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# SHIVAJI UNIVERSITY, KOLHAPUR.

Revised Syllabus of

**( M.S.W. Sem –I to IV )**

To be introduced from the academic year 2010-11

(i.e. from June 2010 ) Onwards

(Subject to the modifications will be made from time to time)

**Shivaji University, Kolhapur**  
Revised Syllabus For  
**Master of Social Work**  
(Semester I ,II , III IV)

**1. TITLE : Master of Social Work**

**Under the Faculty of Social Sciences**

**2. YEAR OF IMPLEMENTATION:** - The New MSW syllabus will be implemented from the academic year 2010, onwards in the Shivaji University, Kolhapur.

**3. PREAMBLE:-**

In the present context of fast changing scenario in every field of life every one is running very fast to accomplish his/her goal. The definition of family has changed a lot. Social Institutions, Values, Ethics, and Norms are losing their command. In this era of science and technology due to complex and uncertain atmosphere large number of people are encountering problems. In this situation professional social work is the best applied social science to provide help and support to the masses who encounter problems

The profession of social work is the body of knowledge with its tools and techniques. With the help of this, it is functioning to minimize the problems and help the people to live a healthy and fruitful life. The present course is aimed at developing the knowledge, values, beliefs and skills necessary for working with communities and for the marginalized, vulnerable and weaker-sections of the society in specific. The course also gives an edge to the social work students to enable them to inculcate the philosophies, ideologies and methodologies of other social sciences and of social work profession. In order to fulfill this, the course covers wide range of topics pertaining to the core, supportive, interdisciplinary and elective domains of social work education. The course is designed with appropriate consistency within the papers and among the papers. Therefore, interdependence of the papers is a characteristic feature of the course.

The course will enable the learners to assume the role as the agents of social change with positive attitude. It is a professional course with ample employment opportunities in various fields such as industries, hospital settings, family counseling

Centers, De-addiction Centers, social service organizations, etc. Furthermore they are absorbed in State and Central Government Departments, and sponsored research and action oriented projects undertaken by National and International Organizations.

#### **4. GENERAL OBJECTIVES OF THE COURSE/ PAPER/:**

**After successful completion of this course students will be able to:**

- 1) Acquire knowledge related to functioning of the client systems, their socio-economic systems, and the inter-relationships between them.
- 2) To understand the manner in which they promote or impede social functioning of the client system.
- 3) Develop interdisciplinary and specialized professional outlook.
- 4) Develop the capacity to move towards systems change rather than system maintenance.
- 5) Engage the system through collective action and demand-driven approach to ensure social justice and equity.

#### **5. DURATION**

- **The course shall be a Post - Graduate full time course**
- **The duration of course shall be of Two years /Four Semesters.**

#### **6. PATTERN:-**

Pattern of Examination will be Semester with Continuous Internal Evaluation [CIE].

#### **7. FEE STRUCTURE: - (applicable as Shivaji University norms)**

#### **8. IMPLEMENTATION OF FEE STRUCTURE:-**

In case of revision of fee structure, the revision will be implemented in phase wise manner.

#### **9. MEDIUM OF INSTRUCTION:**

The medium of instruction shall be in **English**.

#### **10. INTAKE CAPACITY / NUMBER OF STUDENTS: As per the permission of the Shivaji University.**

#### **I) ELIGIBILITY FOR ADMISSION:-**

- i) Candidates who have passed Bachelors' degree [10+2+3] of Shivaji University or any other Statutory University recognized equivalent thereto, with minimum of 45 percent Marks/Second class.

ii) He/She should have passed the Entrance Test conducted by the statutory body with non-zero score.

iii) While preparing the Merit list 50% weight age shall be given to the Marks obtained at the qualifying degree examination and 50% weight age shall be given to the Marks obtained in the Entrance Test.

## **II) Admission Committee:**

For the admissions of the MSW course the composition of Admission Committee which will be the final authority as mentioned below:

- a) Principal/Head of the Department, Chairman:
- b) Field expert (social worker, psychologist, NGO executives, etc.)
- c) One Senior teaching faculty in the Institute/College:

## **III) Merit List for admission rounds:**

- a) The merit list of the students shall be prepared on the basis of marks obtained by the candidate in the Bachelor's degree (weightage 50%) and in the entrance test with Non-Zero score. (Weightage 50%)
- b) In case there are two or more candidates with the equal marks in entrance Test, the total marks obtained by these students in the *Bachelors degree* examination (qualifying examination) shall be considered.
- c) Even after this, if the students continued to obtain equal position/merit then the marks obtained by the students in the subjects excluding English and other language shall be considered.
- d) Even after this, if the students continued to obtain the same merit/marks, then the marks scored in the English language shall be considered.
- e) If the tie continues, then considering the age of student from date of birth elder student will be considered.
- f) If any difficulty arises during the admission process, the admission committee should take the appropriate decision, which should be considered as final decision.

**11. STRUCTURE OF COURSE:****First Year – Semester – I and Semester - II  
SEMESTER -I[FIRST YEAR]**

Paper No.	Course Title	Semester Exam. Marks	CIE Marks	Total Marks	Duration of theory Examination
MSW:1.1	Introduction to Social Work	80	20	100	3 hrs.
MSW:1.2	Man and Society I	80	20	100	3 hrs.
MSW:1.3	Human Growth and Development	80	20	100	3 hrs.
MSW:1.4	Work with Individuals	80	20	100	3 hrs.
MSW:1.5	Work with Groups	80	20	100	3 hrs.
MSW:1.6	Work with Communities	80	20	100	3 hrs
MSW:1.7	Personal and Professional Growth	80	20	100	3 hrs
MSW:1.8	Fieldwork practicum			200	
Total				900	

**[FIRST YEAR] SEMESTER -II**

MSW:2.1	Man and Society II	80	20	100	3 hrs.
MSW:2.2	Social Welfare Administration	80	20	100	3 hrs.
MSW:2.3	Social Work Research	80	20	100	3 hrs.
MSW:2.4	Statistics and Computer Fundamentals.	80	20	100	3 hrs.
MSW:2.5	(Specialization paper I)	80	20	100	3 hrs.
MSW:2.6	(Specialization paper II)	80	20	100	3 hrs
MSW:2.7	(Specialization paper III)	80	20	100	3 hrs
MSW:2.8	Fieldwork practicum			200	
Total				900	

