

॥ अंतरी पेदसु ज्ञानज्योत ॥



**North Maharashtra University,
Jalgaon**

Syllabus for (Part-II)

M.S.W.

W.E. From June, 2004

C-7 SOCIAL WORK METHOD -III (WORK WITH COMMUNITIES)

Introduction :

Community organisation /development, as method of social work practice, is seen as means to facilitate communities towards self- directed change. It takes as its basis the inequalities in society manifested through processes of marginalisation, discrimination or disempowerment of groups, which have resulted in the loss of control over resources, be they tangible or intangible. The strategies of CO practice being addressed as part of the course covers a range spanning different ideologies, from those being people-initiated, and those that are initiated by the elite. Community organisation is seen as a means as well as an end, where collective processes sustain the community's capacity to bring about change.

Objectives :

- a. Understand the critical elements of community Organisation practice.
- b. Enhance critical understanding of the models and strategies for community Organisation practice.
- c. Make the micro-macro connections between the range of complex issues in Practice.
- d. Field practice to include a critical and holistic analysis of issues.
- e. Develop attitudes conducive to participatory activities for a civil society.
- f.

C-7 SOCIAL WORK METHOD -III (Work with communities)

Course Content :

- | | |
|------------------------------------|--|
| 1. Community Organisation Practice | Community Organisation and Community Development,
Community work within social work. 4
Understanding Human Right in Community Organisation Practice. 2 |
| 2. Power | Concept of power
The range of perspectives
Dimension of power
Relevant to Community organisation. 6 |
| 3. Empowerment | Concept of Empowerment
Barriers to process, and Cycle Of Empowerment. 4 |
| 4. Gender and Empowerment | Gender Sensitive Community Organisation Practice
Feminist Principles of. 6 |

5. Models and Strategies of	Locality Development Model, Social Planning Model and Social Action Model Select methods-public interest Mobilisation, Litigation, Protests And Demonstrations, Dealing With Authorities, public Relations Planning, Monitoring and Evaluation Roles in different models attribute And attitude.	10
5.1 Steps and Principles of Community Organisation.		4
5.2 Recording and Evaluation.		2
5.3 Community Organisation as a method	Relevance of Community Organisation as a method across different spheres of Social Work Intervention and relook at own attitudes.3	
5.4 Strategy and Roles	Unionization as a Strategy Advocacy in Community Organisation.	6
6. Current Debates in Community Organisation	Emerging Issues Impact of Macro Policies Community projects in Maharajah tow. Community projects in Maharashtra.	6

Notes:

The content for these methods is vast. Hence institutions need to be discerning in their choice of topics, and the extent to which each topic will be addressed. The method of teaching and the depth of the topic to be covered need to partner each other. Workshop method is best suited to teach the content of this course.

This being a method course, assimilation and grounding of skills and attitudes to work is highly dependent on field practice, where student have the opportunity to integrate theory with practice, innovate and bring back valuable experiences and analyses to the class. Without adequate field exposure either concurrent or intermittent the course will be remaining just theoretical inputs.

Another important part of the grounding process is the interaction of the student with field practitioner who have years of experience and are in a position to discuss what is the best fit of strategies in a given situation and context. Such Interaction needs to be encouraged. Most field practitioners are willing to participate in the teaching process, both, within the classroom as well as in the field.

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- Patnaik, U. and Dingwaney, M. 1985 Chains of Servitude, Bondage and Slavery in india Madras: Sangam Books Pvt.Ltd.
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- Ramchandra Raj, G. 1974 Functions and Dysfunctions fo Social Conflict, Bombay Popular Prakashan.
- Ross Murray G. 1955 Community Organisation: Theory, Principles and Practice, New York: Harper and Row.
- Siddigul, H.Y. 1977 Working with Communities:an introduction to community work, New Delhi: Hira Publications
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- Weil , M(Ed.) 1996 Community Practice : Conceptual Models, New York: The Haworth Press. Inc.
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C- 8 SOCIAL LIGALISATION & LEGAL SYSTEM IN INDIA

The course is to help learners understand the legal systems and procedures in India. It supports Understanding process in public interest litigation and develops skills for the same.

Objective :

- a. Acquire information on the legal right of people.
- b. Develop and understanding of the legal system and get acquainted with the process of the legal systems with emphasis on functioning in India. Understand the role of the police, prosecution, judiciary and correction.
- c. Gain inside into the problems faced by the people belonging to different strata of Society, in interacting with this system.
- d. Develop an understanding of the process and problems of public interest litigation and legal aid to marginalized.

Course Content :-

(PART-I)

1. The Concept of Social Justice:

Feature of constitution of India

Provision in Indian constitution related to social justice and equality before law. Provisions of legal protection to the weaker sections of society and their implementation. Legal right and civil right under the criminal procedure code. Legislation as an instrument of social order. The Justice system as an agency of social control. Law for the protection of human right. Equal pay for equal work. 8

II. Classification of legal provision:

- i. Substantive law: That which creates, discovers and defines the rights and Duties of e.g. Penal Code. 8
- ii. Procedural Law : That which is activated when a crime is committed: Criminal procedure code, Law of Evidence etc.
- iii. Civil Law: Laws of inheritance, marriage & divorce Act. Juvenile Justice Act. Law Family Courts.

III. Main Provisions in social legislation (With latest amendments)

- a) Marriage and divorce acts, Juvenile Justice Act, Hindu Adoption and Maintenance Act. Maternity benefit Act., Prevention of Immoral traffic Act. Child marriage restraint act, Medical termination of pregnancy Act, Dowry Prohibition Act, Married Woman's Property Act, Probation of Offenders Act, Leprosy Act, Rent Acts., Consumer Protection Act. Law of Family Courts. 8
- b) Food adulteration Act, Liquidation of debts Act., Atrocities and Untouchability Act. Tenancy legislation. Law related to offences against person and property, Mental Health Act. 1980.

IV. **Deterrent and reformatory Law:**

Provision in the Indian Penal Code and on the legislation relating to family violence, Suicide, homicide, murder, procures of apprehension, detection, investigation, Prosecution, Detention people & discharge. 6

PART-II

V. **The Criminal Justice system.**

Police, prosecution, judiciary & correctional administration, City Civil Court, Small Causes Court, Juvenile Court, Anti-Corruption Court, Consume Court. The jurisdiction of every Court. 6

VI. **Organisation for Criminal Justice:**

- i. Police: Structure, reporting (FIR & other reports), registration, investigation arrest, Bail, a critique of the powers of the police. 6
- ii. Prosecution, Screening, decision to prosecute, determination of charges, authorities of the public prosecutor : a critique.

VII. **Legal Aid:**

The concept of legal aid. Need for legal aid, beneficiaries of legal aid, Legal aid schemes and problems. 6

VIII. **Public Interest Litigation :**

History of public litigation in india. Concept of public Interest Litigation, the process of filling the PIL, Problems related to PIL. 6

IX. **Law and Social Work :**

Partnership of the security services, legal profession and social work profession. The boundaries of the functioning of the legal and the social work professionals. Duties and responsibilities of social work professionals with special reference to procedures under the Juvenile Justice Act, The family Courts, and Adoption of children. 6

REFERENCE:

- | | |
|------------------------|---|
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| Buxi, U. 1982 | Alternatives in Development : Law, the crisis of The India Legal Systems, New Delhi : Vikas Publishing House. |
| Bayley, D. M. 1969 | The Police and Political Development in India, New Jersey : Princeton. |
| Curry, J. C, 1977 | The Indian Police, New Delhi : Mauna Publication. |
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| Lyer, V.R.K. 1984 | Justice In words and Jusice In Deed for Depressed classes, New Delhi: Indian Social Institute. |
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 McDonald, W.F.(ed.) 1979 The Presentor, California: Berkeley Hill.
 Newman, G. 1999 Global Report on Crime and Justice, New York: Oxford University Press.
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C- 9 SOCIAL POLICY AND PLANNING

Introduction :

The course introduces the learner to how policy is a link between Constitutional principles, Development plan, Legislative and Executive Actions. The analysis of these process is to enable utilization of the knowledge to improve social work practice.

Objectives :

- Gain knowledge of policy analysis and the policy formulation process.
- Acquire skill in critical analysis of social policies and development plans.
- Study social policies, plans and programmes so as to be able to interpret, enforce and challenge them.
- Develop an understanding of social policy in the perspective of national goals as stated in the Constitution particularly with reference to Fundamental Right and the Directive Principles of State Policy.
- Examine application, and litigation machinery.

Course Content.

- Social policy** Concept of social policy, sectoral and social Services
And constitution 6
 - *Relationship between Social policy and social development
 - * Values underlying social and Planning based on the Constitutional Provisions [i.e. the Directive Principles of State Policy and Fundamental Rights]
 - and the Human Rights. 6
- Policy** * Approaches to social policy-unified, integrated and sectoral
Formulation * Different models of social policy and their applicability to the Indian situation.
 - * The Process of social policy formulation, the contribution of research, the role of interest groups, the problem of conflict Interests and its solution
 - * Role of professional social workers. 6
- Policies** Evolution of social policy in India in a historical perspective.
 - * Different sectoral policies and their, implementation e. g. Policies concerning education, health, social welfare, women children welfare of backward classes, social security, housing, youth, population and family welfare, environment and ecology, urban and rural development, tribal development ,and poverty alleviation.

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|----|---------------------|---|---|
| 4. | Policy and Planning | <ul style="list-style-type: none"> * Concept of social and development, Planning * Scope of social Planning the Popular restricted view as Planning for social service and the wider view as inclusive of all sectoral planning to achieve the goal of social development . * Linkage between social policy and planning- planning as an instrument and source of policy * Role of ideology. | 6 |
| 5. | Planning process | <ul style="list-style-type: none"> * India planning in a historical perspective * Federal political system and the planning process * The constitutional position of planning in India. The legal status of the planning Commission * Coordination between Center and state need for decentralization * Panchayatraj, people participation * Role of political organization, judiciary social movement and voluntary action * Legal aid, public interest litigation. | 6 |

SOCIAL DEVELOPMENT

1. Social Development the concept

- * Defining social development.
- * Current debates on development
- * Approaches to development
- * Development indicators.

6

2. Social Development in India

- * The historical and social context of development in the Indian sub-continent in the pre- Independence Phase
- * The post-Independence phase: government measures and the Five Year Plans
- * Political economy of social structure and change
- * Demographic transitions
- * Social movement.

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3. Development sectors and Understanding of nature of Intervention themes

- * Rural development : agrarian and land reforms Green Revolution
- * Industrialization and urban Development.

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Social Development

Suggested Sub- Topic Outlines

The Concept of social Development : Definitions of development, and social development, Goals of development, Development Indicators, Critique of Development, definitions, Inter- country comparisons.

Theories of social Development, Social Evolution, Sanskritization, Westernisation, Modernization, Secularization,

* Ideologies and Approaches to Development, Socialism, Capitalism, Welfare, Gandhian approach, Human Rights, Sectors and Themes, Key concepts, Historical analysis, Global / South Asian / India.

* Current trends, State intervention, Voluntary sector intervention, Political economy analysis, Alternatives, Health and Development, Health indicators, Global disparities, in Health development, Indian health, care System, Regional disparities, and contradictions in health development in India, Political economy of health, social determinants of health, Urbanization and development,

* Defining key concept [urbanization/ urban], Underlying principles of modern urbanization,

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4
6

History of urbanization in India, Analysis of the 'crisis of urbanisation/over-urbanisation, Strategies to combat the crisis, Rural Development, Defining 'rural', Resource ownership and disparities, Rural poverty : a global perspective, Socio-economic change in rural India, Development, avenues for the rural poor, Environment and Development Global and transboundary concerns and regulation, International treaties and agreement, Cross-sectional Issues: biological diversity, forest, land and water resource management,

* History of environmental legislation in India, Social cultural and institutional issues in environment management.

* Education and Development, Overview of the education system in India, Elementary education as a fundamental right, Elementary education in India: some facts and myths, Sociopolitical analysis of education, Education alternatives and the schooling transition.

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- Bagchi, A. K. 1982 Political Economy of Underdevelopment, Cambridge: Cambridge University Press.
- Desai, v. 1988 Rural Development [Vol.I], Mumbai: Himalaya Publishing house.
- Fidelma, A. et. Al. 1999 Contemporary Social and Political Theory: An Introduction, Buskin-Gham : Open University Press.
- Government of India Five Year Plan Documents [latest] New Delhi.
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- The Probe Team. 1999 Public Report on Basic Education in India
- Association with centre New Delhi: Oxford University Press.
- For Development
- Economics
- UNDP. Human Development Reports, Oxford University Press.
- World bank World Development Reports [Annual] Oxford University Press.
- Encyclopedia of social Sciences
- Encyclopedia of social Work

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- Livingstane, A. 1969 Social Policy in Developing Countries, London: Routledge & Kohan Paul.
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- Macpherson, S. 80 Social Policy in the Third World, London: Wheat Spate Brooks.
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- Mathur, K. Bjorkman Top Policy Makers In India, New Delhi: Concept Publishing Co.
- Mundle, S. 1993 "Policies, Paradigms and Development Debate at the Close of Twentieth Century" Economic and Political Weekly, Vol.XXVIII. No. 26, Sept. 4, 1993 Wheatspeaf Books
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"Development and Deprivation in Karnataka", Economic and Political weekly, Nov. 15, 2970-2974.
- Yadav, C. S. [ed.] 1986 Urban Planning and Policies- Part A. New Delhi: Concept Publishing Co.

