among Tribals. Role of Land legislation in preventing alienation in terms of success and failure. Problems of encroachment on land.                                                       10

3. Tribals and Forest.-
   The role of Forest in Tribal Economy, Problems arising out of loss right of Tribals over forest. Impact of deforestation.                              5

4. Exploitation of tribals - Social and economic consequences, Terrorism in Tribal areas. Indebtedness and practices of Bonded labour among tribals, poverty and Migration-                                                       5

5. Educational Problems:- Educational Backwardness, educational status of Tribals Absenteeism of Tribal student.                                     4

6. Health Problems- Malnutrition among Tribal Women and children, major disease among Tribals, health hazards [blind faith and superstition], Alcoholism.                                                            6

7. Causes of unrest in Tribal Areas- Problems of Atrocities.              3

8. Special Problems of minor Tribes and dispersed Tribals.               3

9. Development project and Tribals- Problems of displacement of Tribals due to mega and minor projecs such as dams, industrial Units, National Parks etc. difficulties in rehabilitation of displaced Tribals, effects of developmental projects on Tribal life.                                       8

10. The Role social worker in Tribal Welfare- Application of Social Work Method in Solving tribal problems.                                          4

**Reference: Books:-**

1. Chaudhari, B.[Ed.] 1982 : Tribal Development in India, New Delhi, Inter India Publication.

2. Mehta, P.L., 1991 : Constitutional Protection to Scheduled Tribes in india,H.K. Publisher & Distributors, Delhi.

3. Upadhayaya, H.C. 1991 : Scheduled Caste and Scheduled Tribes in India, H.K. Publications

4. Singh, K.S., 1985 : Tribal Society In India, New Delhi, Manohar Publications

5. Commission for Scheduled Castes and Scheduled Tribes: Annual Report, New Delhi, Controller of publication, Govt. of India.

6. Dubey, S.N. & Murida, R.m 1977: Land Alienation and Restoration in TRIBAL Communities Himalaya Pub., Bombay.

7. Deogaonkar, S.G., 1992 : Tribal Exploitation, inter publications, New Delhi.

8. Deogaonkar, S.G., 1992 : Tribal Exploitation, inter Publications, New Delhi.

9. Raha, M.K. & Corner, P.C., 1889 : Tribal Development- Problems, Development, Prospect, Grain, Publishing House, New Delhi.

10. Deogaonkar, S. G. 1992. Tribal Aministration and Development, Concept Publishing Co. New Delhi.


1. Tribal Development Programmes and Administration in india – Ashok R. Basu. National book organisation 1139 Green Park extension new Delhi.

2. Economic Development of Tribal India- Praffulla Chandro Mohaptra- Ashis Publishing House 8/81, Punjab Bagh New Delhi- 110026

3. Tribal Development and its Administration- edited by L.p. Vidhyarthis- Concept publishing company New Delhi.

# COMMUNITY DEVELOPMENT GROUP

# CD- 1 PROBLEMS OF RURAL AND URBAN COMMUNITIES

### PART- I    Problems of rural communities

1.  a)  Poverty – Concept, definition, distribution of population below
        poverty line, - indicators of poverty- causes of poverty.          6

    b)  Unemployment – Underemployment &  its causes.

2.  a)  Problems of agriculture – soil erosion, soil conservation's, fertilizers,
        seeds, crops yielding, Irrigation, water management, Plant breed.  6

    b)  Problems of Organisation &  Management- land problems, abolitions
        of intermediary tenures, reduction of rents, Security of tenure,
        oweneship right, ceiliing or agricultureal holding, modern method &
        Technology.

3.  a)  Problem of Rural credit system & Banking.                          8

    b)  Problems of Housing Education, Recreation, Health, Power,
        Drinking water, fuel.

    c)  Problems of Gambling, Alcoholism, tradition, Superstitions, Illiteracy,
        adult Education, Small scale and Collage Industry.

4.  a)  Problems of Individual, Family, Community, & Social
        disorganisation in rural areas.                                    6

5.  Community Worker & rural Community Problems.

    a) Roles

    b) Skill & attitudes

    c) Strategies

    d) Community Motivation for people Participation.                      4

## Part – II – Problems of Urban Communities

6.  a) Problems of urbanisation, Industrilisation and environmental .
       Pollution.                                                          6

    b) Rural- Urban Migration , its Casues & Impact on urban life

7.  a) Urban slums- Growth, causes , effect on urban life

    b) Urban unemployement, Nature of labour force, problems of
       adequate Employment, Major Employment Sector & their Problems
       Voluntary retirement Schems.                                        6

8.  a) Problems of Housing , Health, Recreation, Sanitations, Education,

    b) Problems of Marriage, Class itegration, Socialisation, family
       disorganisation & amenities.                                        6

9.  a) Problems of  Economic disparities, attraction towards-
       Consumerist, materialistic culture, social defence,

    b) Prostitution, gambling, Alcholism, inadequate childcare facilities,
    Social tension due to ethnic diversity, Inter-generational conflict.