**Second Year – Semester – III and Semester - IV**

Paper No.	Course Title	Semester Exam. Marks	CIE Marks	Total Marks	Duration of theory Examination
SECOND YEAR] SEMESTER [III					
MSW:3.1	Philosophies of Social change	80	20	100	3 hrs.
MSW:3.2	Economic systems and process.	80	20	100	3 hrs.
MSW:3.3	State, People and Politics	80	20	100	3 hrs.
MSW:3.4	Integrated Social Work Practice	80	20	100	3 hrs.
MSW:3.5	(Specialization paper IV)	80	20	100	3 hrs.
MSW:3.6	(Specialization paper V)	80	20	100	3 hrs.
MSW:3.7	(Specialization paper VI)	80	20	100	3 hrs.
MSW:3.8	Fieldwork practicum			200	
Total				900	
<p>In the third semester, Paper No.3.3, i.e., State, People and Politics has an optional paper and that is Dissertation Work. Students may take up either Dissertation Work or the Paper: State, People and Politics. The students opting for Dissertation Work would continue it up to the end of forth semester. (It means Dissertation Work would be done in two semester, i.e., third and forth semester.) The Dissertation paper carriers 100 marks.</p>					

[SECOND YEAR] SEMESTER IV					
MSW:4.1	Social Development, Policy and Social Planning	80	20	100	3 hrs.
MSW:4.2	Social Legislation	80	20	100	3 hrs.
MSW:4.3	NGOs' and programme management	80	20	100	3 hrs.
MSW:4.4	Social action and Social movement.	80	20	100	3 hrs.
MSW:4.5	(Specialization paper VII)	80	20	100	3 hrs.
MSW:4.6	(Specialization paper VIII)	80	20	100	3 hrs.
MSW:4.7	(Specialization paper IX)	80	20	100	3 hrs.
MSW:4.8	Fieldwork practicum			200	.
Total				900	

Summary of Total Workload for all Semesters

Theory Component	Practical Component
Number of Theory Papers: 007	Practical Component Per Week – 2 days/15hrs
No. of Hours Per Semester/paper 42	Hours per day – 7.5 hr.
No. of Total Hours Per Semester 3x7x14=294	Practicum's Per semester – 210hrs
Total Workload Per Semester: 294+210=504 Hr.	

## **Rules and Regulations of M.S.W. Course**

### **Research Conference:**

- Research conference is part of the time-table. Planning, preparation of tools, fieldwork and report writing of research project report; scheduling and time line need to be part of the research conference.
- Faculties need to maintain research conference report and progress report of the research project.

### **Student Assignments:**

- Students need to submit **one assignment (class and home)** for each paper. It is mandatory for internal assessment.
- Student presentations (Seminar) are compulsory for each paper, fieldwork and research project report.

### 12. **SCHEME OF EXAMINATION :-**

1. **NUMBER OF THEORY PAPERS AND PRACTICAL PAPERS:** The Entire MSW Course shall have 28 theory papers [Every semester shall have seven theory papers and one fieldwork paper] each carrying 100 marks and 4 practical Papers each carrying 200 Marks. Thus entire MSW course shall be of 3400 total marks.
2. **SEMESTER EXAMINATION:** The system of examination would be semester with Continuous Internal Evaluation (CIE). The examination shall be conducted at the end of each semester.
3. **CIE COMPONENT:** There shall be a written test (Class assignment), a seminar and a home assignment for each theory paper in each semester. The written test (Class assignment), seminar and home assignment carry a maximum of 5 marks each and 5 marks are for attendance. The total CIE component carries 20 Marks for each theory paper.
4. **CIE – Re-examination:** If due to any unforeseen or unpredictable event, any of the student/s fails to appear for the CIE examination, or fails in the CIE, the - CIE re-examination for such students can be held during the same Semester.
5. **SEMESTER-Re-Examination:** In case candidates fail in any of the papers in any semester **examination**, they can appear for the re-examination in the subsequent semester.



**13. STANDARD OF PASSING:-**

- 1) To pass each paper 40 Marks out of 100 are required.
- 2) Semester Examination: In every paper a candidate should obtain a minimum of 40% of total marks i.e. 32 marks out of 80 marks.
- 3) CIE – for every CIE component, a candidate should obtain a minimum of 40% of the total marks, i.e. 08 out of 20 marks.
- 4) A candidate must obtain minimum marks as mentioned above in both the Heads of Passing. In other words, he / she must pass in both the Semester examination as well as CIE examination.

**14. NATURE OF QUESTION PAPER AND SCHEME OF MARKING:-**

There shall be three sections in each theory question paper as indicated below:

**Section A:** Comprises of six questions and the candidate has to answer any four. Each question carries five marks.

**Section B:** Comprises of four questions and the candidate has to answer any three. Each question carries ten marks.

**Section C:** Comprises of three questions and the candidate has to answer any two. Each question carries fifteen marks.

**Question paper should cover the entire syllabus.**

A viva-voce examination for field work shall be conducted for each candidate in all semesters. The performance of the candidate for con-current field work shall be assessed by the teacher / Field work supervisor for 100 marks.

The field work viva-voce Examination for 50 marks will be conducted by the committee of three members consisting of the Head / Field work Co-coordinator, the senior teacher / Field work supervisor concerned and one external examiner.

Remaining 50 marks for fieldwork should be given to the students by the faculty who has accompanied them, based on the fieldwork activities such as orientation visits (Semester I), rural camp (Semester II), orientation visits in respective specialisations (Semester III), and study tour in respective specialisations (Semester IV) included in each semester.

The research viva-voce examination for 30 marks will be conducted by the committee of three members consisting of the head/the senior teacher, the

concerned research guide and one external examiner at the end of the fourth semester.