G-3- CORRECTIONAL SOCIAL WORK

- 1) Definitions and basic Concepts
 - a) Juvenile delinquency
 - b) Vagrancy
 - c) Truancy
 - d) Juvenile Justice. 6
- 2)
 - a) The nature and extent of Juvenile delinquency in India and Maharashtra.
 - b) Austin of Juvenile delinquency. 6
- 3) Institution Facilities
 - a) The nature of functions of observation of home. Juvenile home industrial schools Certified Schools.
 - b) Institution for delinquents as treatment confess
 - i. Aims of treatment
 - ii. Programs of services of Institution
 - iii. Process of treatment and rehabilitation. 8

- 4)
 - a) Concept of Juvenile care
 - b) Juvenile after care services in India. 6
 - 5) Juvenile Justices minlms of the role of police in Juvenile Justice the role of social Worker in Juvenile justice and Prevention of delinquency. 6
- Audit Crime-
- 1)
 - a) Definition of crime and Criminology.
 - b) The nature and Extension of crime in India and Maharashtra
 - c) Theories of crime causation of Crime.
 - 2) Institutional and non-Institution services India. 6
 - a) Open Jail, Jails, and Institution for women criminals
 - b) Parole
 - c) Probation
 - d) After care
 - e) Prevention services
 - f) Rehabilitation of criminal's. 6
 - 3) The role of Social Workers in Prevention of Crime. 2

Books For Reference

1. Crime and the Social Structure : Johan Barron Mays –Chapters 1, 4, 8 & 11.
2. A. Repot of Juvenile Delinquency in India – the Bureau of delinquency
Statistics And Research – Children And Society
3. Juvenile Delinquency – a challenge – Central Bureau of Correctional Services.
4. Juvenile Delinquency – Paul Co. Toppan –Part - I, II & IV Chapter- XII, XIII & XIV
5. Juvenile Delinquency in Modern Society – Part – I Chapter –I, Part II- Chapter – IV to VII.
6. Juvenile Delinquency in Indian setting – Dr. Hansa Seth
7. Juvenile delinquency – Robinson Sophia – part - III-Chapter 14, 15, 16.
8. Administration of Juvenile correctional Institution – Mukharjee S. K.
9. Indian social Problems, Volume II, by Dr. G. R. Madam
10. Sociology of deviation In India – Dr. Sushl Chandra
11. Principles of Criminology – Southland Crossly part – two-
12. Society and the Criminal – Dr. M. J. Stone Part III
13. Edward Glover – The roots of crime.
14. S. Venugopal Ro – Facts of crime in India.
15. Glsten and Golosten – Crime Law In India.
16. Kerawalla – A study in Indian Crime.
17. H. J. Eysenck – Crime and personality.
18. Routledge and Megan Paul – Criminal Justice and social Reconstruction.
19. Barus and Teeters – New Horizon criminology
20. Welfare C. Reckless – crime problems.

21. Southland and cressy – Principles of Criminology.
22. M. G. Sethana- society and the Criminal.
23. DAs – Crime and Punishment in ancient India.
24. Hower Sir H. the Pursuit of Crime.
25. Lopez Rey – Crime and Analytical Appraisal.
26. Howard Jones – crime in Changing Society.
27. Anthony Martienssen - Crime and the Police.
28. V. G. Kanetkar - Tales of Crime.
29. Mary McIntosh – The Organization of Crime.
30. Simon Dinity and Walter c. Reckless –Critical Issues in the study of Crime.
31. Jyotsna H. Shah – Probation Services In India.
32. Normal H. Adwani – Perspectives on Adult Crime and Correction.
33. Glover – probation and Re-education.
34. Central Bureau of Correctional Services Dept . of social welfare Govt.
Of India – Probation year 1971.
35. R. S. Agarwal – Prevention of Crime.
36. Govt. Publication – Repot of the Advisory Committee on After Care
Programmes.
37. Journals – Bureau of police Research and Development New Delhi –
Crime in India 1977.
38. Bureau of police Research and Development – Govt. of India Police
Research and Development.

G-4 DEVELOPMENT OF WEAKER SECTIONS

1. Weaker section of the society – definition and meaning, criteria and
Classifications scheduled Caste, Schedule Tribe. Other Backward classes.
Women and Children. Agricultural and unorganised labour. 8
2. Welfare of scheduled caste / tribe and backward class – economy and problems
of integration of these sections with the wider society. 6
3. Constitutional provisions and safe guards for scheduled castes and tribes. 5
4. Reservation Policy – reservation of seats in Legislatures, public service and
educational institutions, critical assessment of governmental measures for the
welfare of backward class. 6
5. Women and children welfare –Demographic characteristics of women and
children, schemes for welfare of women and children. 6
6. Agricultural and unorganized labour –problems of unorgaised laborers-
unorganized labour - types, areas and governmental measure to overcome the
problems. 5
7. Manual commission – historical review of the mandal commission effects of
mandal commission and the life of other backward class. 6
8. Role and functions of the social worker in the areas of welfare and development of
the weaker section. 4
9. Assessment of the task of Dr. B. R. Ambedkar, mahatma Phule, Chatrapati Shah
Maharaja and other social workers / reformers. 6

Reference Books

1. R. S. Revanker – The Indian constitutions – A case study of backward classes.
2. P. B. Gejendragakdar – Law Liberty and social Justice.
3. P. T. Barale – segregation's and desegregation in India.
4. G. S. Gharye – the schedule Tribes.
5. Indian Council for child welfare – A national policy for child welfare.
Desai, Neera – women in Modern India.
6. Desi Neera-Women in Modern India.

G-5 POPULATION AND ENVIRONMENT

Introduction

The concept has two aspects to it Population dynamics and its relatedness to the environment natural resources, utilization and their preservation.

Objectives

- a. Understand characteristics, determinants of population growth.
- b. Examine population policy, plan and initiatives.
- c. Understand Inter- relatedness of human life, living organisms, environment.
- d. Understand nature and impact of initiatives.
- e. Examine utilization and management of resources.
- f. Develop skills to participate in activities related to the two areas.

POPULATION AND ENVIRONMENT

Module No.	Module Title	Content	Suggested Teaching-learning Methodology	Suggested No. Class Hour
1	Characteristic of population	Population, determinants, Global Concerns Characteristic of Indian Population Family size, planning method, programmers	Lecture Illustrations from current reports *Discussion and demonstration	8
2	Population Policy	Policy, Implementation Initiatives, governments and NGO	*Policy analysis small group study for content type gaps	6

3.	Population and Environment	Inter-relatedness of human life, living organism environment and natural resource *Environment, lifestyle degradation Environment management maintaining, improving, enhancing * Current issues of environment	*Mini lecture, discussion * Lifestyle study and impact analysis	8
4	Organisations and their Roles	* Roles of Government, NGO Peoples initiatives individuals initiatives	Lecture discussion study of report of initiatives	6
5	Natural Resources and diversity	Utilization and management * Forest , Land, Water, air energy sources * Pollution-Sources treatment, prevention *Soil water, air, noise. * Waste matter-disposal recycling, renewal problem, issues	Project impact analysis discussion	8

6	Environment protection Laws	Acts related to environmental protection Forest conservation Water pollution Standard and tolerance level Unplanned urbanisation	*Lecture Small group Presentation	8
7	Role of social Worker and other	Work with interdisciplinary team for environmental protection and preservation Environmental movements in india Social work initiative and level, agency level community levels	Lecture and practice Study of one initiatives	8

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- Krishna, M. 1995 Air Pollution and Control, kakinda: Causal and Co.
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- Mohan, R. 1995 "Urbanization in India's Population and Development Review, Vol. 11 [4]
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New Delhi: Deep and Deep Publications.
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Ahmedabad. LOS Press.
- Sapru, R. K. [ed.] 1987 Environment Management in India, Vol II, New
Delhi: Ashish Publishing House.
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Paradigm], Ahmedabad: Karnavati Publications
- Seshadri and Payday,
J. [ds.] 1991 Population Education A. Nature Source Book,
New Delhi: NCERT.
- Sharma, P. D. 1995 Ecology and Environment, New Delhi: Rastogi
Publisher's.
- Shiva Vandana. 1991 The Violence of the Green Revolution, GAO:
The other India Press.
- Singh, J. S, and
Chaturvedi, O.P. 1981 Ecology, Environment and Development in
Singh J. S. et. Al. Science and Rural
Development in Mountains, Neonatal: Ed And Authors.

G – 6 MANAGEMENT OF DEVELOPMENT AND WELFARE SERVICES

Introduction

The course aims to develop management competencies to function in organizations, Participate as a team member and understand the role of social work programmes, Manager.

Objectives

- Understand the overall environment and its impact on the nature, structure And development of the organization in corporate, public and voluntary, sectors in context of social work profession.
- Understand policies and procedures involved In establishing and maintaining Human, service organizations, need for change.
- Acquire skills to network and participate in the management of resource- human, material, environment and network.
- Develop skills to participate in management of programmes, as a part of the Inter – disciplinary team and initiate as well as develop New programmes.
- Develop ability to analyse the practices applied in specific setting.

G-6 MANAGEMENT

Course Content

Module No.	Module Title	Content	Suggested teaching Learning Methodology	Suggested Number of Class Hours
1.	Services organization And environment	<ul style="list-style-type: none"> *Need for welfare and development organizations. *Registration of organization And policy * The societies Registration Act 1860. The Mumbai public trust Act 1950. 	Lecture -study of Constitution of an Organization agency Discussion	8
2.	Services and Their delivery	<ul style="list-style-type: none"> *Type of services delivery *Programme eligibility criteria. *Management of Programme And evaluation Proposals for small programmes. * Projects planning determining the priorities, formal & informal information collection Techno-economic surveys, Technical aspects of micro-Level Planning base line Information goal setting Strategies to meet the goal And indicator development Format of project proposals & seed projects. Financial aspect of the Project: social and economic cost - benefit analysis Of programmes, preparation Of the cost plan Resource Mobilization and phasing. (FCRA procedures etc.) 	Lecture, discussion Illustrations from Programmes . *Preparing a proposal.	8
3	Organizational Climate and Management Processes.	<ul style="list-style-type: none"> Creating a work oriented Climate. * Understanding authority Relationship and Interpersonal relationships. * Working with boards, Committees, and other staff. * Working in professional teams. 	Lecture, Discussion, sit at an Observer at a Meeting Observer at a Meeting	6
4	Policies And practices	<ul style="list-style-type: none"> * Policies and practice for Personal in organizations *Volunteers, professionals , Paraprofessional . * Communication in an Organization-essential Components, types, barriers Decision making levels and Methods. 	Lecture, Discussion Flow chart for Communicators	12

5	Work processes tasks.	<ul style="list-style-type: none"> * Unit of work, time Allotment, workload, Responsibility coordination. * Staff –client relation. * Teamwork, supervision Directing, monitoring Evaluation. * Conflict resolution. 	Lecture, Discussion and Exercises.	12
6	Programme Management	Programme management Maintenance of records. <ul style="list-style-type: none"> * documentation * Budgets and accounts. * Public relations, Impact Analysis-qualitative, and Quantitative 	Study of document <ul style="list-style-type: none"> * Practice exercises. 	8

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 Grain, S. 1998
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 Kapoor, K. K. 1986
 Laufer, A. 1977
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 Lutherans, Fred. 1990
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- Social Welfare Administration, Delhi: atma ram and Sons
 Organizational Effectiveness of NGOs, Jaipur : University Book House.
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 Social welfare Administrative. Theory and Practice, Vol. I and II, New Delhi: deep and Deep Publications,
 Evaluation of Social welfare Programmes, Encyclopaedia of social Work. Vol. I. 297-310. Professional Management and Practice, Delhi: Eurasia Publication.
 Human service, Organization, Ann Arbor University of Michigan Press.
 Professional Management and Practice, Delhi: Eurasia Publications.
 Evaluation for Voluntary Organization, Delhi: Information And News network.
 Directory of Funding Organization, Delhi: Information And News Network.
 Getting the Resource you Need, New Delhi: Sage Publications.
 Understanding your social Agency, London: Sage Publications.
 Organizational behavior Boston, Irwin McGraw Hill.
 Manual on Financial Management and Accounts Keeping For Voluntary Organizations New Delhi: Society for Participatory Research In Asia.
 Training of Trainers: A Manual for Participatory Training Methodology in Development, new Delhi: Society for Participatory Research in Asia.

- Siddiqui, H.Y. 1984 Social Work and social Action, New Delhi; Harman Publications.
- Slavin, S.(ed.) 1978 Managing Finance Personal and information in Human Service, New York: Howorth Press.
- Slavin, S. [ed.] 1978 Social Administration, New York: The Hawoth Press.
- Weenies, M. 1982 Human Service Management, lioness: the Doors Press.

G -7 PROBLEMS OF COMMUNITY HEALTH AND ENVIRONMENTAL HYGIENE

PART - I

- I. Concept of health, standard of health, Individual and Community health, Concept of disease, Concept of "health for all. "Factors affecting health, concept of community health. 6
- II. Approach to patient and community, Epidemiology, anatomy and physiology, Germ theory of disease, health problems in India. Attitudes of individuals & the community towards sickness as deviance are the particular reference to India. 6
- III. Communicable disease: Public health concerns:- 10
 1. tuberculosis & TB Control Programmes
 2. Leprosy.
 3. STD's
 4. AIDS & H.I.V
 5. Hepatitis A & B.
 6. Typhoid.
 7. Cholera.
 8. Malaria.
 9. Plague.
 10. Rabies.
 11. Goiters, water & vector borne diseases, worm infestations, Endemic & epidemic diseases, & role of the public Health authority.
2. Communicable disease, of childhood :- 10

Causes, manifestations, prevention, treatment ; indications, Contra- Indications and complication.

 1. Chickenpox.
 2. Measles.
 3. Rubella.
 4. Mumps.
 5. Influenza.
 6. Polio.
 7. Diphtheria.
 8. Whooping. cough
 9. Tetanus.
 10. Acute respiratory
 11. Worm infection (tapeworm, hookworm)
 12. Acute diarrhea diseases.

B. MALNUTRITION.

Definition and concept, social aspects of nutrition, diseases, and conditions related to malnutrition Vitamin A & D Deficiency, Anaemia protein energy malnutrition, Iodine deficiency.

PART – II

IV.	PUBLIC HEALTH Concept of public health, public health authority and enforcement. History of public health in India, Public Health Programmes in India.	4
V.	ENVIRONMENT AND ILL HEALTH Property over crowding, Rats, Carriers, Water borne diseases, drainage, epidemics, endemic diseases, Role of Public health authority.	4
VI.	HEALTH AND COMMUNITY ACTION Administration of public health Programmes at Central, state & Local levels, Health Education community mental Health Programmes. Immunization – University Immunization Programme.	6
VII.	Family welfare Programmes & Method of Population control. Health Education, Functions of social worker in community health programme,	6
VIII.	PREVENTIVE MEDICINE – 1) Concept and importance of preventive Medicine 2) Various approaches to preventive 3) Clinical and sub-clinical levels of prevention	6

REFERENCES :-

J. E. park and K. park	:- Text book of preventive & social Medicine.
Yash Pal bedi, S. M. Mariah Amtrak & Sons publication	:- A Handbook of hygienic & public Health.
Wilson G. smile,	:- Preventive Medicine and public Health.
Edwin D. Kilbourne	:- Macmillan company
Fred Grande, H. K. Lewis and Co. Ltd.	:- The New public Health- An Introduction for midwives health Visitors, social workers.
B. K. Mahajan	:- Preventive and Social medicine in India published by Jaycee Brothers.
Dr. Vide Retain	:- A Guide to preventive and social Medicine Jaycee Brother Publication.
N.S. Deader, J. K.	:- Basic preventive Adranvala by G. G. & Social medicine Rene prakashan Pune.

Field Work Guidelines (In Addition to Detailed Note)

Family and Child Welfare (Group-A)

Unit – I:

Field Work Setting:

The Student specializing in family and Child Welfare shall be Placed In an Institution/ Agency / Organization offering services to children, Women Aged & the Family as a whole.