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**Books**

1. An  Introduction to Socilology- vidyabhushan sahdeo
2. Human Society – Kingsley devis
3. Sociology- Harry M. Johnson
4. Rural Sociology- G.Das
5. Urban Socialogy G.Das
6. Social Problems & Social disorganisation in India-C.B. Memora
7. Social Problems in India- Ram Ahuja

८  भारतातील सामाजीक समस्या        - भा.कि.खडसे

९  भारतीय सामाजीक समस्या        - रा.ज. लोटे

१०  भारतीय समाजीक समस्या        - सुमन पाटे

११  भारतीय सामाजीक समस्या        - रा.मा.घाटाळे

१२  भारतातील सामाजिक समस्या        - भांडारकर /शब्बीर / पालकर

१३  भारतातील सामाजिक समस्या        - ए.वाय.कोठेकर

१४  भारतातील सामाजिक समस्या        - तोम्णीवाल /बुटे

१५  भारतातील समकालीन सामाजिक समस्या        - माणिक माने

१६  आधुनिक भारतातील सामाजिक समस्या        - प्रदीप आगलावे

## CD-2 RURAL AND URBAN SOCIOLOGY

### Part -I- Rural Sociology

1. Scope of Rural and Urban Sociology- relation to general Sociology. 4
2. System of land tenure tenure and Social relationship. 4

   A) India village as community, family and kinship in the Indian village

   B) Occupational structure -- Caste & class

3. Traditional systems of social stratartification-caste, intercaste

   relationship. 5

4. Village power structure & dynamics- sources of power. 5

   a) Traditional village organisation & Panchayat

   b) Leadership in Indian village

5. Chaging rural Social structure in India. 8

   - Urbanisation & Rural Society

   - Rural Migration to cities

   - Rural Industriliation & social change

### Part -- II Urban Sociology

6. History of city- The ancient & medieaval Indian city. 4
7. Demographic and occupational aspects -- Ecological pattern

   or cities. 4

8. Urbansation, Industrilisaiton and economic Development. 6
9. Urbanisation & Social Institutions- marriage, family, Education,

   recreation. 8

10. Social stratification in urban society. 4

### Books

1. A.R. Desai     - Rural Sociology
2. Kuppuswamy   - Social Change
3. K. devis       - Human Society
4. G. Das         - Rural Sociology
5. G.Da           -Urban Sociology
6. Dr.Vatsyayan  - Urban Sociology
7. Dr. Vatsyayan - Urban Sociology
8. Dr. Kumar      - Rural Soiciology
९.  रामबापू गुप्त / मीरा गुप्त        - ग्रामीण समाज शास्त्र
10. व्ही.एन. सींह / जगविजय सींह- ग्रामीण तथा नगरीय समाजशास्त्र
11. डॉ. ए.आर देसाई      - भारतातील ग्रामीण समाजशास्त्र
12. डॉ. दा.धो.कार्वोखे   - नगरी समाजशास्त्र

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# PERSONNEL MANAGEMENT AND INDUSTRIAL RELATIONS GROUP

## PMIR – I

## LABOUR WELFARE

### REFERENCE

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   - Dr. B. P. Tygi

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   - Dr. M. V. Moorthy

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   - K. N. Vaid

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8. Information Booklet
   - Mahasrhtra Labour welfare Board, Bombay.

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11. Labour Welfare and Labour welfare Officer In Indian Industry
    - Mheras V. G.

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13.  Report of the National Commission of Labour in India
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     - Prof. R. K. Malviya.

15.  Labour relations law – in India: Agrawal S.-L. The Macmillan co. India
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18.  Industrial Law- Himalaya Pub. House, Bombay, 1981, edition.

19.  Misconduct in Employment.

20.  The role of Labour law in developing countries I.L.O., L.M.R. series
     number 49. I.L.O. Geneive 1975.

## PIMIR – II

## LAOUR LEGISLATION

## LWV: BIBLIOGRAPHY

1. Industrial Jurisprudence and labour legislation – A.M. Sarma: Revised Edition, Himalaya Publishing House, 1966.

2. Labour laws for the Employers – C.R. Rao, Brahmi Publishers.

3. Labour Judiciary Adjudication and industrial Justice- DebeS. Saini, Oxford and IBH Publishing Co. Pvt. Ltd.

4. A Study of Industrial Law –G.M.Kothari and A.G. Kothari, Fourth Edition, Volume II.

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6. Labour Law, Social Security – Publication of Frie drich Ebert stiflung.

7. Industrial Relationship Act, 1946, Gupte and Dighe, 1990

8. Dynamcis of Social Security Administration –B.N. Mishra.1993.

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11. Law and prucedure of departmental Enquiry- Ghyiya B.R.