## **2. TEACHERS' QUALIFICATIONS:-**

- (i) As prescribed by norms Concerned.**
- (ii) Work load of teachers as per Apex body/UGS/State Govt/University norms.**
- (iii) List of books are given for each course.**
- (iv) Teaching aids like TV, VCR, LCD, OHP, Computer Software's, SPSS, Internet facilities etc. are to be made available.**

### **SEMESTER I**

#### **PAPER I: Introduction to Social Work**

1. Relation of Social Work with other Social Sciences: Sociology, Economics, Psychology, Political Science, and Social Anthropology. History of Social Work in India: Beginning of Social work education in India, Goals, Objectives, functions and roles of social work.
2. Meaning of the concepts: Social Service, Social Welfare, Social Reform, Social Change, and Social legislation, Social Policy, Social Defense, Social Security, Social Justice and Social Development.
3. Changing concepts and practices during different stages of development of society: Nature of social problems and social provisions, Charity and Philanthropy. Industrial Society: Social response to the needy. Factors responsible for the establishment and growth of social welfare and social services.
4. Social reform movements in 19<sup>th</sup> and 20<sup>th</sup> Century with special reference to the role of Christian Missionaries, Bramho Samaj, Chh. Shahu Maharaj, Ramaswamy Periyar: their messages and work.
5. Social Work Philosophy: Concept and meaning of Philosophy: Humanitarian and Democratic. Basic assumption and principles of Social work by Clarke, Cohen, and Friedlander, Principles common to primary methods. Values and ethics of Social work: Democratic values in Social Work:- Liberty, Equality, Happiness to all, Social Justice, Values of social work given by Konopka, Values relating to Individualization, Problems, Social agency, Social work Practice.

6. Social work as a profession, professional identification. Problems faced by Social work profession and professionals in India.

REFERENCES:

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- Armando T. Morales : Social Work
- Association of School of Social Work in India : Social Work Education and Family Planning
- Bill Jordan 1987 : Invitation to Social work Basu & Blackwell, Oxford.
- Bradford W. Sheaffer : Techniques & Guidelines for social Work Practice Allyn & Bacon London.
- Bradford W. Sheaffer 1998 : A Profession of Many Faces (8<sup>th</sup> Ed.) Allyn & Bacon London.
- C.C.E.T.S.W. 1976 : Values in Social Work London C.C.E.T.S.W
- Charles R.H. & Gloria A.H.1990 : Introduction to Social Work
- D. Paul Cowdary : ATMA Ram & Sons. Delhi.
- Director, Publications Division : Encyclopedia of Social Work in India.
- Fink A.E. 1945 : The Field of Social Work New York, Hanry Holt & Co.
- Ganguli B.N. 1973 : Gandhi's Social Philosophy Delhi, Vikas Publishing House.
- Gore M.S. 1965 : Social Work & Social Work Edu. Bombay Asia Pub. House.
- Hajira Kumar 1995 : Theories in Social Work Practice, Friends Pub. New Delhi.

## SEMESTER I

### PAPER II: MAN AND SOCIETY I

1. Society as a system of relationship, Elements of Society: Community, Association and Institutions. Structure and Change in Indian Social Institutions: Family: Functional theory and Marx theory, Marriage and Caste.
2. Culture: Meaning, concept, nature and processes. Traditions, Customs, Values. Norms, Folklore and Mores.
3. Indian Social Structure: Tribal, traditional and modern, Urban and Rural social systems, Concept of Urbanization, Westernization, and Modernization.
4. Social Stratification: Meaning of Social Stratification, Caste and Class, Elements of change and continuity in India, Characteristics, differences and mobility in caste and class stratification. Concept of Sanskritization.
5. Social Process: Society and individual, Social interaction: assimilation, accommodation, cooperation, competition and conflict,, Process of socialization and development of social self, agencies of socialization and re-socialization, Social control and deviance.
6. Social Change: Concept and definition, factors and processes of change, causes of social change, Types of social change, Theories of social change.

#### REFERENCES:

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|-------------------------|--|
| Beteile A. 1967         | : Castes old & New Essay in Social Stratification Bombay, Asia Publishing House  |
| Bottomore T.B. 1962     | : Sociology: A Guide to Problems & Literature London: George Allen & Unwin.  |
| Davis K.                | : Human Society, New York: Mac Millan Co.  |
| Haralambos M. 1981      | : Sociology: Themes & Perspectives Oxford Universities Press   |
| ??? P.B. Hunt C.I. 1976 | : Sociology (4 <sup>th</sup> Edn.) New Delhi (4 <sup>th</sup> Edn.)  |
| ??? 1982                | : What in Sociology? An introduction Pune Deshmiukh Prakashan  |
| ???1974                 | : Towards Equality: Report of the Committee on the Status of Women in India New Delhi Ministry of Edu. & Social Welfare. |

Johnson H.M 1978	: Sociology: A Systematic Introduction Bombay. Allied Publishers (P) Ltd.
Karve I. 1968	: Hindu Society An Introduction Pune Deshmukh Prakashan
Kolenda P. 1968	: Caste in Contemporary India Beyond Organic Solidarity, California: The Benjamin/Cumming
MacIver R.M. & Page C.H. 1985	: sex Gender & Society: London, Temples Smith Land, Caste & Politics in Indian States. Delhi. University of Delhi
Singh Y. 1973	: Modernisation of India: Tradition A systematic Study of Social Change Thomason Press Ltd. Delhi.
Srinivas M.N. 1966	: Social Change in Modern India Bombay Allied Publishers.

## **SEMESTER I**

### **PAPER III: Human Growth and Development**

1. Human growth and development: Nature of Human Growth and Development, principles of development, Meaning of developmental changes, Beginning of Life, Genetic endowment, Role of Heredity & Environment, Impact of geographical, economical, social, cultural and political environment in shaping Human behavior.
2. Stages of Life: Prenatal, Infancy, Childhood, Adolescence, Adulthood, Old age: Characteristics, Developmental Tasks & Hazards.
3. Perception, Emotion and Motivation of human behavior: Definition, Concept, Types & Theories of motivation.
4. Concept of personality and its assessments. Theories of personality: S Freud's psycho-analytical theory, Neo-Freudian contribution (Homey and Sullivan), Allport's psychology of individual, Skinner's theory, Pavlov's conditioning theory, Lewin's Field Theory.
5. Concept of adjustment & Maladjustment: Definition, Nature and concept, Coping device, conflict, frustration & stress. Concept of Mental Sub normality & abnormal behavior: diagnosis, treatment and rehabilitation.
6. Concept of learning, memory, intelligence. Nature, Principles & Use of Psychological tests, attitude scales and other techniques.