Field Work Objectives :

1. Develop an understanding of Agency's objectives and Function within the Development context.
2. Develop an ability to analyze problems and needs of Individuals Group and Communities.
3. Develop skills in observation, fact-finding Analysis, Recording, and so on.
4. Use field instruction to develop as a professional person.

Field Work Tasks

1. Students shall handle a minimum of five cases.
2. Students shall a minimum of two groups.
3. Students must in minimum administrative work.
4. Students shall conduct a survey.
5. Students shall organize programmes for the beneficiaries of the agency.
6. If the agency is involved in community work, the student must also do community work.

Case Work :

1. Individual having a specific problem or a need must on taken up For case work.
2. In the Initial phase, establishing a rapport, partialising the problem should be focused upon.
3. A detailed Psycho – social study should be done.
4. A diagnostic assessment based on facts must be collected .
5. Action plans should be formulated and implemented.
6. An evaluation of action taken.

Note :

Throughout the case work process, the immediate family members the extended family members, sigricant others and collatcrals should be contacted.

Group Work:

1. Based on the principle of group formation group should be formed.
2. Outline the objectives of group work.
3. Make a profile of each member of the group.
4. Have planned programmes/Activities during Group work sessions.
5. Observe group interaction.
6. Evaluation of group work.

Administrative Work:

1. know the Objective, Rules and Regulations of the Agency.
2. Attend Staff and Management meetings (if permitted by the Agency).
3. Knowledge of Accounting procedure and Office procedure (filing, Record Keeping).
4. Mobilise Resources for the Agency including Fund Raising activity.

Survey Work:

1. Identify some problem areas in the field work setting which could be studied through a survey.
2. Do a survey of minimum 10-15 respondents.
3. Analyse the data and prepare a report based on the data collected.
4. Read Relevant literature which throw light upon the problem studied.

Note :

Survey should be a simple one, which can help the agency in identifying areas for further research.

Programmes:

1. Programme approved by the Head of the agency should be organized.
2. Student shall plan, organize and implement the programmes.
3. Students shall evaluate the programmes undertaken.

Community Work:

1. Where the agency is involved in community work the student should identify one issue in which she/he can be involved.
2. Organize the community around this issue based on the principles of Community organization.

Field Work Recording:

1. Process Recording of Field Work should be submitted every week.
2. Summary Recording to be submitted after completion of the field work.

Field Work Evaluation:

1. A fieldwork Evaluation will be done individually by the Field Work Supervisor.
2. Qualitative and Quantitative indicators of Evaluation shall be used for Evaluation student's performance

TRIBAL

WELFARE

GROUP

Contents

1. Overview of rural welfare /development policy, objectives of rural welfare.	6
2. Historical review of rural welfare and agencies for rural welfare.	5
3. Approaches to rural welfare.	4
4. Historical review of Panchayat Raj and role of Panchayats in rural welfare.	6
5. Five Year Plan and Rural Development, Rural Development schemes, assessment of rural development policy,	8
6. Review of Tribal Welfare policy and approaches to tribal development.	5
7. Programmes and Schemes of tribal development. Provisions under Tribal Sub-plan and Nucleus budget, Five Year Plans and Tribal Development.	6
8. Role of NGO. s in tribal welfare.	4

Books

1. Schemes for Tribal Development – by Ministry of Tribal affairs.
2. आदिवासी भारत - डॉ. माधव कशाळीकर, जयवंत कांबळे
3. आदिवासींचे शिक्षण व परिवर्तन - गोविंद गारे
4. सातपुड्यातील आदिवासी - गोविंद गारे
5. सामुदायिक विकास आणि विस्तार कार्याची मूलतत्वे - च. बा. लाखे
6. आदिवासींचे सामाजिक जीवन - विलास संगवे
7. आदिवासींच्या समस्या - विलास संगवे
8. Indian Social Problems – Vol. I and II – G. R. Madan
9. Rural Sociology - A. R. Desai
10. Problems of Tribal Development – M. G. Kulkarni
11. ग्रामीण समाजशास्त्र - नाडगोडे
12. सामुदायिक विकास आणि विस्तार शिक्षण - बा. वी. तिजारे

Objectives

The main objective of the course is to enable the students understand present state of environment with a view to develop analytical ability that promises to reduce the complexities of environmental problems to the manageable levels.

Contents

1.	Concept and objectives of environmental social work, dimensions of Environment education.	6
2.	Environment and sustainable development.	4
3.	Protection of wild life, biodiversity & natural resources.	4
4.	Pollution- types and effects of pollution, Prevention & control of pollution.	6
5.	Social Work approach in prevention of degradation of environment, preservation and development of environment including soil and water management through various agencies.	6
6.	Interdisciplinary approach to environment.	4
7.	Technological changes and environment.	4
8.	Economical Environment.	4
9.	Aesthetic environment – land scaping, architectural character of buildings, protection of archeological sites.	6
10.	System approach, concept, objectives and steps involved in it.	4
11.	Role of social worker and NGO's in environment education.	4

Reference Books.

- 1 Environmental ecology and S.T. Tilak Aerobiology
- 2 Environmental Pollution – Yogendra N. Srivastava
- 3 Environment- man and nature –Gautam Sharma
- 4 Environment pollution and Health Hazards in india – R. Kumar
- 5 Man Development and environment – R. Dora, Avadhesh K. Singh, suvendra Singh.
- 6 Environmental changes & development –M. k. Singh
- 7 Environmental pollution – Attar chard
- 8 Urbanization and environmental problems –S.D Maurya
- 9 Environmental Issues and Programmes –I. Mohan
- 10 Environmental Management in India –R.K.sapru
11. पर्यावरण प्रदूषण - घाटे
12. पर्यावरणशास्त्र परिचय - मगर
13. पर्यावरण विज्ञान - पाटील जयश्री
- 14 Environmental pollution – G. K. Ghosh.

TW-V ENVIRONMENT POLICY AND LAW

Objective

The course is designed with a view to provide a state of art of government policy framework towards environment protection and development.

Contents –

1. Role and policy of Government in protection & development of Environment. 6
2. Soil erosion – Causes of soil erosion. Measures for retaining the Productivity Of cropland. 4
3. Effects of pollution due to chemical fertilizers and pesticide industries. 4
4. Protection of endangered species, protection and promotion of Marine resources. 4
5. Role of birds in environment, endangered species of bird. 4
6. Problem of deforestation- Programmes and schemes of forestation. 6
7. Legislation concerning air, water and noise pollution. 6
8. Role of NGO's and Social Worker in creating environmental awareness and protection of environment. 4

REFERENCES (TW5)

1. Kuchhal, S.C. : The Industrial Economy of India, Allahabad, 1979
2. Khera, S.S. : Government in Business, New Delhi 1987.
3. Bajaj Ramkrishna : Social Role of Business, Bombay, 1970.
4. Mathur R.N.(ed.) : Seminar on Social Responsibility of Business, 1973.
5. Aneerws, K.R. : The Concept of Corporate Strategy, Bombay, 1971.
6. Steneior, G.A. :Business and Society, Random Hiuse, Newyork, 1974.
7. The Tropical Forestry Action Plan.

TW - 6 ADMINISTRATION OF TRIBAL WIDFARE SCHEMES.

- 1 Tribal Development—A conceptual framework, Development Administration in Tribal Areas —Challenge of tribal Development — Goals of Tribal Development A) Economic goals,[b] Social goals [c] political goals. 6
- 2 Tribal Development Administration – a historical overview Before 1947, 1952- 74,and 1974 on words. 4
- 3 Administration of scheduled Areas—
 - A) Provision and set-up under fifth schedule of the Constitution.
 - B) Code of conduct for personnel posted in schedule Areas
 - C) Power of Administrators. 6

4	Administrative arrangement for Tribal Development –	
	1] Constitution of various committees	
	2] Training programmes for Tribal Development Administration	
	3] Decentralized Planing and Panchayat Raj.	6
5	Land Revenue Administration in Tribal Areas and Legislation.	6
6	Hurdles in Tribal Development Administration	4
7	Administration and Staffing pattern of Maharashtra Tribal development Corporation [T. D. C.] and Integrated Tribal Development project. [I. T. D. P.]	4
8	Tribal Development polices – Overview,	4
9	Integrated Tribal Development Programmes–Importance of I.T.D.P. Programmes tribal Welfare schemes and their evaluation, Review of five Year Plans – with special Reference to Tribal development.	6
10	Administration and Role of Tribal Development Co-operative societies. Tribal Welfare schemes and Health Administration in Tribal Dominating Areas and Districts.	6
11.	Tribal Research centers – objective – functions & the Role in staff development.	4

REFERENCE BOOKS

1. Sharma B.D.1977 Administration for Tribal Development, 1
Indian Journal of public Administration,
23 (3), July-
2. National Institute of Integrated Tribal Development planning,
planning, proceedings
Community Development:of a seminar held at NICD,May 1975.
Hyderabad.
3. National Institute of Community Development,
Hyderabad, 1974. Perspectives on Tribal Development and
Administration: Proceeding of the workshop held at NICD
4. Orissa, Tribal and Rural Development Department, Dec. 1975,
Bhuboneshwa Seminar on Integrated Tribal Development Projects.
5. Pandey, G, 1979: Government's Approach to tribals Development
Some rethinking Prashasnika, 8(1), 56-68
Problems land prospects of tribal development in Rajasthan
Vanyajati,23(1),3-12 Jan.
6. Sachshidananda, 1980 : Transformation in tribal society issues,
And policies, Journal Of social and Economic Studies, March.
Integrated Tribal Development Hyderabad, 1975.

7. Vidyarthi, L.P. (Ed) 1981 : Tribal Development and its Administration, New Delhi, Concept Pub.
8. Patel, M.L.(Ed) 1972 : Agora-economic problems of tribal India. Bhopal, progress publishers.
9. Sharma, K.S.1975 : Agro-Forest based industries for accelerated Growth of tribals,Indian Cooperative Review. Jan.
10. Bogaert, M.V.D. and others, 1973 : Tribal entrepreneurship ICSSR Research and Abstract Quarterly, July.
11. Bogaert, MVD-June, 1975 : Training Tribal Entrepreneurs : an Experiment in social Change. Social change, 5(1-2)
12. Roy, P.K.M. 1980 : struggle against economic exploitation- achievements by Maharashtra State Co.op. Tribal Development Corporation.

TW-VII ENVIRONMENT DEVELOPMENT PROGRAMME

Objectives

The course has two principal objectives-first, It provides provides perspective of overall situation of the economy and second, it deals with the understanding of the complex major areas in agriculture, forest and industrial development.

Contents

- | | | |
|----|--|---|
| 1. | Concept of environment, environmental degradation. | 6 |
| 2. | Need of environment development programmes undertaken by state governments and Central Government. | 6 |
| 3. | Legislation Concerning environment protection and its critical assessment | 8 |
| 4. | Environmental crises and social work intervention. | 4 |
| 5. | NGO's and environment protection movements in India. | 4 |
| 6. | Role of Social Worker in environmental crises. | 4 |

REFERENCES

1. Govt. of India Publications : Report of the St to Volt Five Year plans.
- Govt. of India Publications : Licensing procedure and practice
On setting up of Industry
- " : Report of Monopoly Inquiry
Commission.
- " : Monopolies and Restricted
Trade Practices.
- " : Twenty Point Economic
Programme.
- " : Problem of Capital Formation
in under-developed
Countries.
- " : Cooperative Institute of
co-operative Management, Pune
- " : Reserve Bank of India, Report.

COMMUNITY

DEVELOPMENT

GROUP

CD -3 RURAL ECONOMY AND CO-OPERATION

Part - I RURAL ECONOMY

1. a) Rural Economy – meaning, scope and importance of study
b) Pattern characteristic of Rural Economy
c) sectors of rural Economy 6
2. Rural Economic development through five year plan of its
critical review 3
3. Land reform, Land legislation, Bhoodhan & Gramdan Movement
a) Historical content 4
b) Areas of concern (ceiling, tenancy, redistribution consolidation
etc.)
c) Critical appraisal of land reform measures 3
4. Rural Indents & land alienation. 3
5. Green revelation & operation flood, meaning, features,
achievements & critical appraisal. 3
6. Rural industries – cartage, small scale . 3
7. Forestry. 2
8. Sustainable Development as an alternative approaches to rural
economic development – meaning, features, Potentials. 4
9. New Economic Policy & its implication for rural economy. 6

Part - II CO-OPERATION

10. Co-operation – meaning, Scope, objectives, values & principles. 4
History of Co-operative movement 3
11. History of Co-operative movement.
a) International, National, & state
b) Critical appraisal
12. a) Different types of co-operative Societies in India. 4
b) Co-operative Education & training & Management
13. Relationship between co-operation, Socialism, capitalism, Globalization,
GATT, Co-operation as an alternative form of democratic Organisation. 6
14. Co-operative legislation in Indian, Importance Provisions. 3
15. Administrative & organizational structure & Remedies related to Various
types of Co-operatives. 4
16. Types of credit Systems. 3
17. Role of co-operatives in working with poor, potentials, problems
& limitation. 3

Books

1. Alaksingh-Indian Economy
2. Bansil P.C.- Agricultural problems in India
3. Srivartave- Agrival & Kapuria Agricultural Economic & Co-operation
4. Hongh-The Co-operative movement in India
5. C.B. Mamoria- Agricultural Problems in India
6. P.s. Garwal- Rural Economic
- ७ विजय कवीमंडन - कृषी अर्थशास्त्र
- ८ मोहन सराफ - सहकार
- ९ कृषी अर्थशास्त्र आणि भारतातील शहरी व्यवसाय - डॉ.एस.एम.वेसाई व डॉ.निर्मला भालेराव
- १० ग्रामीण विकास एवम् अर्थव्यवस्था - सुबहसीह यादव
- ११ महाराष्ट्राची अर्थव्यवस्था - र.प.कुरुलकर
- १२ भारताची सहकारी चळवळ - चौगुले/पठान

CD-4- COMMUNITY DEVELOPMENT, EXTENSION &

PANCHAYAT RAJ

Part-I-

- 1 a) Community Development- Concept, Defination, futures, objectives
b) The process & methods of Community Development
c) Principles of community Development. 5
- 2 Historical Review of community Development in India. 8
a) Pioneer Experiment in rural reconstruction's
b) Pre-launching Pilot Project (firka, Nilakheri, Sarvodaya, Shriniketan, etawah)
c) Official Community Development programe in India, its phase of development
d) Balwantraji mehta committees report.
- 3 Administrative structure of community Development programe 3
- 4 Evolution of community Development programe in India. 3
- 5 Extension Education 6
a) Concept & Objective
b) Importance of Extension education
c) Methods of Extension education
l) Selection of tools