12. New Compreihencive Labour law on industrial Relations – Jain Madan G. Delhi law institute Delhi 1978.

13. Labour law agency- The employees state insurance Act, 1948, Latest edition.

14. Labour law agency- The factories Act 1948, Latest edition.

15. Labour law agency- The payement of wages Act, 1936 latest edition.

16. Labour law agency- The employees P.F. Act. 1952 with family pension scheme 1971.

17. Labour law agency- Maharashtra labour welfare fund 1953.

18. Labour law agency- industrial Employment ( Standing Ord.Act. 1946)

19. Labour law agency- Maharashtra Mathadi, Hamal, and Manual workers ( REW) Act, 1969.

20. A Study of Industrial law- Kothari G.M. , N. M. Tripati, Pvt. Ltd. Bombay, 1978

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22. The industrial law- Malik P.L., Eastern Book Co. Lucknow, Latest edition.

23. Workers welfare and law- Choudhary Pavan, Metro Book Co. Pvt New Delhi latest edition.

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# Field Work Detailed Note

Total Marks: 100

1.  **Observational Visits:**

    a) SEVEN observational educational visit to welfare agencies- i.e. public/voluntary sector institutions, Women's groups, etc. ( minimum one visit form each field of social work.)

    b) These visits shall be planned as a part of orientation to field work.

    c) The objectives of these field visit is to provide on exposure to the work being done by the agency and groups.

    d) Visit will cover the following points to prepare reports.

    1) Knowing the objectives.

    2) Types of inmates/Beneficiaries.

    3) Administrative set-up.

    4) Legal status.

    5) Functions.

    6) Funding.

    7) Problems faced by agency.

    8) Problems faced by agency.

    9) Role of social worker.

    10) Critical view about agency.

    These visits are to be planned as a part of orientation to field work by a teacher recognized by the University who possesses a basic Degree/ Diploma in social work.

2.  **Current Field Work :**

Main objectives of this field work is to provide concurrent opportunity for the integration of class- room learning and field practice and Vice versa on the part of the student.

This shall over the following aspects duly supervised by the Faculty supervisor (Teacher) recognized by University.

    a) The strudent shall be placed in agencies, preferably related to developmental programs of the voluntary public agencies, in open communities having an entry point in the form of a recognised agency.

    b) Each student shall be required to work with two to three individuals having problems. As per the the land out steps. This method should be given emphasis in institution setting.

    c) Each student shall be required to work with a group with minimum membership of 11 to 15 members

    d) In community setting and where scope for community work exists the student in lien of work with individual may take up two community based issues. The method of focus shall be work with communities.

    e) There shall be minimum of one individual conference in a week with the faculty supervisor.

    f) Guidelines for Concurrent Field work:

1) **knowledge to be acquired:**

By the student who must understand the main feature of the institutions/agency /community

2) **skills to be acquired.**

The student must develop ability facts and list out the tasks to be undetaken and be able to asing priorities to them.

The student must develop the ability to plan, organize implement an devaluate the activities whit colleagues, agency supervisor, and others in the agency.

3) **Attitudes to be developed:**

The student should develop attitude, values and commitments of the profession and those relevant ot working with the most disadvantaged sections of the society.

The student should develop attitude to relate ones of meaningfully to individual, groups, collegues and agency staff members.

The student should develop attitude of democatic behaviour and equality with individuals,

The student should develop an critical attitude towards the field work process.

3. **Village Camp:**

   a) The village camp will be residential camp in village which shall have a minimum of SEVEN days duration inclusive of the days of travel.

   b) Through the camp the student shall learn about-

   The problems of Agriculture, lives stock and related issues.

   The working of the Government Programmes in the Village.

   Social stratification related to women scheduled caste/tribes and the handless labourers.

   The problems of drinking water, rural health, sanitation, education and enviormental degradation.

   c) The student participating in camp shall organzie programmes to provide Information and creats awareness about rural problems and solution. Recreational and cultural programmes can also be undertaken involving village Youths, children and women. Some competative programmes may also be organzied for the village community.

   d) A final report regarding camp should be submitted to the College.

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4. **Class – Room Seminar :-**

This Seminar shall be conducted on the following guidelines.

 a) Each student shall prepare and present on e paper in the seminar in an academic session.

 b) The seminar shall be based on themes from the concurrent field work, observation visit and topics from the area of social problems.

 c) A teacher form the Faculty will by the inchange of this activity shall supervise the conduct of the seminar.

 d) The paper shall be submitted to the College immediately after presentation.

5. **Internal Viva- Voce :**

 a) An Internal Viva-Voce shall be conducted immeditely after the field work is completed for each of the student.

 b) The internal Viva-voce shall be based on the concurrent field work and village camp.

 c) A student who remain absent from internal Viva-voce shall for feit themarks of the said purpose.

 d) The internal Viva-voce shall be conducted by a panel comprising of the field work supervisor ( Teacher) the class incharge and the head of the institution/department or his/her nominee. Each member of the panel shall give independent mark , the average of which shall constitute the marks secured by the student.