## REFERENCES:

- Anne Anastasi and Susana U,2005 : Psychological testing, Pearson Education, Delhi.
- Kuppaswamy.B. 1999 : An Introduction to social psychology. Media Promoters and publications Pvt. Ltd, Mumbai.
- Carson, Butcher, Mineka 2003 : Abnormal Psychology and modern life, Pearson Education, Delhi.
- Hurllock. E. B. 1978 : Child Development, Mcgrow Hill Ltd, Delhi.
- Hurllock. E. B. 1971 : Development Psychology 5<sup>th</sup> Ed, New Delhi: Tata Mcgraw Hill.
- Morgan and King, 2000 : Introduction to Psychology, Tata Mcgrow publication, Delhi.
- Newman B. M. 1978 : Adolescent Development, Merrill Pub. Co. Columbia.
- Rice Philip F. 1986 : Adult Development & Ageing Masachusetts: allyn, & Bacon Newton.
- Saraswati T.S. : Development Psychology in India Sage Pub.

## SEMESTER I

### PAPER IV: Work with Individuals

1. Development of the concept of Social Case Work and meaning, Principles of Social case Work; Objective, assumptions and definition of Social Case Work; Theoretical formulation, behavioral concepts for understanding service user (Client); Historical Development of Social case works in UK. USA and recent developments in India.
2. Social case work Process: Intake, Study, Diagnosis, Treatment, Evaluation, Termination and Follow-up, Client worker relationship.

3. Defense Mechanism: Repression, Regression, Compensation, Denial, Sublimation, Rationalization, Fantasy, Displacement, Projection.
4. Tools of Social case work: Observation, Interview, Home visit, recording.
5. Component of Social case work: person, problem, place, and process.
6. Social case work in various setting:
  - Social case works in school setting.
  - Social case works in medical setting, e.g. physically challenged & departments in hospital, specialized hospitals, etc.
  - Social case works in psychiatric setting, e.g. mentally challenged, Rehabilitation homes, mental hospital, etc.
  - Social Case Work in Correctional Setting.
  - Social case works in career guidance clinic.
  - Social case works in family setting: work with service users. (Client), work with family, work with community, specific aids, follow-up works.

#### REFERENCES:

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|-----------------------|--|
| Benjamin, Alfred 1969 | : The Helping interview NY: Houghton Miffin Co.                                |
| Bicsteck F. P.        | : The Case Work Relationship London Gorge Allen & Unwin                        |
| Bristol M. 1937       | : Handbook of Social Case Recording Chicago; University of Chicago Press       |
| Fischer Joel          | : Effective Case Work Practice – An Electric Approach NY: McGraw Hill Book Co. |
| Friedlander W.A. 1958 | : Concepts & Methods of Social Work Englewood Cliffs: Prentice Hall            |
| Garrett A. 1942       | : Interviewing; its Principles & Methods: NY: FWA                              |
| Goldberg ct.al. 1956  | : Boundaries of Case Work A Symposium of PSW                                   |

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- Goldstein H. 1979 : Social Work Practice: A Unitary Approach  
– Carolin: Univ. of Carolina Press  
Encyclopedia of Social Work ( Indian &  
International)
- Grossbard H. 1954 : Methodology for Developing Self-  
Awareness J.S.C.W. Nov. 1954 PP.300-386  
Encyclopedia of Social Work
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NY: Columbia Univ. Press
- Harris F.J. 1970 : Social Case Work-Nairobi: Oxford Uni.  
Press
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York Random House
- Hollis Florence 1967 : Principles & assumptions underlying Case  
Work Practice in Social Work Social Values  
– Compiled by Eyonghusband London:  
Gorge Allen & Unwin
- Lutz Verner 1956 : Concepts & Principles Underlying Social  
Case Work Practice – wash – DC:NASW
- Martin R.T.1983 : A Skill & Strategies Hnadbook for  
working with people Englewood Cliffs  
Prentice Hall inc.
- Mathew G. 1987 : Case Work in Encyclopedia of Social  
Work in India Delhi:
- Mounce & McCulloch 1963 : Psychiatry for Social Workers, London  
Pergamum Press
- Nursten J.1974 : Process of case work GB: Pitman Pub



## **SEMESTER I**

### **PAPER V: Work with Groups**

1. Definition, nature, purpose, formation of groups & types of group.
2. Concept, definition and components of Social Group Work, Purpose, objectives, principles of Social Group Work, techniques and skills of Social Group Work.
3. Group Work process, Programme planning, planning in group work importance of programmes in group work
4. Scope of Group Works in different fields of Social Work Practice – Social Welfare agencies, Community, Hospitals. Group work with Institutionalized and non institutionalized children, women and aged.
5. Therapeutic approaches to Social Group Work-Concepts principles and their importance.
6. Record keeping in Group work: purpose, Types, processes and their importance in group work.

#### **REFERENCES:**

- |                               |  |
|-------------------------------|--|
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| Balgopal P.R.&Vassil T.V.1983 | : Group in Social Work – An Ecological<br>Perspective MacMillan Pub. Co. New York.               |
| Kemp C.G. 1970                | : Perspectives on the Group Process<br>Houghton Mifflin Co. Boston.                              |
| Klein A.F. 1970               | : Social Work through Group Process<br>School of Social Welfare State University of<br>NY Albany |
| Konopla G.                    | : Social Group Work – A Helping Process<br>Practice Hall inc. J.J.                               |
| Middleman R.R. 1968           | : The Non-Verbal Method in working with<br>Groups: Association Press New York.                   |
| Northen H. 1969               | : social work with Groups Columbia Univ.<br>Press New York                                       |

Rivas R.F. 1984

: Mac Millan Pub. Co. New York

Sundel M. Glasser & Sarri R. Vinter

:Individual change through small Groups  
The free Press, NY

## **SEMESTER I**

### **PAPER VI: Community Organization**

1. Concept and definition of the term community, Types of communities and their characteristics. Community as a social system – functional and structural aspects.
2. Definition and scope of Community Organization. Characteristics and objectives, principles and techniques.
3. Community Organization methods, programming coordination project formulation, monitoring, evaluation, promotion and financing.
4. Process of Community Organization:
  - \* Programme Planning
  - \* Formation of Community groups.
  - \* Organization building.
  - \* Evaluation and feed back.
  - \* Networking.
  - \* Follow up.
5. Community power structure: Concept and importance, Leadership in community organization: theories, types of leader and their role. Role of community organizer as a guide, enabler, educator, activist and therapist.
6. Models of Community organization: Social Action Model, Locality Development Model, Social Planning Model.