- II) Use of Audio-Visual Aids
- III) Participatory Extension
- d) Extension worker- Role & Responsibilities
- e) Training of Extension Worker – Importance, types & content
- 6. Advance Techniques of assessment –RPA,PRA 5

Part –II-

DEMOCRATIC DECENTRALISATION & PANCHAYAT RAJ

- 7. Democratic Decentralization & panchayat Raj. 5
 - a) Concept & objectives
 - b) Historical Development
 - c) Committees- National, state level – Background, major finding & recommendations
- 8. 73rd Amendment bill 4
 - a) Historical background (Including obstacles in its passage)
 - b) Critical review of 73 rd amendment
- 9. Overview of Important state 6

Exepericence in panchayat Raj –M.P.Rajasthan, A.P. Maharastra, Karnataka Kerla
- 10. Panchayat Raj in Operation 5
 - a) Organisation of panchayat Raj Institutions State Variations
 - b) Panchayat Raj Functionaries at village, Block, District level, their roles
 - c) Powers of Panchayat Raj institutions at each level
 - d) Importance of Gram-Sabha
- 11. Critical Contemporary issues in Panchayat Raj 6
 - a) Women & Panchayat Raj
 - b) Political Parties & Panchayat Raj
 - c) Centre – State Relationship
 - d) Control on Panchayat Raj Bodies
- 12. Critical review of Panchayat Raj – Potentials, Problems & Limitations. 4

Books :

- 1) Community Development & Panchayat Raj in India- Suganchand jain
- 2) Rural Development in India-NIRD. Hydrabad
- 3) Community Development-O.P. Dahama
- 4) Exetension & rural welfare-O.P.Dahama
- 5) Community Development B-Mukharaje
- ६) सामुदायिक विकास व विस्तार शिक्षण - बा.व्ही. तिजारे

७) सामुदायिक विस्तार व विस्तार मुलतत्वे - च.वा.लाखे

८) ग्रामीण व सामुदायिक विकास - प्रा.रा.ना.घाटगे

९) पंचायत राज - प्रा.वा.ब.पाटील

C D-5 Government And Voluntary Agencies For Rural Development

Part – 1 Governmental Agencies –

1.	Concept ,and objectives of Rural Development	4
2.	Planning for Rural Development –principles of planning ,importance of decentralised planning	5
3.	Agencies –IRDP,DPAP ,DWCRA, TYREP,JRY,SHG ,NREP , SGSY, ICDS etc.	6
4.	Rural Development through various Five Year Plans .	6
5.	Role of VLWS	4

Part- II Voluntary Agencies

6.	Aims, objects and functions of NGOs	4
7.	Approaches to Rural Development	3
8.	Voluntary action in Rural health , housing and employment	4
9.	Concept and importance of Urban community development	3
10.	History of urban local self government	2
11.	Types and functions of urban local bodies –sources of income	4
12.	Municipal Administration –structure and functions	3
13.	Developmental activities of municipal councils –education , health housing etc.	4
14.	State control over urban local bodies	3

Reference books-

1	Local Self Government in India –S.R.Maheswary
2	Rural Development in India –NIRD ,Hyderabad
3	Extension and Rural Welfare –O.P.Bahama
4	Administration for Rural Development In India –Deogaonkar
5	Develpoment in Rural India –L.Davasias and V.V.Devasia
६	Rural Development in India –B.N.Mishra.
७	भारतातील स्थानीक शासन : शांताराम भोगले
८	भारतातील स्थानीक स्वराज्य संस्था - डॉ.रमेश एस्वेळीकर
९	भारतमे स्थानीक स्वायत्त शासन - बी.सी.रोय /के.सीट
१०	भारतातील स्थानीक स्वशासन - प्रा.अ.ना.कुळकर्णी
११	भारत सरकार आणि भारतातील स्थानीक स्वराज्य संस्था - प्रा.अनंत वाईकर
१२	पंचायत राज्य व नागरी प्रशासन - डॉ.अर्जुनराव दर्शनकर

CD - 6 SOCIAL EDUCATION AND COMMUNICATION

Part – I Social Education

1. a) Concept , scope , meaning , aims , objectives, importance of Social Education. 4
b) Areas of Social Education
 - 1) Literacy Education
 - 2) Worker Education
 - 3) Adult Education
 - 4) Youth Education
 - 5) Children Education
2. Psychological aspect of Social Education
 - Foundation of learning
 - Learning abilities
 - Motivation for Learning
 - Perception & Communication
 - Mass media & Said Education to social change. 3
3. Social Education and Social change
 - Critical Review of social education to social change
 - Critical Review to Social education programs in India
 - Relation to social change. 3
4. Planning and evalution in Social Education
 - Planning
 - Short term, Long term, stages, Process
 - Role of Social Education Worker
 - Evaluation
 - Tools ,Methods, Technique & Indicatore. 4
5. a) Importance of adults literacy in India
b) Methods of Teaching in adults literacy in developing countries
c) Govt. & Non-Govt, efforts for Adult literacy
d) Govt. policies & program for social & adult Education. 4
6. Technique in Social Education
Symposium Seminar, panel discussion ,forum, group discusslon, role play, street play, Audio Visual aids. 6
7. Training of Social Education Personnel
 - a) Social Education Personnel at different level
 - b) Importance of training
 - c) Contents of Training. 6

- 1) basic Training
 - 2) On the job training
 - 3) Training of trainers
 - 4) Orientation training of Higher Level officials
- 8 a) Social Education & Community Centers for Social Education
b) Importance of community centers for social education. 2

Part- II Communication For Rural Development

- 9 a) Concept , Function, Definition, importance, scope of Communication
b) Communication channels – Classification of channels, selection of Communication channels for development purpose. 4
- 10 a) Feedback In Communication
i) Communication – communicate relationship
ii) Process of feedback in communication
iii) Effects of feedback in communication
b) Organizational Communication in Development
i) Meaning & Type of Organizational Communication. 4
- 11 Communication planners – Role & Training
a) Meaning & scope of communication planning
b) Communication planning in support of development
c) Role and task of communication planner
d) Importance of training in communication. 5
- 12 Interpersonal communication and mass-media in developing Societies
a) Developmental issues of Communication
b) Communication in developing countries
c) Mass-media in developing Societies. 4
- 13 Communication approaches for Development
1) Individual approach
2) Group approach
3) Mass approach
4) Extension
5) Formal Education
6) Audio-visual aids. 6
- 14 Problems in Development Communication
a) Problem in Communication
b) Role of Social worker in Development Communication. 4

Books

- 1) Education's & Communication for development –O.P. Dahama &O.P.Bhatnager
- 2) Theories of Mass Communication – De fleur
- 3) The effect of Mass Communication –Klapper
- 4) Same Thoughts of social Education – Sindevani L.Lall
- 5) Social education by Mohair- C.Nanavatty
- 6) Social Education – N.R.Roy
- 7) Social Education –SohanSingh
- 8) ग्रीड व अनैसचारिक व निरंतर शिक्षण - प्रा.बा.स.बोबे
- 9) लोकसंख्या शिक्षण - अहिरे
- 10) सामाजिक लोक संख्या शास्त्र - प्रेमी /रमना /बंवावाले
- 11) Communication & Development – Mehta
- 12) Perception of Communication & competitive competence – M.V.Rodrigues

Books

- 1) Education's & Communication for development –O.P. Dahama
&O.P.Bhatnager
- 2) Theories of Mass Communication – De fleur
- 3) The effect of Mass Communication –Klapper
- 4) Same Thoughts of social Education – Sindevani L.Lall
- 5) Social education by Mohair- C.Nanavatty
- 6) Social Education – N.R.Roy
- 7) Social Education –SohanSingh
- 8) प्रौढ व अनौपचारिक व निरंतर शिक्षण - प्रा.बा.स.बोने
- 9) लोकसंख्या शिक्षण - अहिरे
- 10) सामाजिक लोक संख्या शास्त्र - प्रेमी /रमभा /बंभावाले
- 11) Communication & Development – Mehta
- 12) Perception of Communication & competitive competence –
M.V.Rodriques

CD-7 PROBLEMS OF COMMUNITY HEALTH AND ENVIRONMENTAL HYGIENE

Part – I

1. Concept of Health, Definition of Health, Standards of Health, Stages of Health, Factors effecting the health , Concept of disease, Concept of community health , Individual health and Community Health. 8
2. Approach to patient and community
 - Health problems in India (Rural & Urban)
 - Individual and community attitude towards sickness
 - Illhealth as a deviance with special reverence to Indian situation. 6
3. Concept of preventive Medicine
 - Concept & Importance of Preventive medicine
 - Various approaches of preventive medicine. 6
4. Public Health
 - Concept of public Health
 - History of Public Health in India
 - Public Health Programme in India. 8

Part-II

5. Environment and Illhealth

Poverty, overcrowding, pests, Carriers, water supply, Drainage, pollution mal-nutrition, Housing & Health. 8
6. Disease and treatment :

Information of causes Symptoms, preventive care and general Treatment on leprosy , Tuberculosis , Cancer , skin Disease, Malaria, Cholera, Typhoid, Polio, meningitis, Respiratory infection, Cold Influenza, whooping cough, measles, industrial and Occupational diseases, ST D, s, Blood Pressure, heart disease, Diabetes, cerebral vascular disease, Accident, smoking , Drug addict, alcoholism & AIDS. 12
7. Community Action and health
 - Administration of health programme in India at different level – National state, District & Taluk
 - Immunizations
 - Family welfare and health services
 - a) Family planning
 - b) Care during pregnancy
 - c) Care after delivery

- d) School health
- e) Care under six children.
- 8 Environmental Sanitation
- 1) Water – Purification, pollution
 - 2) Air pollution, Noise Pollution, Radiation Pollution
 - 3) Drainage
 - 4) Housing
 - 5) Food Hygiene

Books

- 1) Text book of preventive & social Medicine – J.E Park & K. Park
- 2) A hand book of Hygiene & public Health – Yashpal Bedi
- 3) Preventive and Social Medicine in India – B.K. Mahajan (Published by jaypee Brothers)
- 4) A Guide to preventive & Social Medicine – Dr. Vidhya Rao
- 5) डॉक्टर नसेल तेथे - डॉ. रमेश पोतदार

Field Work

Field work Guidelines (In Addition to a Detailed Note)

Specialization Group : Rural, Tribal &

Urban Community Development

1. Field work Setting :

The student shall be placed in an Urban/Rural/Tribal setting for the purposes of fieldwork. The setting may be an open Community of Organizations/Agencies working in open communities. The Institutions may be from the Governmental and the Voluntary Sector.

2. Field Work Task:

Field Work is to be understood as a process whereby Community problems are identified and diagnosed followed by programmes/activities to solve them. This process is to be undertaken in three phases.

1st Phase:

The Field Work student shall be expected to build a detailed profile of the Community with reference to the Following aspects.

- (a) Demographic Profile.
- (b) Social Profile (Education, Caste, Religion, Tradition, Culture)
- (c) Economic Profile (Income, Occupation, Dietary Pattern)
- (d) Political Profile (Political parties and power structure).

- (a) Educational Services.
- (b) Health Services.
- (c) Ration Shop.
- (d) Post Office and police Station.
- (e) Municipal Office.

The student shall list out the problems faced by the Community or a part of it such as :

- (a) Non-availability of a Service/Facility (Housing, Road, Toilet, Water etc).
- (b) Non-availability of Relevant Information.
- (c) Problems of Poverty and Unemployment.
- (d) Social problems of casteism Low status of women, Dowry, Early marriage.

Based on the above the student is expected to make a diagnosis of Community problems.

IIInd Phase :

Based on the tasks outlined above the student shall compulsrily take up four issues affecting a part of the whole of the community. The following things are be kept in mind at the time of taking up issues.

- The issue must have the potential to provide a specific benefit.
 - The issue must be addressed to a specific target group.
 - The issue must be operationalised in terms of framing of objectibves based on whicjh activities and programmes lae to nbe takenm up resulting in specific benefits to the largest group.
 - The issues to be taken up can be of the following nature
- (a) A series of awarness creating programme on specific theme to a Particular target group.
 - (b) Organising youth, women, unemployed with specific achievable targets.
 - (c) Organising Training programmes to enhance skills.
 - (d) Initiating programmes on Income-generation for a particular group.
 - (e) A series of programmes can be undertaken on specific themes of hecith and nutrition.

III Phase :

The Final phase will culminate in an evaluation process. Prior to the evaluation the student must devise monitoring to monitor the progress of the work. This could be in the form of a time Schedule.

For a meaningful evaluation quantitative and qualitative Indicators are to be used to assess the benefits of the work being done and the reasons for success and failures.

Field Work Objectives:

1. Developing critical ability to analyse problems of the community and groups.
2. Developing skills related to planning organizing, administration, monitoring and evaluation with respect to programmes/schemes/services/projects.
3. Internalize professional attitudes and work in a given structure.
4. Developing Research skills and ability to undertake simple tasks.
5. Focussing on Community Organization and selective application of other methods of social work.

Field Work Method:

The focus of work should be on Integrated methods of social work focussing on community Organization.

Field Work Records :

Each student shall maintain a Field work journal, a field work diary and attendance sheet. At the completion of Field work each student shall submit a summary report of the work done covering the following points.

- (a) A brief profile of the community and the field work agency if any.
- (b) A brief outline of the issues taken up for work, the intended target-group the activities undertaken etc.
- (c) A brief outline of the success/failures of the issues taken up and the reasons for the success/failures.
- (d) Impact of field work on personality development of a student (In brief)

**PERSONNEL
MANAGEMENT
AND
INDUSTRIAL
RELATIONS
GROUP**

Specialization Subject

PERSONNEL MANAGEMENT AND INDUSTRIAL RELATIONS

- | | |
|-------------------|--|
| PMIR – I | LABOUR WELFARE |
| PMIR – II | LABOUR LEGISLATION |
| PMIR – III | PERSONNEL MANAGEMENT & HUMAN RESOURCES

DEVELOPMENT |
| PMIR – IV | INDUSTRIAL RELATIONS AND TRADE UNION IN INDIA |
| PMIR – V | INDUSTRIAL SOCIOLOGY AND PSYCHOLOGY. |
| PMIR – VI | LABOUR ECONOMICS & INDIAN LABOUR PROBLEMS |
| PMIR – VII | PERSONNEL PROCEDURE AND PRACTICES |

PMIR – III

PERSONNEL MANAGEMENT & HUMAN RESOURCES DEVELOPMENT

PERSONNEL MANAGEMENT :

- Topic – I : Nature, Evolution, Definition, Objectives, Scope and Principles of personnel Management.
- Topic – II : Structure and Function of Personnel Department.
Changing Role of personnel Manager.
- Topic – III : Employment – Recruitment, Selection, Steps in Scientific Selection.
- Topic – IV : Wage and Salary Administration – Wage determination, Financial and non – financial incentives.
- Topic – V : Induction, promotion Policy and Retirement Benefit.