#### **REFERENCES:**

Better T. R. 1962

: The Non – Directive Approach in Group and Community Work: London Oxford University Press

Gangrade K. D. 1971

: Community Organization In India  
Bombay: Popular Prakashan.

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| Khanna N. S. 1994  | : Panchayati Raj in India, Delhi Deep & Deep Pub. Delhi.               |
| Mayo H. Jones D.   | : Community Work London, Routledge and Kegan Paul                      |
| Mcmillar W. 1945   | : Community Organisation for Social Welfare, Chicago: Uni. Of Chicago  |
| Ross Murray G 1955 | : Community Organisation Theory Principles & Practice NY: Harper & Raw |
| Sussman M.N. 1959  | : Community Structure & Analysis New York: Thomas Y Crowell co.        |

## **SEMESTER I**

### **PAPER VII: Personal and Professional Growth**

Unit –I Self and self awareness: Understanding about self. Own strengths and weaknesses, Who am I ? JOHARI window, awareness about own needs, principles of living-honesty, piety, Mercy, love, service to humanity, innate dignity as a human being.

Unit-II Emotions and their expressions : Understand our own emotions towards needy. Gut level feelings, whole of his self, embracing, thinking, feeling, doing and being aspects, feeling of commitments and devotion.

Unit-III Creativity and self: creativity looking towards issues, problems, understanding about alternatives, analytical and assessment skill, development of innovative models, putting self into the situation and analyse.

Unit-IV Life style: Cultural influence on own life style, upbringing patterns, factors influencing on personality development environment- family, peers, community. Development of professional self-man and his potentialities, professional social work and love, professional social work and Rehabilitation

Unit-V Stress/Burn out-self help methods: Stress, Depression, nature and impact of stress, its explosion and burnout. Exposure and experience methods to work-out stress for greater harmony and joy.

Unit-VI : Understand self through a cognitive construct: Rational Emotive therapy, Gestalt Approach, Transactional Analysis, Reality Therapy, Yoga Therapy, Meditation techniques.

References :

- G.R.Banerjee : Papers on Social Work TISS, Publication
- Hamiton G. 1954 : Self – Awareness in Professional Education  
Journal of social case work.
- Burke,R,J, 1982 : Personality, self-image and situational  
Characteristics of effective helpers in  
Work-seating-
- Haskar,S.L. 1976 : Know thyself, Triveni 45(2)
- Ramkumar, O 1970 : Intelligence and self-concept, Education  
And Psychology Revies

## **SEMESTER I**

### **PAPER VIII: Fieldwork Practicum.**

## **SEMESTER II**

### **PAPER I: MAN AND SOCIETY II**

1. Social problems: genesis, concept, characteristics and approaches, Causes, theoretical approaches and types of social problems, methods of studying social problems.
2. Problems related to family and marriage in India – meaning nature, functions and types of family, the modern family and its stability, family violence, meaning forms and functions of marriage, marital conflict – causes and consequences, divorce and desertion, Problems of early marriage.
3. Problems related with Industrialization and Urbanization: Poverty, unemployment, population explosion, migration, urban slums, child abuse and child labour.
4. Problems of crime and delinquency in India: concept of crime and its characteristics, theoretical explanations of criminal behavior, correction mechanism.  

Concept of Juvenile delinquency– biological, psychological, and socio-cultural.  
Control and management of juvenile delinquency; preventive programmes
5. Problems of social dependence: aged, disabled, street children, beggars, destitute and orphans, widow and unmarried – general profile, causative factors, theoretical explanations, social effects, intervention of social works methods in management and control of the problems.

6. Problems of social defense: prostitution, alcoholism, drug abuse, suicide. Concept, extent, causation; prevention and control. Role of Social Workers.

#### REFERENCES:

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| Bardhan P. 1984    | : The Political Economy of Development in<br>India Delhi: Oxford Press                    |
| Betelle A. 1966    | : Caste, Class and Power Bombay: Oxford<br>Uni. Press.                                    |
| Betelle A. 1976    | : Comparative Modernization – a Reader<br>New York: free Press                            |
| Coser I.A. 1956    | : The functions of Social Conflict Glencoc<br>Illinois: Free Press                        |
| Dahrendorf R. 1957 | : Class & Class Conflicts in an<br>Industrialized society London Routledge &<br>Kegan Pau |

### **SEMESTER II**

#### **PAPER II: SOCIAL WELFARE ADMINISTRATION**

1. Social Welfare Administration - Basic concepts, definitions, need, functions, scope, principles, and Social Welfare Administration as a method of social work.
2. Administrative process and its Components: Planning, Organization, Staffing, Direction, Co-ordination, Budgeting. Public relation, Resource Mobilization, etc.
3. Concept of organization, organizational structure, organizational chart, Types of Organization. Approaches towards organization: Bureaucratic and Democratic.
4. Role of voluntary organizations in social welfare and development. Relationship with the government, problems of voluntary organizations. Motivation theories and concept of motivation in organizations. Employee morale.

5. Social welfare Administration at the Centre (Union Level) and at the state – Administrative Organization, Activities and various welfare schemes of the Ministry of social welfare, Department of Women and Child Development (HRD), Department of Sports and Youth Affairs (HRD)
6. Administrative organization of some National Level Government organizations and their functions: CSWB, CAPART, NIPCCD, SAWB, office of commission of SC, ST, OBC, MINORITIES.

#### REFERENCES:

- |                               |  |
|-------------------------------|--|
| Chaudhari D. Paul             | : Social Welfare Administration Delhi<br>Atamaram & Sons.            |
| Denyer, J. C. 1979            | : Office Administration Plymanthi Mac<br>Donald & Evans              |
| Dubey S. L.& Somaiya 1973     | : Administration of Social welfare<br>Programme in India Bombay      |
| Eriffer A. 1977               | : Understanding your /social Agency<br>London Sata Publications      |
| Goel S.L.& Jain R.K. 1988     | : Social Welfare administration Vol. 1 & 2<br>Delhi Deep & Deep Pub. |
| Gupta N.S.                    | : Principles & Practice of Management<br>Delhi Light & Life          |
| Haimann A.                    | : Professional Management & Practice<br>Delhi: Eurasia Pub.          |
| Hasnfeld Y. & English P.(Ed.) | : Human Service Organization Ann Arbor:<br>Uni. Of Michigan Press    |
| Jha S. M 2002                 | : Social Marketing, Himalaya Publications,<br>Mumbai.                |
| Mathur U. C                   | : Corporate Governance and Business Ethics                           |
| Patti R. 1983                 | : Social Welfare Administration, Englewood<br>Cliffs: Prentice Hall  |
| Salvin S. (Ed.) 1978          | : Social Administration New York: The<br>Haworth Press               |

- |                          |   |
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| Sandaan & Rodrigues 1983 | : Handbook for the Mgt. of Voluntary Org,<br>Madras: Alpha Pub. |
| Skidamore 1983           | : Social Welfare Administration New Jersey:<br>Prentice Hall    |

## **SEMESTER II**

### **PAPER III: SOCIAL WORK RESEARCH**

1. Social Survey, social research, and social work research. Distinctive features of social research and social work research. Objectives and purposes of social research
2. Research design/proposal: meaning and concept; components of research design. Hypotheses: meaning and concept. Sources of formulating hypothesis. Importance of formulating hypothesis. Quality of a good hypothesis.
3. Data collection: Sources of data collection- primary sources and secondary sources. Methods of data collection- Interviewing, Questionnaire, Observation, Case study. Tools for data collection- Interview schedule, Questionnaire, Observationnaire, Case study inventory. Formulation of interview schedule and questionnaire- ordering of questions, open-ended and close-ended questions.
4. Sampling: Concept and definition; types of sampling- probability and non-probability sampling.
5. Data processing/ compilation- Editing, coding and preparation of code book, preparation of muster chart, classification, and tabulation.
6. Research reporting- Sequence and format, specification of research report. Data analysis and interpretation. Referencing system.

#### **REFERENCES:**

- |             |   |
|-------------|---|
| Ackoff R.L. | : Scientific Method: Optimizing Applloed<br>Research Decisions. New York: John Wiley<br>& Sons inc. |
|-------------|---|

- Ackoff R.L. : Design of Social Research Chicago: Uni. Of Chicago Press.
- Backstro C.H. & Hursh g.d.1963 : Survey Research New York: Free press
- Bailey D.K. 1987 : New York McGraw Hill
- Blalock H.M. : Methodology in Social Science Research

## **SEMESTER II**

### **PAPER IV: Statistics and computer fundamentals**

1. Statistics: definition, its scope and limitations. Uses and usefulness of statistics in social sciences. Ratio proportion and percentage.
2. Measurement of Central Tendency – Mean, Median and Mode  
Variance, Mean Deviation, Standard Deviation  
Statistical difference – its meaning and use.
3. Correlation and Regression: definition, its scope and limitations.
4. Chi-square test, T-test, ANOVA.
5. Computer fundamentals- definition, characteristics, operating system.
6. Applications of computer in research, Software Packages used in research: MS-Excel, SPSS (Statistical package for social sciences).

#### **REFERENCES:**

- G.V. Shenoy & M. Pant 1994 : “Statistical Methods in Business and Social Sciences” Macmillan
- J. Medhi 2006 : “Statistical Methods – An Introductory Text” New Age International Publishers
- M.R. Spiegel 1981 : statistics, McGraww Hill
- R. P. Hoode 2002 : Introduction to /statistics, Himalaya Publishing House
- S. P. Gupta 1996 : “statistical Methods” S. Chand & Sons

## **Semester II Paper V**

### **Specialization Paper I: Rural Community Development**



1. Concept, scope and definition of community development philosophy, process and methods of community development. Relation between community development and community organization.
2. Indian rural communities: Problems and characteristics of rural communities. Socio-cultural and economic indicators, rural social structure.
3. Voluntary organizations in rural development: Perspectives, approaches and roles. Gandhiji's vision of rural development.
4. Rural development in India during 19<sup>th</sup> and 20<sup>th</sup> centuries. Early rural reconstruction experiments. Role of social worker in Rural Reconstruction.
5. Non-farm sector and rural development: Dairy, Sericulture, Goatry, Poultry, Mushroom cultivation, Etc.
6. Rural industrialization as a strategy of rural development. Small scale and cottage industries: Meaning and definition. The role and performance of Small scale and cottage industries in Indian economy. Problems of small scale and cottage industries.

Reference:

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| Mukherjee                                      | : Community Development of India.   |
| Patel M. L. 1985                               | : Regional Development in India; Book Emporium, New Delhi.                              |
| Shrinivas Y. T. 1985                           | : Rural Industrialization in India and approach; Sterling Pub. New Delhi.               |
| Desai I. P. & Choudary B.L. 1977               | : History of Rural Development in Modern India.   |
| Desai A. R.                                    | Rural India in Transition.  |
| S.B. Verma (2005)                              | : Rural Management, Deep and Deep Publications, New Delhi.                              |
| T. Laine Scales and Calvin L. Streeter ( 2004) | : Rural Social Work Building and Sustaining Community Assets. Thomson/Brooks/Cole, USA. |

**Semester II Paper VI**

**Specialization Paper II: Urban community development**

1. Concept of urbanization and urban growth- characteristics of urban communities. Nature of urban growth in India. Migration, spatial, and temporal pattern of urban centers of India.
2. Urban community development: Meaning, concept, objectives and need.
3. History of urban community development, rural and urban contrast, concept of city, growth of city, types of cities in India.
4. Urban Slums- origin, nature, socio-physical characteristics. Slum problems and different slum renewal policies and programmes.
5. Role of NGOs, VOs working in various fields of urban development, contribution of corporate sectors in urban development.
6. Prospects and problems in urban development.