HUMAN RESOURCES DEVELOPMENT: -

- Topic – VI : a) Concept of Human Resources Development.
b) Techniques of Manpower Planning, Assessment of Manpower planning, Job evaluation, performance Appraisal, Merit Rating.
- Topic – VII : Training
a) Need, definition, importance, steps, methods and Feed – back.
b) Human Resources for better productivity,
c) Workers Education Scheme.
- Topic – VIII : Executive Development
a) Management Development programmes.
b) purpose importance process. Techniques of Management development. Factor inhibiting Management Development Golden Handshake.
c) Communication skills.
d) Behavioral and Social skills, interaction with the People, Subordinates, superior and colleagues.
- Topic – IX : a) Total Quality management inhibiting.
b) I.S.O. 9000 meaning & need for Industry.

Reference Books

1. Personnel Management – Flippo Edwin.
2. Personnel Management in India – Sen Gupta and Others.
3. Personnel Management – Vorthcott.
4. Personnel Administration and practice – Rudra Basavraj.
5. Personnel Management & Organisation behaviour – S.K.Gokhale.
6. Cases in personal management S.K.Gokhale.
7. Dynamics of Personal Administration – Rudra Basavraj.
8. Personnel Management in – India Institute of Personnel Management.
9. Readings in Personal Management – J.A. Panakel, nite D.C. and T.K. karunkaran.
10. Personnel Management (Management of human Resources 111rd edition, (1983), Dr. C.B. Mamoria.
11. Personnel Management – Arun Monnappa Mirza 3. Sayadain, Indian Institute of Management, Ahmedabad.
12. Managint the Managers – D.W. Gaitonde, manual on service condition of managers.
13. Labour Law Agency – Apprentices Act 1961, with rules.
14. Workers education in India – K.K.Kakkar.
15. Personnel Management and Industrials Relation in India – Davar, Dale Yoder.
16. Encyclopedia of Human Resource Development – Editors – S.K. Singh, P.R. Jalan.
17. Management of Human Resources – Rakesh K. Chopra, Kitab Mahal – Allahabad.

PMIR – IV

INDUSTRIAL RELATIONS & TRADE UNION IN INDIA

1. Industrial Relations: Meaning, concept scope. Approaches. Evolution and Development of Industrial Relations.
2. Role of Government, Trade union and Employers in Industrial Relation
3. Industrial Relations Machinery in India-Concillation, Arbitration and Adjudication.
4. Mechanics of Industrial Relations-Collective Bargaining, Joint Management Council, Works Committee, workers participation in Management.
5. Plant level Industrial Relations – Grievance handling procedure, Role of personnel and other plant level officers in promoting industrial Relations.
6. Workers participation in Management, Code of discipline, Tripartite bodies, ILO, I.R. & the new economic reforms.
7. Trade Unions: Meaning, Objectives, Functions. Theories structure of Trade unions.
8. Trade Union and labour movement in India. Central organization of Trade union, union in unorganized sector.
9. Problems of Trade union : Leadership Finance & union Politics & Rivalry.
10. Union Role in Relation to job security wage determination, Standard of living.
11. a) Recognition of Trade Union Status of recognized Union Procedure of Trade Union recognition.
b) Union Security – open shop, closed shop union shop & check off.

Reference Books.

1. Trade Union Leadership Profile – Acharji Nilima, Ambika Pub. New Delhi.
2. Trade Unionism in under Developed Countries – Ghosh Subrathesh. Book and Publishers, Calutta.
3. Trade Union Movement in India Jawaid Schil, sundeep prakashen, Delhi.
4. Indian Union problems and prospect – Kamik V.B. Minerva Associates, Calcutta.
5. Labour Movement in India-Sharma G.K. Sterling Pub. Pvt. Ltd. New Delhi.
6. Indian Trade Union Leaders – Singh Jaspal, National Publishing House New Delhi.
7. Trade Unions in India – Verma, Pramod and mukherjee, Oxford and

IBH pub Co. New Delhi.

8. Labour welfare Trade Union and Industrial Relation – Pinker S.D.
Dodhar S.B. and Sankarn, Himalayan Pub House Bombay.
9. Economic of labour and industrial relations – Karnik V.B. Somaiya pub
pvt. Ltd. Bombay – 1
10. Indian working class Movement – mathur J.S. J.S. Allahabad,
Ramanujan G.
11. From the Babul tree story of Indian labour – Indian Trade Union
Congress, New Delhi.
12. Trade Unions and Politics on India – Crouch harold Manal talas,
Bombay.
13. Dynamics of Industrial relations in Indian – mamoria C.B. Himalaya pub
House Bombay, latest edition.
14. Industrial labour and industrial relations in India, Volume II – Memoria.
C.B. Kitab Mahal Allahabad.
15. Law Relating to trade Union in India – Srivastaca, Eastern Book Co.
Sec – ond Edition.
16. Industrial relations and workers involvement – Michael V.P. Himalaya
pub – lication, Bombay.
17. Industrial Relation in India – Charles myer.
18. Personnel Majagement & I.R. in India – By Davar Dale Yolder.
19. Dynamics of Industrial Relations – Dr. C.B. Mamoria
20. Labour Relations law in India – S.L. Agrawal.

PMIR – V

INDUSTRIAL SOCIOLOGY AND PSYCHOLOGY

1. Industrial Sociology – Definition, nature scope & importance.
2. Impact of Industrialization on Society, Industrial Society, Culture and
Characteristics.
3. Factory as a Social Organization – Formal and informal groups social
and industrial stratification,
4. Domestic and factory system of production Industrialization and growth
of Industrial Sociology.
5. Technological change and its impact on Society – modernization
Urbanisation, Rationalization.
6. Industrial Psychology – Definition, Nature Scope and development of
Industrial psychology. Importance of study to I.P. to a personnel man.

7. Human behaviour at work – Human needs Frustration Attitudes – Their formation measurement and change job satisfaction.
8. Motivation – theories and techniques Industrial morale Fatigue boredom stress and strain.
9. Communication in Industry – definition concept importance, types channels of effective communication Factory distorting communication Communication in Industrial Relations.
10. Industrial conflicts – Types & conflict management Human problems in Industry.

Reference Books

1. Berg Ivar – Industrial Social Prentice hall Inc. N.Y.1979.
2. Brown David and Harlson Michal J-A sociology of Industrialisation and introduction – The Macmillan Press Ltd. London 1978.
3. Faunce Wolliam – Problems of Ind. Society McGraw Hill Book co. New York, 1968.
4. Gisbert, Faseuan S.K. – Fundamentals of Ind. Sociology Tata McGraw Hill Pub. Co. New Delhi.
5. Miller, Delberg and Forum Williams H. industrial sociology Harper and Row. (Industrial) II edition 1964.
6. Parker S.R. (ed) Brown R.K. and others – The sociology Industry, George Illen, Urwin London 1977, III edition.
7. Chnider, Eugene V. – Industrial sociology McGraw London 1971 II edition.
8. Spaulding charles B.- An introduction to I Sociology Taraporevala Sons and Co. Bombay (text) 1970.
9. Angyri Cris. – Presonality and organisation, Harper Raw international, New York 165.
10. Blum Milton L. Maylor, James C.- Industrial psychology Harper International Edn. New York 1968.
11. Brow J.A.C. Social psychology of Industry penguinie books 1954.
12. Fleishman, Edvin A (edn) – Studiesin personal and industrial psychology, the Dorsey Press Home Illinois 1967.
13. Ghosh P.K and Ghorpade M.B. – Industrial Psychology Himalaya Pub. House Bombay 1980.
14. Organ Denis W.- The applied Psychology of works behsviour Busniess Pub INC. Dallas Texax 1978.
15. Schultz Dviana. F. Psychology and Industry Macmillan. U.S.A. 1970.

16. Tannerabaun Arnold S. Social Psychology of work organisation. Tavi stock pub. 1971.
17. Miner John B. industrial Psychology Macmillan Lodon 1969.
18. Induction Sociology – Mukhi H. R.
19. Introduction Industrial Sociology – R . N. Sharma
20. Organizational Behaviour – Robbins III edition
21. Organizational Behaviour – Sekam
22. Organizational Behaviour – Stephen P. Robbins
23. Organizational Behaviour – Keith Devis.
24. औद्योगिक समाजशास्त्र - सुमन पाटे
- २५ उद्योगाचे समाजशास्त्र - प्रा.पी.के.कुलकर्णी
- २६ कर्मचारी आणि औद्योगिक मानसशास्त्र - प्रा.रवि पंडित, डॉ.प.श्री.पंढरी पांडे

PMIR – VI

LABOUR ECONOMICS & INDIAN LABOUR PROBLEMS

1. Definition, nature and Scope of labour economics.
2. Characteristics of Labour as a factor of production. Supply & demand aspect.
3. Employment – Theories of employment full employment unemployment and under employment exchange.
4. Wages – Theories of Wages, development of wage system, methods of wage payment.
5. Wage Regulation, concept of Minimum Wage Fair Wage Living Wage wage policy for developing economy.
6. Productivity – Concept Measurement techniques of productivity labour efficiency and productivity factors for productivity,
7. Problems of Agriculture Labour Bonded Labor Child Labour and Women Employment and Contract Labour.
8. Labour problems – Absenteeism employment of sons of soils Indebtedness, migration Labour Turnover.
9. Labour and economic development – Problem of slum and housing, environmental pollution, Individual and Collective Discipline.

BOOKS FOR REFERENCES:-

1. Economic of Labour and Industrial Relations
- T.N Bhagoliwale (1995 E)
2. Indian Labour Problems
- V.V Giri.
3. Personnel Management
- C.B. Mamoria.
4. Labour Economics and Social Welfare
- Dr. B.P. Tyagi
5. Labour Welfare, Trade Unions and. I.R.
- Puneekar and Deodhar
6. Industry and Labour
- Ramaswamy
7. Report of National Commission on Labour
- Govt. of India Publication, Simla.
1. Labour economics – Appletion J.D.M. and B. Handbooks,
London, 1975.
2. Economic of labour industrial relation – Bhagoliwal – T.N. Shitya
Bahvan Agra. 1972.
3. Labour Economics – Datar B.A. Allied Pub Bombay.
4. Labour econmocis – Helfgott Roy B. Random house New York 1974.
5. Industrialism and industrial man – kerr clerk other MIT Cambridge
U.S.A.
6. Economics of labour – Lester R.A. the MACMILLAN Co. New York.
7. Indian Labour problems – Pant S.C. Chaitanya Pub House Allahabad.
8. Principles of wages determination – papola T.S. Somaiya Pub Bombay.
9. Industry and labour – Ramaswami E.A. Ramaswami Umer Oxford
University Press. Delhi, 1981.
10. Report of Nation Commission on labour – Govt of Indian Pub Simla
11. A theory of wage policy – Das Gupta A. K. Oxford University press.
Delhi.
12. Indternattional Labor organisation and india – Dhayani S.M. Natioal pub.
House New Delhi.
13. Wage issue a developing economy – Fonescs A. J. Oxford University
Press. Bombay,
14. Labour problems in Indian Industry – Giri V.V. Asia Pub House Bombay.
Planning for employment. Marayana D.L. Despade L.K. Bombay.
15. Planning for employmednt – Sterline Pub Pvt. Ltd. New Delhi.

16. Problems of Industrial Society – Faunce W.A. McGraw Hill Book Co. New York.
17. Indian labour problems and prospects – Karnik V.B. Minerva Associates Calcutta.
18. Labour problems – Sinha R.R. and Singa M.H.
19. Industrial labour In India – Sinha V.B.
20. Labour economics and industrial development in India – Snjvayya D.
21. Labour economics and labnour relations – Reynolds L.G.
22. Labour economics wages, employment and Trade unions Marshall F.R
23. Labour economics – William C.G.
24. Principle of economics – williams C.G.
25. Labour economics and welfare by desai, Rao and R.S. Davar.
26. अणारे अर्थशास्त्र - डॉ.प्रभाकर देशमुख

PMIR – VII

PERSONNEL PROCEDURE & PRACTICES

1. Time Office – Time Office functions and responsibilities of a Time Keeper, Leave Administration.
Personnel Record Payment and Allowance.
2. Service Rules and Conditions – Conditions of Employment Contents of the Appointment Letter salary Leave Provisions Implementation of disciplinary rules practices relating to transfer and promotion.
3. Procedures and Practices – Procedures and practices in relation to employment termination of service Lay off retrenchment notice of change accidents. Conditions of work closure lockout strike.
4. Disciplinary procedure – Application of disciplinary rules drafting
5. disciplinary letters show cause notice charge sheet, Discharge, Dismissal, Termination of Service.
6. Domestic Enquiry – Enquiry procedure, Procedure, Principles of Natural justice.
7. Employment Administration – Statutory returns and other records that Are required to be kept under different labour legislation's, settlement And Awards, Exit Interview Resignation Process and feedback.
7. Select cases on theft, breach of settlement

BIBLIOGRAPHY

1. Time Keeping – Joshi , K.D. and L.V. Managerial and Industrial Services, Pune – 30
2. Misconduct in Employment – Ghaiya, B.R. Eastern Book Co., Lucknow.
3. Labour Management (firms and Procedures) – Kumar H.L.
4. Supreme Court Labour Judgements (Up-to date) – Bhattacharya K.K., Law Publishingf House, Allahabad.
5. Industrial Law – Bulchandani K.R. Himalay Publishing House, Bombay.
6. Law and Procedure of Departmental Enquires –Ghaiya B.R., Eastern book Co., Lucknow.
7. The Law of Industrial Dispures, (Vol. 1&2) – Malhotra, O.P., N.M. Tripathi Pvt. Ltd., Bombay
8. The Law Industrial Desputes, Disputes in India _Rustomji, R.F., Asia Publishjers, Bombay.
9. Reading in Indian Labour and Social Welfare – Mungia, J.N. Atma Ram and sons. New Delhi.
10. The Industrial Employment Shjyamkant Gokhale (standing orders) Act 1964,Puri, S.D. Labour Law Afency, Bombay.

Note:

(The student are also expected to go through various personnel Procedures such as retrenchment, lay off, application under S.33 c, Domestic inquiry etc. They should also refer to various drafts used in employment, dismissal discharge, Simple discharge, suspension, suspension pending inquiry charge sheet, appointment order, settlement etc.

(Field Work Guidelines In Addition To A Detailed Note)

Specialization: & Personnel Management

The Field Work programme for this specialization will consist of the following Components.

Section A

- (a) Concurrent Field Work Placement in Labour Related Agencies, Specfically in Factories and Industries.
- (b) Visits to agencies like (1) Office of the Labour Commissioner, (2) Labour Courts, (3) Office of the Director of Industrial Health and Safety, (Factory Inspectorate),(4) Central Board for Workers Education, (5) E.S. I. Corporation Office and Hospital.

Section B

Study Tour:

Objectives of Concurrent Field Work Placement:

- (a) To Give an opportunity to the students to get acquainted with the realities of The job situation, by gaining the knowledge of the functioning of an agency with special emphasis on personnel Department of Administrative Deptt.
- (b) To offer intensive and co-ordinated learning experience to the students and thereby enable them to develop abilities to analyse the work situation and to form decision making capabilities
- (c) To help the students to increase his ability to relate and apply theoretical inputs of all aspects of Labour Welfare and Personnel Management into practice.
- (d) To help the students to gain the experience of application of Professional Social work, skills specially case work, counseling etc.
- (e) To provide opportunity to the students to realize the field demands on the role expectation of a personnel functionary in connection to all Labour related agencies.

Objectives of Study Tour:

- (a) To enable the students to broadly understand, the functioning of Labour related agencies in other regions.
- (b) To offer opportunities to the students to broadly compare and contrast the functioning of concurrent field work agencies and that of similar agencies in other regions.

Time-In-put, Records, Conferences etc:

Students must follow the directions given in general for the whole M.S.W. II level in connection to Time-in-put, maintenance of oc records, attending conferences etc.

Detailed Manual:

Each University/Institute will prepare a detailed manual for this purpose, keeping in view the objectives mentioned above, and the same should be placed before Board of Students. For approval.

Valuation:

Each University/Institute may prepare a standard proforma for evaluation with a view to bring objectivity in evaluation. The points of evaluation may be re-intimated to the students as a practice, Half yearly evaluation may be done as to enable the student to make up for the loss.

Examination Leading to the Degree of Master of
Social Work Part-II
(M.S.W.II) Detailed Note

Concurrent Field Work Guidelines

- (a) Concurrent field work records will include regular maintenance of field work journal, files, Diary, attendance and conference sheets. A summary records should also be submitted by the student.
- (b) A minimum one Individual conference shall be held in a week with the field work Supervisor (Teacher) concerned.
- (c) The Students shall be placed in accordance with their field of specialization in Institutional or Non-Institutional setting.

On the basis of these guide lines assignments regarding field work to develop knowledge skills attitudes on the part of the students a Field work Manual (Specialization wise) shall be prepared by the affiliated University/Department of Social Work. This Field work manual must get approval of the Board of studies in Social Work, University.

Educational Tour

- (i) An Educational Tour (Specializationwise) shall be undertaken every year as a part of Field Work
- (ii) The Tour's duration should not exceed Seven days including days of travel.
- (iii) The Tour will be limited preferably to the state of Maharashtra.
- (iv) The Tour should cover a minimum of seven agencies related to the field of specialization.
- (v) Cultural and historical places may also be covered during the tour.
- (vi) Each student shall submit a final report immediately after the tour is over to the University/Department on the following aspects. Tour shall not be substituted by other activity.
 - A brief description of the visits and the discussion held there.
 - His/Her role in the organization of the tour.
 - A critical evaluation of the work being done by the agencies visited.

Internal Viva-Voce (Field Work):

An Internal viva-voce will be held for each student as a part of field work assessment panel of three Faculty members (including Principal or Head of the Department) shall be constituted by the University Council. Each member will individually mark a student, the average of which will constitute the

internal viva-voce marks of the student. Marks for Internal viva-voce shall limited to Ten.

Internal Viva-voce (Research Projects):

- (a) The Project shall be in the nature of a Survey.
- (b) The Research project work must be spread over one academic session.
- (c) The allotments of the students (Supervises) to the respective faculty members may be made by the end of M.S.W.- I course (i.e. by the last week of January).
- (d) The typed report must not exceed 100 (One Hundred) pages inclusive of all Appendices, Bibliography, foreword, title page, table of contents, list page, table of contents, list of diagrams etc.
- (e) A student shall cover the following points while preparing the

Research project work (Dissertation):

- 1. Research Topic Finalization.
- 2. Area of Study.
- 3. Objectives.
- 4. Hypothesis/Research Questions.
- 5. Sampling Design.
- 6. Tool of Data Collection.
- 7. Chapterization.
- 8. Bibliography

(f) Internal Viva-voce (Research Project):

An Internal viva-voce will be conducted of each student by a panel of three Faculty members (Teachers) including principal or Head of the department which shall be constituted by the university/school of the concerned university. Each members will individually mark a student, the average of which will constitute the internal viva-voce marks of the student. Total marks for Internal viva-voce shall be Limited to TEN.

For Research Project, Marks allotted by an External Examiner shall be submitted by the external Examiner independently to the Nagpur College and marks allotted by an Internal supervisor shall be submitted to the University through the Head of the Institution/Department.

List of Journals and Administration

(I) Social Work

1. Journal of Social Work, Half-Yearly : Department of Social Work, Lucknow University, Lucknow.
2. The Indian Journal of Social Work, Quarterly : Data Institute of Social Work, University of Social Sciences, Bombay.
3. Rashtriya Sewa, Half-Yearly : Department of Social Work, University of Delhi, Delhi.
4. Perspectives in Social Work Half Yearly : University of Social Work, Nirmala Niketan.
5. Sanaj Seva, Quarterly : Maharashtra Raiya Pariviksha, Anurakshan Sanghatana, Pune.
6. Indian Journal of Public Administration, Quarterly : Indian Institute of Public-Administration: Indraprastha New Delhi.

(II) Education and Research

1. Sociology of Education, Quarterly : American Sociological Association, Washington.
2. Indian Journal of Education, Quarterly : Indian Adult Education Association New Delhi.
3. University News, Weekly : Association of Indian Universities, New Delhi.
4. Shikshan Samiksha., Bi-Monthly : Bhartiya Shikshan, Pune.
5. Bhartiya Shikshan Monthly : Bhartiya Shikshan, Pune.
6. Research Abstracts, Quarterly : I.G.S.S.R. New Delhi.
7. Indian Dissertation Abstracts, Quarterly : Indian Council of Social Science Research and Association of Indian Universities.

(III) Social and Economic Aspects

1. Hakara, Quarterly : Maharashtra Manav Vigyan Parishad, Pune.
2. Samaj Sewa Half-Yearly : Maharashtra Rajya Paryavakshan Va Anurakshan Sanghatana, Pune.
3. Sabla, Bi-Monthly : Sewagram Vikas Sanstha, New Delhi.
4. Samyayog Forthinghtly : Samyayog, Laxminagar, Nagpur.
5. Tribal Research Bullettin Bi-Annual : Tribal Research and Training Institute Pune.
6. Satyagraha Mimamsa Monthly : Navchetna Samiti, Jaipur.
7. Lokayan, Bi-Monthly : Lokayan, New Delhi.
8. Samaj Kalyan, Monthly : Central Social welfare Board, New Delhi.
9. Kurukshetra monthly : Ministry of Rural Development, New Delhi.

10. Yojana, Monthly : Planning Commission Office ,Bombay.
11. Social Change, Monthly; Council for Social Development, New Delhi.
12. Marushi Bi-monthly : Manushi Trust, New Delhi.
13. Gandhi Marg (Hindi & English) Quarterly : Gandhi Peace Foundation, New Delhi.
14. Economic & Political, Weekly : Sameeksha Trust, Bombay.
15. Mainstream, weekly : Perspective Publications, New Delhi.
16. Man In India Quarterly ; Man in India Ranchi .
17. Man & Development Quarterly ;Center for Research in Rural and Industrial Development , Chandigarh .
18. Journal of Rural Development , Bi -monthly ; Inditute of Rural Development, Hyderabad .
19. Nararick Qiarterly ;Centre for Urban Studies, The Indian Institute of Public Administration ,New Delhi

(iv) Science and Technology

- 1 People 'Action Quarterly ; Council for Advancement of people's Action and Rural Technology ,New Delhi .
- 2 Science for villages, Quarterly ; Center of Science for villages , Wardha .

(v) Health

- 1 Herald of Health Monthly ; Hindi & English (Ed) ;Oriental Watch Man ,Piblishing House , Pune .
- 2 Nutrition , 1992 ,Hindi & Editions ; National Institute of Nutrition & C.M.R, Hyderabad.
- 3 Swasrh Hindi , Monthly ; Central Health Education Bureau , New Delhi .
- 4 Maharashtra Arogya Patrika ,Monthly ; Maharashtra Rajya Arogya Shikshan Kendra ,Pune .
- 5 The Nursing Journal of India Trained Nurse's Association India New Delhi .
- 6 Pen (Population Education News), Quarterly ; Family Planning Association , Perekkala ,Haryana Branch .
- 7 Parivar kalyan, Monthly ; Family Planning Association of India , New Delhi .
- 8 New Letter ; Foundation for Research in community Health Bombay .
- 9 The Journal of Family Welfare , Monthly ; Family Planning Association of India Bombay
- 10 India Journal of Psychiatry , Monthly ;India Psychiatric Society ,Lucknow

Nimhans Journal, Journal : Nimhans, Bangalore.

(VI) Families, Children and Handicapped

1. Parivar Kalyan, Quarterly : Family Planning Association of India,
2. ICCW, News Bulletin, Yearly : Indian Council of Child welfare, New Delhi.
3. Naceoh, New, Half Yearly : National Society for Equal Opportunities for the Handicapped, Bombay.
4. Samaj Seva, Half Yearly: Maharashtra Rajya Pariviksha Va Anurakshan Sangharana, Pune.
5. Bhartiya Vikalang, Monthly : Bharatiya Viklang Prakahsan Sanstha, New Delhi.

(VII) Criminology & Correctional Administration

1. Social Defence : National Institute of Social Defence, New Delhi.
2. Indian Journal of Criminology : Indian Society of Criminology, Deptt, of Psychology, Madras, University, Madras.
3. The Indian Journal of Social Work : Tata Institute of Social Sciences, Bombay.
4. The lawyers Collective : India Jaisingh, Bombay.

Core Domain

**SOCIAL WORK THEORY AND PRACTICE:
SOCIAL WORK PRACTICUM**

Learning Opportunity Title	INTRODUCTION TO SOCIAL WORK PRACTICUM
Learning Opportunity No.	1.3.0
Level	UG and PG

Introduction:

This practicum with nine learning opportunity is designed to provide a variety of opportunities to develop and enhance professional practice skills. Learning is aided through observation, analysis of social realities and experience of participation in designing and providing social work intervention.

Objectives

The objectives are met by providing a variety of experiences to learners to;

1.
 - i. Develop the ability to observe and analyse social realities.
 - ii. Understand the characteristics of social systems and their dynamics.
 - iii. Appreciate society's response to people's needs, problems, and social issues.
 - iv. Develop critical understanding of the application of legislation, legal process, and social policy.
2.
 - i. Develop the ability to examine the process of programme management and participate in the effort at various levels.
 - ii. Develop the ability to recognize the need for new programs, initiate and participate in them.
 - iii. Use human rights tools, understanding of gender justice, and need for equity in all intervention.
 - iv. Develop an understanding of organizational structures, resource management, and day-to-day administration for human service programmes- developmental and welfare.
 - v. Develop the capacity to integrate knowledge and practice-theory by participating in intervention.
3.
 - i. Clarify and imbibe values which sustain positive attitudes and professional ethics.
 - ii. Develop the capacity for self-direction, growth and change through self-awareness.
4.
 - i. Enhance writing skills to document practice appropriately. Recordings to be viewed as an expression of interest, motivation and involvement in practice and as evidence of enrichment in the process of professional growth.

To meet these outcomes, several opportunities with specific objectives are designed. About eight different sets of opportunities with details of content and related tasks are listed below.

1.3.1 Orientation provides information regarding

- i. the importance and place of the practicum in the educational programme.
- ii. the purpose, functions and ethics in professional practice

1.3.2 Visits-provide an exposure to and understanding of the services provided in response to people's needs.

1.3.3 Structured experience laboratory-is a classroom activity, kto provide in the games/activities, form the involvement of self in various practice skills. These laboratory experiences are designed in small groups to encourage participation, sharing of the experience and aid in examining learning and

applications of skills. These sessions have a specific objective of experiencing self, and applying/using self in practice.

- 1.3.4 **Rural/Tribal camps**-provide opportunities to experience rural life, analyze rural dynamics and observe the functioning of local self-government and voluntary organizations. This experience aids peer participation in planning for own group land those for local people. It also helps develop skills carry out, evaluate, and report the experience.
- 1.3.5 **Study Tours**-urban and rural, provide an experience to study and appreciate innovative efforts by individuals and groups towards meeting peoples core needs, and initiate development.
- 1.3.6 **Workshops: Skills Development**- help learners acquire specific skills for situations encountered during practice and acquire skills for intervention. These may be for problems/concerns, issues or situations like, work with alcoholics, HIV, AIDS effected persons, adolescents for life skills development, youth for leadership development and couples for marital relationship and enrichment, work with elderly.
- 1.3.7 **Concurrent practice learning**-on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in agencies or in communities to initiate and participate in direct service delivery.
- 1.3.8 **Summer Placement**- enables learners integrate learning and generate newer learning by participating in a setting. The learner gets involved with direct practice with the client system and with the ongoing management operations of the setting. The time frame recommended for this experience is about three weeks, after the year of the post graduate programme.
- 1.3.9 **Block placement**- enables learners integrate learning and generate newer learning by participation in the intervention processed over a period of 4to6 weeks continuously, in a specific agency. Usually, block fieldwork is provided at the end of the two-year programme. Some educational institutions offer such an opportunity at the end of the third or the prior to the examinations of the fourth semester.
Each set of the learning opportunities has its own design elaborated upon in the next few.

Learning Opportunity Title SOCIAL WORK PRACTICUM-ORIENTATION**Learning Opportunity No. 1.3.1****Introduction**

Two types of orientation activities are organized. One is orientation to social work practice learning and its place in the curriculum. While the other is orientation to the setting/agency. The learner is placed in for the social work practice learning. This orientation is carried out at the setting/agency in the first two weeks.

Orientation**a. Orientation to social work practice**

This orientation may be through a large group meeting to share and discuss place of practice learning as an integral part of the curriculum.

Code, norms, and expectations of this teaching-learning opportunity.

Requirements of working like days, hours, agency timings and other such details of practice learning.

Nature and tasks of initial phase and involvement of learner and instructor.

Learner responsibility to setting agency and the institution of learning.

Details regarding records and their submission.

Practice learning instruction: individual conferences – one hour per week, group conferences once a fortnight.

B Orientation to social work setting/agency of placement –to be carried out at the practice placement setting.