#### References:

- |                              |   |
|------------------------------|---|
| Jacob Thudipara              | : Urban Community Development; Rawat Pub. New Delhi. 1993.                        |
| Clinard M. B.                | : Slums and community development, Experiments in self help; Free Press NY. 1993. |
| Bose Ashish                  | : Studies in India's urbanization, 1901-71, Tata McGraw Hill, New York, 1978.     |
| S. L. Goel and Dhaliwal 2002 | : Urban Development and Management, Deep & Deep Pub. New Delhi                    |
| Sudha Mohan.                 | : Urban Development New Localism, Rawan Publication, Jaipur, 2005.                |
| D. Vasudeva Rao.             | : Urban Development Problems, Lancers Books, New Delhi, 1990.                     |

### **Semester II Paper VII**

#### **Specialization Paper III: Tribal community development**

1. Indian tribal communities: Meaning and definition of tribe. Distribution of major tribes in India and Maharashtra. Indian tribal communities: Characteristics and problems of tribal communities. Socio-cultural and economic indicators.
2. Tribal Administration, Policies, Plans and Programmes for Tribal Development, Tribal sub-plan: A special strategy. Tribal sub-plan in Maharashtra.
3. Tribal social structure: Family, Marriage, Clan and kinship, Culture and value system. Political organization and Administration in Tribal Society.
4. Land and property relations in tribes, access and control of tribes on natural resources. The effect of deforestation, mining, dams and other development activities on tribes.
5. Voluntary organizations in tribal development: Perspectives, approaches and roles. Approaches to Tribal Development.
6. Tribal unrest and extremism. The forest & revenue laws, education, employment and nutrition status in tribal areas. Movements, conflicts and innovations in tribal area. Maoism, Naxalism, etc.

- |                   |   |
|-------------------|---|
| K. S. Singh.      | : The Scheduled Tribes, Oxford India.                                     |
| S. G. Deogaonkar. | : Tribal Administration and Development; Concept Publishing, New Delhi.   |
| Tripathy S. N.    | : Glimpses on Tribal Development; Discovery publication House, New Delhi. |
| Vohra Gautam.     | : Tribals, Development and Environment; Har-Anand Publication, New Delhi. |
| Ghosh G. K.       | : Tribals and Their Culture; Ashish Publishing House, New Delhi.          |

**SEMESTER II**  
**PAPER VIII: Fieldwork Practicum.**

SEMESTER III

PAPER I: PHILOSOPHIES OF SOCIAL CHANGE

1. Buddha : work and philosophy
2. Mahatma Phule & Ambedkar: work and philosophy
3. Gandhi: work and philosophy
4. M.N. Roy: work and philosophy
5. Marx: work and philosophy
6. Ram Manohar Lohiya: work and philosophy

REFERENCES:

- Introduction by G. D. Parikh (1964): M. N. Roy's Memoirs, Allied Publisher Private Limited, Bombay,
- A. K. Hindi (1938) : M. N. Roy: The Man Who Looked Ahead, The Modern Publishing House, Ahmedabad.
- M. N. Roy (1955) : Reason, Romanticism and Revolution, Vol I & II, Renaissance Publishers, Calcutta.
- M. N. Roy (1961) : New Humanism, Renaissance Publishers, Calcutta.
- Dutta, D.K., (1980) : Social, Moral and Religious Philosophy of Mahatma Gandhi, Intellectual Book Corner, New Delhi.
- Unnithan, T. K. N. , (1979) : Gandhi and Social Change, Rawat Publications, Jaipur.
- Marx, Karl (1987) : The Poverty of Philosophy, Progress Publishers, Moscow.
- Sunil Goyal and Sangeeta Goyal 2007 : Social Thought, RBSA Publishers, Jaipur.

- Dr. B. R. Ambedkar : The Buddha and His Dhamma, The Corporate Body of the Buddha Educational Foundation. Taiwan.
- P. G. Patil (1993) : Collected Works of Mahatma Phule, Vol. I and II. Govt. of Maharashtra.
- Compiled by Vasant Moon : Dr. Babasaheb Ambedkar Writings and Speeches, Education Department, Govt. of Maharashtra.

### **SEMESTER III**

#### **PAPER II: ECONOMIC SYSTEM AND PROCESS**

1. Indian Economic Environment: meaning of underdevelopment; basic characteristics of India as developing Economy. Indian social system and economic development in the planning era.
2. Contemporary economic systems: Feudal, capital, social, mixed, welfare: Meaning, features, merits and demerits.
3. Economic Planning: Rational, Features and Objectives. Planning Commission: Rational, Features and Objectives.
4. Economic reforms and Liberalization; Indian socio-economic system and LPG. LPG: Concept and its rationale. Impact on Indian agriculture and oppressed castes/class. Special Economic Zone (SEZ): Concept and its rationale.
5. Commercial Banking in India: Nationalization of Banks, Banking structure in India, Role and functions of Reserve Bank, Concept of Lead bank and its role.
6. Concept of economic development: meaning determinants of economic development in India.

#### **REFERENCES:**

- Agarwal A.N. 1996 : Indian Economy
- Agarwal A.N. 1996 : Indian Economy, Vikas Publishing House, New Delhi.
- Ahuja H.L. 1995 : Advanced Economics Theory s, Chand & Co New Delhi
- Dhar P.K. 1996 : Indian Economy: Kalyani Publishers, New Delhi

Jingam M.L. 1996	: Micro economics
R. Dutt & KPM	: Indian Economy
Sundharam 1955	
Rudra Datt & Sundharam KPM 2004	: Indian Economics Theory s, Chand & Co New Delhi

### **SEMESTER III**

#### **PAPER III: STATE, PEOPLE AND POLITICS**

1. Relevance of understanding political systems and processes. Basic political concepts: state, power, government, authority.
2. Types of state: Police state, federal state, laissez-faire state, feudal state, and Welfare state: Meaning, features, merits & demerits
3. Political parties: Constitutional provisions for formation of political parties at state and national level, Role and responsibilities of political parties
4. Concept of Democracy: Meaning, features, merits & demerits.
5. Fundamental Rights and duties: concept, Meaning and types. Constitutional Provisions.
6. Composition, powers and functions of state and Indian Govt.

#### **REFERENCES:**

S. Upmanyu.	: State in the Indian Political System, Rawat Publications.
K. Chandra Shekhar. (1999)	: Harold J. Laski: State and Ideology, Rawat Publications.
Ivor Brown (1950)	: The Meaning of Democracy, Duckworth, London.
S. I. Benn and R. S. Peters `1(2006)	: Social Principles and the Democratic State, Surjeet Publications., New Delhi.