Nature of setting/agency – its objectives services programmes, structure, general environment.

Contact person in the setting/agency, role of that individual.

Annual and other brochures of information.

Introduction to setting/agency its programmes and beneficiaries. Information of other similar services.

Policies supporting the service agency both local, national.

In the first four weeks the learners may make a local directory to include emergency numbers of hospitals/primary health centres, police, ward of panchayat office, and net work agencies, along reference to other developmental and welfare services in the location with a brief.

Core Domain**SOCIAL WORK PRACTICUM**

Learning Opportunity Title **SOCIAL WORK PRACTICUM-VISITS**

Learning Opportunity No. **1.3.2**

Level **UG / PG**

Objectives

- a. Acquire skills of systematic observation and develop a spirit of inquiry.
- b. Understand society's response to social problems through various services
- c. Understand, appreciate and develop ability to critically evaluate the initiative of voluntary and government programmes.
- d. Develop an appreciation of social work intervention in these programmes by recording:
 - i. relevant factual information about the client system and the problem/concern
 - ii. the selection of programmes/strategies for solving the problems, and their relevance to the client system and the problem concern or the issue.
 - iii. The role of the social worker and its relevance to the clients' needs and the problem.
 - iv. The relationship between the micro problems observed and the macro situation, the appropriation of the organization's resources and nature of intervention.
 - v. Gaps identified and suggestions.

Note-Suggestions of field visits

A minimum of six visits may be made to settings like those listed below to observe services/programmes developed to meet peoples needs.

- I Health setting-community health extension projects, primary health centers, clinics.
- li Educational setting-formal/school, non-formal/adult education centers, income generating skill development centres.
- iii. Community services like : life skill development programme centers, environment improvement centres, e.g. a family service centre/communitiy projects in urban and rural settings.
- ii. Services for special groups like the differentially abled, (b) destitute ,migrants, and elderly, both institutional and non-institutional.
- iii. Criminal institution centres – municipal offices, panchayat offices and ward offices, etc.

- iv. Destitute migrant and elderly persons services both institutional and non-Institutional.

Suggested tasks for the faculty in charge of institutional visits.

- a. Select the agencies to provide an understanding of various settings for development, preventive, and crisis situations programme.
- b. Communication to the selected agencies must:
 - i. carry a request for making such a visit.
 - ii. A request for arrangements to meet with specified members of the staff, and client system.
 - iii. A follow up letter to appreciate the agency's cooperation for the visit is essential.
- c. Students should be given a brief orientation regarding the position of the agency in the overall service system. Guidelines for observation and reporting of the visit need to be provided.
- d. For effective learning, the faculty in-charge should create an atmosphere whereby the learners develop a spirit of inquiry, appreciation for the service. Understand the policy, its relevance and, gaps in the programme delivery process.

Visits should be followed up with sharing of the reports. Use of variety of methods of presentations to be encouraged.

Note-Senior students of UG and PG programmes should be involved in the experience of communication with agencies through letters, phone calls.

Method of Assessment

Credits/marks may be given as per the institution's policy –Group reports to be presented.

Core Domain

SOCIAL WORK PRACTICUM

Learning Opportunity Title **STRUCTURED EXPERIENCE LABORATORY**

Learning Opportunity No. **1.3.3**

Level **UG 1, 2, 3 and PG 1 and 2.**

Introduction

The Structured Experience Laboratory provides the opportunity of "learning by doing" in a safe environment of the classroom. This environment, that is a laboratory, wherein learners and facilitators meet jointly to experience certain intervention skills, needs to be amongst the most non-threatening methods of learning, specially for beginners. This learning opportunity is conducted

through a game/ form, or other simulated exercised. Structured experience are directed to helping the learners enhance their awareness about self and others to aid conscious use of intervention tools.

Objectives

- a. Understanding of situations in the world of reality through experiencing situations in a laboratory setting, using imagination and fantasy.
- b. Reflect over one's own behaviour, and its effect on self and others.
- c. Observe others' behaviour and with the help of the facilitator, understand the same.
- d. Express feelings and appropriate reaction/response to others' feelings.
- e. Confront situations wherein conflicts, decision-making and reflections are necessary.
- f. Observe self, recognize own strengths and limitations, and also observe behaviour patterns that call for change.

Specific objectives for orientation to the initial phase in social work practice learning like at the beginning of first year of both the U.G. and P.G programmes.

- a. Acquire beginning skills to establish relationship with clients and client groups by participation in games for systematic observation, listening, verbal communication and understanding non-verbal messages-body language, empathy and like skills.
- b. Develop better understanding of one another through group processes.
- c. Enhancing self-awareness in relationship to professional role.
- d. Reinforcing professional values.

(a) Outcome of Learning

The learners' ability enhance to adapt, be open to experience, discuss and share this learning.

(b) Facilitators competencies

It is necessary that facilitators undergo these experiences each year prior to taking on the role of being facilitators.

Facilitator's competence must relict in the ability to:

1. Be open to learning through involvement in this experience. Understand self and role of a facilitator.
2. Provide emotional and social support to learners.
3. Foresee consequences.
4. Aid learning through reflection and discussion, and understand its application.

5. Continually look for opportunities to maximize learner involvement and aid exchange of experiences to help the learners grow.
6. Be prepared and organized for sessions.
7. Understand that process and goals are both equally important for such experiences.
8. Recognize signs of learner's growth and integrate this in the structured experiences.
9. Treat all participants with respect, and expect mutual respect from them and among them. Interest and ability to interact by itself is not enough, complete involvement and awareness of the process as 'here and now' is necessary.

(c) Facilitator Readiness

Taking on the role of a facilitator/resource person for experiential laboratory sessions calls for readiness of the persons concerned. This readiness is behaviorally seen as:

1. Willingness coupled with desire and motivation to a facilitator.
2. Willingness to come to facilitator practice sessions.
3. Openness as a facilitator learner to discuss the experience and learn skills.
4. Ability to recognize and appreciate one's own growth and recognize the surfacing of the incomplete gestalt (unfinished business-others' needs arising in the mind) while aiding others learning, and willingness to work on findings about self
5. Understanding one's own needs, allow interaction among the learners. And with no latent desire to interrupt learners during the "flow of communication"
6. i. Observe and sense stress being generated by unresolved feelings individual learners.
ii. Ability to help such learners.

Note for faculty-Usually these experiences are designed at the beginning of the year, same phase as the visits to various settings.

Method of Assessment

This opportunity is not to be evaluated for credit / marks.

Core Domain	SOCIAL WORK PRACTICUM
Learning Opportunity Title	RURAL CAMP
Learning Opportunity No.	1.3.4
Level	UG2 / PG1
Objectives	
a.	Understand the rural social system with special reference to-a Specific poverty group.
b.	Analysis the regional rural social system, the approaches, and The strategies of intervention used by the organization.
c.	Understand the nature of government intervention in relation to Poverty groups in the region, and the related structures of decision-making and intervention.
d.	Develop the capacity to critique the intervention of both of Voluntary organizations and the government agencies in relation Relation to the specific poverty group.
e.	Through experience in group-living, appreciate its value in terms Of self-development, interpersonal relationships, sense of Organization, management and taking on responsibility.
f.	Acquire skills in planning, organizing, implementing the camp For example conscious use of time, communication skills, team Spirit, handling relationships, conflicts and differences of opinion Decision making, evaluation, appreciation, sharing of resources, Tasks, coping skills in problem situations, cooperation and Coordination.
g.	Learners are fully involved in planning ,implementing the plans and Presenting their experience in a workshop on return from the camp .
h.	The learners should be encouraged to take on concrete tasks Towards meeting basic/civic needs of the people.

Social Work Education

Guidelines for Study and Observations.

1. Living conditions, housing. Water supply and other amenities.
2. Social life – power structure, community life, social norms and social institutions, dominant caste and untouchability.
3. Marriage and types of families, family life,
3. Economic life – Occupation, extent of employment ownership of House, land , average size of holding, proportion of landless labourers proportion of land held by non – tribals and average size of holding (in a tribal area), Income and indebtedness, bonded labor.
4. Exploitation by landlord, moneylender, and traders extent and Areas of exploitation. Efforts made to obtain justice and with what effect, conflict and conflict resolution methods.
5. Political life-dominant politicians in the region and taluka, the Bases of their power, their links with other economic exploiters and politicians at different levels. Their influence with respect to the police, judiciary government officials. Factional politics that affect development and social justice.
6. Education – level of education, education facilities and who controls them suitability of education system, use of education facilities by different castes and class groups.
7. Conditions of health and nutrition, services available and their use.
8. Positive local initiatives in the area.

*** Other problems and issues.**

- * Analysis of intervention programmes/services approach/strategies, participation of the client system.

- * Gaps and suggestions.

- * Role of the social worker.

10. Guidelines for observation of a voluntary agency in rural setting.

Objectives.

1. The approach and methods used for achieving objectives
2. Organizational structure
3. Priorities and programs evolved. Participation of people in decision-making and in programme implementation, problems encountered in programme implementation.

4. Impact on the villagers in terms of their problems social justice, development of leadership. Development of and alert and democratic, community.
6. Relationship with Panchayat. Raj, Block Development personnel, the magistracy and other government institutions and bodies, difficulties encountered, benefits received.
11. **Guidelines for Observation of community development organizations and panchayat Raj.**
 - a. Administrative set up of both the above.
 - b. Who are the zilla parishad samiti/panchayat members, their socio-economic and caste status.
 - c. Problems of administrative personnel in working with elected persons at different levels.
 - d. Decision making process: type of problems that come before the zilla parishad, panchayat samiti/panchayat who initiates projects of assessing them. How decisions are made – manipulations lobbying pressure tactics used.
 - e. Current major programmes, budget allocations for the programmes, methods of implementation participation of people impact on development and social justice.

Method of Assessment

A seminar may be organized by the learners to present group papers to cover the visit. The sharing may/may not be graded. The learners to be encouraged to present papers with suitable audio – visual aids. All learners to participate in reporting at the seminar and attending the entire seminar.

Core Domain

SOCIAL WORK PRACTICUM

Learning Opportunity Title **STUDY TOUR-URBAJ**

RURAL/TRIBAL/INNOVATIVE PROJECTS

Learning Opportunity No. **1.3.5.1**

UG 2 / PG 2

Objectives

- a. Understand government and developmental services in the context of emerging social realities.
- b. Understand the programmes/strategies, administration/management of the services/programmes and participation of the client system in problem solving.

- c. Understand the role of social work and other disciplines in relation to the service/development programmes.
- d. Appreciate and appraise critically the services/programmes and strategies of an agency in terms of their relevance to the overall development of the client system problem solution at the micro level and its relationship to the macro level.
- e. Through the experience of group living appreciate its value in terms of self-development, interpersonal relationships and mutual responsibility.
- f. Acquire skills in planning. Organizing and evaluation of the study tour, learn conscious use of time communication skills, team spirit handling relationships. Conflicts and differences of opinions, decision making evaluation appreciation, sharing of resources, sharing of tasks coping skills in problem situations, with cooperation and coordination.

Learners are helped to participate in planning implementing and evaluating the experience with the help of the faculty.

Core Domain

SOCIAL WORK PRACTICUM

Learning Opportunity Title **STUDY TOURS – URBAN INNOVATIVE PROJECTS (Institutions may choose between previous and this opportunity)**

Learning Opportunity No. **1.3.6.2**

PG 3 / PG 2

Objective

- a. Understand the problem situation and its socio-economic-political context.
- b. Develop knowledge of organizations that have come up in relation to specific problem situations in the rural and urban areas.
- c. Understand the organization's philosophy, policy, structure, strategies, programmes and processes of intervention in relation to its relevance to the client system and the problem situation.
- d. Critically analyse the functioning of the local government/Panchayat Raj. Institutions.
- e. Identify the strategies used by local bodies to ensure social justice.
- f. Through the experience in group living, appreciate its value in terms of development interpersonal relationships and sense of organization and taking on responsibilities.

- g. Acquire skills in planning, organizing implementing the camp/tour, for example conscious use of time, communication skills, team spirit, handling relationships. Conflicts, and differences of opinion decision-making evaluation, appreciation sharing of resources, tasks, coping skills in problem situations working through crisis situation cooperation and co-ordination,
- h. Learners are fully involved in planning and implementing the plans for the same with the help of the faculty.

Social Work Education

General Guidelines for observation, for visiting agencies – Urban/Rural Tribal

1. History, philosophy thrust, values assumptions principles of the voluntary and government organizations and their services.
2. Socio-economic background, needs problems of the client system.
3. The organizational pattern and administration of the different programmes services/strategies and their relevance to the needs of people. The inter-relationship between problems at the micro-level and at the macro level.
4. The problems faced by the people in relation to the policies, services of the agency. Participation of the client system in the management.
5. Role of social work in the different settings.
6. Role of other professionals in the organization of services/programmes. Developing strategies.
7. The administration and funding pattern of the organization/services.

Method of Assessment

Learners to prepare group reports of the visit and evaluate own efforts for planning and implementing the plan for visits. They may be encouraged to reflect and record their own role in team work towards the visit. The reports may not be graded.

- g. Acquire skills in planning, organizing implementing the camp/tour, for example conscious use of time, communication skills, team spirit, handling relationships. Conflicts, and differences of opinion decision-making evaluation, appreciation sharing of resources, tasks, coping skills in problem situations working through crisis situation cooperation and co-ordination,
- h. Learners are fully involved in planning and implementing the plans for the same with the help of the faculty.

Social Work Education

General Guidelines for observation, for visiting agencies – Urban/Rural Tribal

1. History, philosophy thrust, values assumptions principles of the voluntary and government organizations and their services.
2. Socio-economic background, needs problems of the client system.
3. The organizational pattern and administration of the different programmes services/strategies and their relevance to the needs of people. The inter-relationship between problems at the micro-level and at the macro level.
4. The problems faced by the people in relation to the policies, services of the agency. Participation of the client system in the management.
5. Role of social work in the different settings.
6. Role of other professionals in the organization of services/programmes. Developing strategies.
7. The administration and funding pattern of the organization/services.

Method of Assessment

Learners to prepare group reports of the visit and evaluate own efforts for planning and implementing the plan for visits. They may be encouraged to reflect and record their own role in team work towards the visit. The reports may not be graded.

Core Domain SOCIAL WORK PRACTICUM

Learning Opportunity Title WRKSHOPS: SKILLS DEVELOPMENT

Learning Opportunity No. 1.3.6

Level UG 3 / PG 2

Introduction

Working with people brings up situations. Wherein some problems or conditions are encountered by most learners. One or two day workshops have been experimented with by the institutions of social work education and have received positive evaluation by learners and resources teachers organizing these. Usually these have been arranged to replace some field visits in the beginning of the second and or third year UG and first and/or second year PG programs and specific to learners' needs and also on receiving requests by them.

Objectives

- a. Through the workshop enhance and integrate learning about specific situations, and problems encountered or develop specific skills for intervention – counselling skills for developmental situations preventive or crisis facilitative situations.
- b. Develop capacity to design intervention and participate in the process as a part of the team.
- c. Develop appreciation of the need to link resources for intervention.
- d. Learners are involved in decision making for the experience enhance learning through this opportunity.

Illustrations of Skill Workshop that may be organized.

Population education workshops work with alcoholics and their families work with HIV/AIDS's affected persons adolescent life programmes, youth leadership development and lifestyle programmes work with marital couples, family enrichment programmes and work with elderly. Self-help skills for personal enhancement and awareness development – Yoga, meditation, working with Self-defeating habits, stress management. Work with communities in disaster situations facing migration.

Note— These workshops are to enhance skills/develop new skills for practices in specific situation, specific problems and issues.

Method of Assessment

Learning is not to be assessed for credits or marks. Use of skills during practice to be encouraged and improved.

Core Domain

SOCIAL WORK PRACTICUM

Learning Opportunity

CONCURRENT PRACTICE LEARNING

Level

UG and PG

Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the beginning learner to move on to mastering strategies, skills and techniques to practice social work.

Note to the Instructor

- Field instruction is to provide guided learning opportunities planned together with the learner during individual and group conferences.
- The instructor should be knowledgeable in the process of guiding the learner be fully informed of the setting organization policies in the area of practice.
- At the beginning of social work practice learning the instructor needs to assess the learner ability for social work intervention and personal strengths in order to provide appropriate learning opportunities and rate growth: develop ability for self-assessment and accept instructor assessment strengths and limitations. Assessment format may be shared with placement setting.
- Practice learning instruction. An hour each week for individual conference to be set aside preferably on a fixed day and time. Records to be submitted, read and comments recorded. The learner should preferably go through the comments prior to the conference.
- Records to be viewed as an expression of interest, engagement in practice and as a product of work done. These should indicate a continued process of conscious growth of the professional practitioner. Appropriate teaching learning remarks written on the record should describe the abilities skills behaviour and attitudes of the learners and not to the person. Probing in personal matters to be generally avoided except when it blocks learning. Awareness of transference counter transference and ability to handle it on the onset necessary. Learners personality problems specially of severe nature be referred to specialists with the learners consent.
- The learning of practice and professional role modeling is shaped by the instructors being hence need for the instructor to be positive role model.
- Place of instruction preferably to be the setting agency or its outdoor facilities garden shady tree, or the learning institution, and not other public places.
- Dress and language code to be observed by both the instructor and the learner.

- Regardless to the setting awareness, understanding and skills to implement countries major programmes like those for population growth literach and peoples participation in their won day-to-day services for the basic amenities along with those of empowerment to be members of civil society be viewed as necessary. Instructor to located opportunities for the same. And make sure that the learner gets involved with one major programmes with full awareness of importance stage at which involvement is offered, and with the understanding of its earlier, ongoing and following plans and evaluation.
- Apart from records to be submitted as per institutions rules, it is suggested that a Time-Task diary be maintained. A suggested format follows.

Social Work Education

Note : CONCURRENT AND FINAL ASSESSMENT

Learning Opportunity Title SOCIAL WOAR PRACTICUM –

CONCURRENT PRACTICE LERNING

Introduction

Evaluation for practice learning is based on concurrent work carried out by the learner, culminating into mid-year and of the year evaluation.

Mid-year and end of the year evaluation to show that the learner has had the opportunity to practice skills/utilize strategies: tools and techniques of social work practice learning. A detailed evaluation sheet format based on teaching- learning opportunities as listed for learners may be designed by each institution giving weightage as per the institution's policy.

The following points are listed for the instructor to note for the evaluation conference.

- Both the instructor and the learner to prepare a written evaluation, according to the given guidelines and share these orally at an evaluation conference. After the conference the learner may exercise the freedom to review/rewrite the self-evaluation before final submission to the instructor/ institution.
- The conference to provide both the learner and the instructor, an opportunity to discuss and clarify their mutual insights of the process of teaching-learning, its joys and discomfort along with those for evaluation comments.
- The instructor needs to be a model of openness and acceptance, so that the learner feels free of any possible or imagined future reprisals.
- Confidentiality regarding the evaluation is imperative

- The learner to be assessed for effort and progress from one point one stage to another in the learning process in practice learning. It is the process and not the person that is to be in focus of assessment.
- Gaps in learning opportunities that appear as missed, not available or not simulated for understanding and practice learning need to be identified and recorded by both the instructor and the learner to be shared with the instructor the following semester/year.
- Both the instructor and the learner to understand the goal of evaluation, as one to provide insights and joy of the learner's steadily progress to become a professional and for the instructor further growth in role of practice teaching-learning process.

Core Domain **SOCIAL WORK PRACTICUM**
Learning Opportunity Title **SOCIAL WORK PRACTICUM-
 CONCURRENT PRACTICE LERNING**

Learning Opportunity No. **1.3.7.4**

Level **PG 1**

Introduction

Concurrent practice learning tasks are listed in six areas. The field instructor is required to select tasks from these areas systematically. The sequencing of tasks is range from simple to complex. The broad aim is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations. This learning experience should provide an opportunity of working with communities, groups, individuals/families and managing organization tasks. The six areas are:

- I. Understanding both the agency and the clients as systems.
- II. Developing knowledge of administrative procedures, programme management, and utilizing these skills in practice.
- III. Developing skills of problem solving process, and practice based research.
- IV. Acquiring skills in communication-writing client records, documentation of agency records, correspondence, and public relations skills.
- V. Using instruction to learn practice.
- VI. Developing as a professional person.

Objectives

- 1 Develop knowledge of the socio-economic and cultural realities, and their impact on the client system with specific focus on marginalized groups.
- 2 Develop beginning skills to analyse the impact of the wider social system on individuals, families, groups, communities and organizations.
- 3 Understand the agency as system its philosophy, thrust, objectives structure and management of service/ Programmes.
- 4 Develop the ability to involve the client system in the problem solving process, utilizing skills of social work interventions, including research.
- 5 Develop skills in documenting practice.
- 6 Develop skills in identifying and utilizing community resources both government and voluntary.
- 7 Develop ability to work as member of a team.
- 8 Reinforce belief in the inherent strength of the people to meet their needs and resolve problems.
- 9 Make conscious use of professional values and ethics.

Type of work assignment to First Year learners

Note to practice Teaching Instructor

Work assigned should be with the individuals/families, groups or communities who are victims of circumstances/ marginalized.

For example – exploited women, migrant workers, landless laborers, school dropouts, street children, neglected elderly.

AREA – I SOCIAL WORK IN THE ORGANIZATION / COMMUNITY

Understanding the agency/ community.

Task provided should aid the learner to.

1. Understand the socio- economic and cultural realities and their impact on the organization/ community and the client system.
2. Understand the administrative structure, the communication patterns, leadership, power structure, decision- making and functions of personnel, in government and voluntary agencies.
3. Understand programmes, programme management and participate in their delivery with the use of appropriate programme media. Show ability to write proposals for new programmes and initiate them.
4. Understand the relationship of the organization to others, and its overall physical/human environment and appreciate need for networking.

5. Understanding the financial management, including source of funds, efforts at fund raising.
6. Understand and appreciate the role of the social worker and learners in the organization.

**AREA II. DEVELOPING KNOWLEDGE OF ADMINISTRATIVE
PROCEDURE AND PROGRAMME MANAGEMENT**

1. Involve Learners in day-to-day administration planning, implementation and evaluation.
2. Tasks like preparing project proposals for new programmes.
3. Administration of ongoing services, maintaining accounts, ledgers.
4. Correspondence and records of the organization.
5. Budgeting and fund raising.
6. Working with various categories of personnel in the organization and also as a member of a team.
7. Planning and implementing short term training programmes for personnel in the organization.

**AREA III. PROBLEM SOLVING PROCESS AND PRACTICE
BASED RESEARCH**

1.
 - a. Identify problems and analyse them.
 - b. Analyze the causative factors and dynamics in the problem situations.
 - c. Select appropriate strategy, methods and techniques of problem solving.
2. Establish and maintain relationships.
3. Identify focus of work together with client, groups/communities.
4. Involve the client system in the problem solving process.
5. Identify and utilize resources – human, material and financial.
6. Select and utilize appropriate tools for problem-solving, such as interviews- individual/groups, home visits programmes media and research.
7. Integrate theory and practice and utilize the integrated approach in social work practice.
8. Conduct a small practice based research.

AREA IV. DEVELOP SKILLS FOR COMMUNICATION

1. Records to indicate:
 - a. Selection of material for recording.
 - b. Sequential arrangement.
 - c. Clarity and consistency.
 - d. Feeling and attitudes.
 - e. Perception of dynamics of interaction.
 - f. Beginning ability to operationalize the theoretical inputs in field practice.
 - g. Growth as a professional practitioner.
2. Ability to write different types of records like memos, letters, referral, letters, minutes, reports document practice.
3. Use appropriate media when presenting reports.

AREA V. LEARNER'S PRACTICE TO MANIFEST

1. Internalization of social work principles like: respect for persons, social justice. Confidentially empathy, human dignities right to decision-making gender sensitivity.
2. Develop understanding of strengths and weaknesses, ability to see preconceived notions of people and issues recognize habitual patterns of behavior and make efforts to change.
3. Openness to learn, in relation to client system. Authority team members and others.
4. Conscious use of self as growing professional.

AREA VI.

1. RESTONSIBILITY TOWARDS SELF

- a. Regularity and punctuality at work and appointments.
- b. Recognition of the need for an on-going assessment of own capacity to assume and manage responsibility.
- c. Not giving false assurance.
- d. Preparation of self and client system for termination.
- e. Makes efforts to fulfil responsibilities assigned within the stipulated time and gives importance to tasks.
- f. Gradual identification with the agency and the profession.

2. RESPONSIBILITY TO THE PROFESSION

- a. Develop a commitment to the profession its ethics and for social change.
- b. Work towards enhancing the status of the profession.
- c. Disseminate information of the profession.
- d. Assume conscious responsibility for actions.
- e. Value efforts as more important than success and failure.
- f. Dress appropriately and consciously develop behaviour as a disciplined.

3. USING INSTRUCTION TO LEARN PRACTICE

- a. The learner and the instructor use field instruction as a tool for mutual professional growth.
- b. Understand the importance of recording and their regular submission.
- c. Integration of theory and practice should be reflected in records and be discussed at conferences.
- d. Shows willingness to accept strengths and limitations and uses guidance to for professional development.
- e. Demonstrates self-discipline in practicing social work ethics and values and in norms to be observed in behavior and dress.
- f. Takes responsibility for learning by planning conferences and participating in them through discussions.
- g. Receive guidance for practice based research.

Core Domain

Learning Opportunity Title

SOCIAL WORK PRACTICUM

SOCIAL WORK PRACTICUM

CONCURRENT FIELD WORK

Learning Opportunity No.

1.3.7.5.

Level PG 2

The Learner is to use a holistic approach to problem solving, organize people to meet their needs, move from problem to issue based work and gain greater confidence working independently.

Objectives

1. Develop skills to effectively use the integrated approach to problem-solving and enhance skills of intervention at the micro and the macro levels of the systems, in relation to the needs and problems of the client system.
2. Develop skills to organize people to meet their needs and solve their problems use roles appropriate to work e.g. advocacy for child's right human rights.
3. Develop an understanding of the pattern of behaviors of peoples-their strengths and their pathological behaviour.
4. Develop the ability to carry out tasks in relation to service delivery and programmes management. Routine administration staff supervision. And training prepare project proposals time management by objectives. And enhance skills in documenting.
5. Recording skills to show interest engagement in practice and enhanced growth as a practitioner.
6. Develop the ability to make innovative contribution to the organization functioning.
7. Gain confidence to represent the profession in interdisciplinary teams and integrate theory or classroom training into practice.
8. Develop the capacity to utilize instruction for enhancing and integrating field practice.
9. Utilize field instructions for enhancing and integrating professional growth.
10. Make creative use of field instructions to evaluate mutual input.
11. Utilize practice-based research to test effectiveness of specific aspects of intervention.

Type of Work Assignment at the 11nd Year Level

Note to the Field Instructor

Encourage the learner to locate the problems in larger groups, and understand the relationship between micro and macro systems and work with issues affecting larger groups and work with communities/group/individuals, for the same. The practice to show more reflective ability along with that of task oriented work.

Encourage the learner to progress from individual/families to issue based practice and reinforce previous year's learning.

AREA I. SOCIAL WORK IN COMMUNITIES AND IN ORGANIZATIONS

1. Develop skills to analyse complex situations and evaluate the agencies the functions in relation to needs/problems of the client system, and situate this in the larger national and international context.
2. Critically analyse the philosophy, policy thrust and traditions of the organization within the frame work of the national policy constitutional rights and international programmes.
3. Identify gaps in policy develop initiative and use advocacy skills to bring about change at local state and national level.
4. use selective skills of social work and different roles to enable people meet challenges.

AREA II. WORKING IN TEAMS

1. Enhance skills of working with inter-disciplinary teams to support peoples' quest to meet needs and goals.
2. Take initiative, and leadership roles while working with teams.

AREA III (A) PROGRAMME MANAGEMENT

1. Encourage learner involvement in programmes of social issues/ concerns. And projects. Prepare proposal for new programmes.
2. Develop skills for evaluation of programmes. Prepare reviews and document.
3. Develop plans and implement these for staff development.
4. Develop skills to guide and train front-line workers like NSS and other volunteers.
5. Collect information of other similar programmes and develop skills of networking effectively with other agencies.

AREA III (B) RECORDS

1. Records should show
 - i. Analysis of problem solving situations for new and significant areas of problem solving.
 - ii. Internalization of professional values.
2. Independently prepares and utilizes records like summary records, case studies, agency reports – annual and six monthly minutes of meetings, press releases.
3. Masters skills for documentation of activities like projects programmes, case studies etc.

AREA III (C) PLAN

1. Plan implement and evaluate programmes independently.
2. Be analytical and evaluate agency functions in relation to needs and problems of the client system.
3. Takes the initiative in leadership while working with various teams, consciously assume different roles to suit different situations and takes leadership and helps other to do so.
4. Provide opportunities to use selectively skills of social work and utilize them to effect change.

AREA IV. PRACTICE STRATEGIES AND TOOLS

1. Manifest selective and rational use of approaches skills techniques.
2. Introspect, in relation to own behavior, values – relative absolute, intrinsic and extrinsic and utilize this for growth.
3. Appreciate other's contributions however small in the field.

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