### **SEMESTER III**

#### **PAPER IV: Integrated Social Work Practice**

1. Social System and social work; concept of social systems, characteristics of social systems. Units of social work intervention and dynamics there in (individual, family, groups, communities and organizations)

2. Approach to integration: the systems approach, Environmental approach, understanding of life sustaining elements and their inter relationships, to view it as a holistic framework for an approach to integration.
3. The client system, the problem process and phases. The change agent and action.
4. Process in: Initiating contact, collecting data, assessment, negotiation of contract. Problems solving, termination and evaluation, for integrated practice.
5. Social Work profession and Practice: Social Work professional as a single change actor as one in the team. Integrated social work practice, place in social work practice.
6. Human Rights and social work Practice : Concept of Justice and in-justice, means of human right violation, UN Declaration of HR, role of ISW practice in HR

References :-

Johnson Louise C 1983 : A Generalist Approach

Pincus, Allen and Anne 1973 : Social work practice model and methods.

Specht, Harry and Anne : Integrating Social work methods, London George Allen vickery 1997 and unwinn.

### **Semester III Paper V**

#### **Specialization Paper IV**

#### **PANCHAYATI RAJ IN INDIA**

1. Concept of democratic decentralization. Panchayat Raj system, Genesis of Panchayat Raj, Growth of Panchayati Raj.
2. Supervision and control of the Panchayati Raj institutions, role of State and Central Government
3. Reform and revitalization of Panchayati Raj. Various Committee's recommendations in India and Maharashtra.
4. Bombay Village Panchayat Act 1958. The main features of Panchayati Raj in Maharashtra. Village Panchayat. The 73rd amendment Act 1992 of Panchayati Raj institution its implication and impact.
5. Zilla Parishad Membership: Types of members, Election process, etc. Committees: Powers and functions of various committees. Functions of Zilla Parishad Finance. Administrative Wing of Zilla Parishad, Need, importance, structure, functions, financial allocations and its utilization of District Planning and Development Council and DRDA.

6. Concept of village and its historical perspective, types of villages.

7. REFERENCES:

- Desai Vasant 1990 : Panchayato Raj Power to the People.  
Vasant Desai. Himalaya Pub. House,  
Bombay.
- Khanna B.S. 1994 : Panchayat Raj in India Rural Local Self  
Govt., Deep & Deep Pub. New Delhi.
- Ram Reddy 1977 : Pattern of Panchayati Raj in India  
Macmillan Co. of India, New Delhi
- S. L. Goel and Shalini Rajneesh 2009 : Panchayati Raj in India, Deep & Deep Pub.  
New Delhi.
- Shivanna, N. 1990 : Panchayat Raj Reforms and Rural  
Development, Chug Publications,  
Allahabad.

**Semester III Paper VI**

**Specialization Paper V**

**CO-OPERATION**

- UNIT 1 : Definition of co-operatives organizations, Nature and scope, Identify of  
Co-operatives. Principles of Co-operation by Indian Cooperative  
Association (ICA), Raiffeisen and Schalze Principles, Rochdale Pioneers
- UNIT 2 : Co-operation and other Economic systems: Co-operation and capitalism,  
Co-operation and socialism, Co-operative enterprises and their  
characteristics as an alternative form of organization.
- UNIT 3 : Co-operative Movement in India: Historical Perspective with special  
Reference to plan period progress, Achievements & Weaknesses of the  
Co-operative Movement in India
- UNIT 4 : Co-operation: Structure and development of Co-operative with respect to  
Co-operative credit societies. Co-operative Marketion, Co-operative in  
Maharashtra with emphasis on Sugar and Dairy Co-operative, Cooperative  
farming: Meaning, need and importance. Role of cooperative farming as  
model for development.



- UNIT 5 : Reserve Bank of India & Co-operative Movement, Cooperative banking structure, Central cooperative bank: Importance, structure and function. Rural Credit and NABARAD. NABARAD: Importance, structure and function. Regional Rural Bank (RRB): Importance, structure and function. Land development bank: Importance, structure and function.
- UNIT 6 : Co-operative Education and Training: Objectives, Educational arrangements in India, Central Committee for Co-operative Training, National Co-operative Union of India, Evaluation of Training and Education, some outstanding problems

#### REFERENCES:

- Badi R. D. : Theory, History & Practice of Co-operation R. Hall Book Depot, Meerut 2002
- Hajela T.M : Principles, Problems & Practices of Co-operation, Svivalal Agarwala & Co. 1990
- Mathur B.S. : Co-operation in India Sahitya Bhavan Pub. Agra, 2003

### **Semester III Paper VII**

#### **Specialization Paper VI**

#### **Land, Water and Sustainable Agriculture.**

1. Land : Classification, agro-climatic zones, Factors of land degradation, Measures for land Improvement, Soil conservation, watershed Treatments, GIS and Remote Sensing Techniques in watershed Management, drought Management Techniques, Land Record and Institutional Arrangements, Community participation for water harvesting and its reuse.
2. Water: Sources and availability, Various Harvesting Techniques, Management of water delivery : Furrows Drip, Ring and Basin, Sprinklers Watershed Development Programmers.
3. Agriculture : Soil Formation, Properties, Fertility and Productivity, Major crops of India and Maharashtra, Cropping seasons and systems, Issues of dry land Agriculture, monuring and Cone posting , Chemical Fertilizers and organic Manners.
4. Agriculture : Natural and Organic farming, Multiple and mixed cropping, Trap crops, ship cropping, crop rotation, Green Mann Wring, protecting traditional seeds, Natural farming types, Current issues: LPG, Patents, Parmacultuer, Transmutation theory.

5. Nature of India's Agriculture, policies for Agriculture and Rural Development : an overview, WTO and Indian Agriculture : Challenges and priorities in the Global Economy.
6. Fishery : Scope for Inland and Marine, Fishery, prawn culture , Marketing and Processing of Fish and its products, Blue revolution, Fishery cooperatives.

Reference : -

1	C.B. Meneoria -	Agricultural Problems of India, Kitab Mahal, Delhi (1982)
2	K.Vasudevan & M.Ghosh -	Agricultural Economics and Problems in India, New Heights Publishers, New Delhi-5(1985-86)
3	Katar Singh : -	Rural Development, Sage Publications, New Delhi (1986)
4	O.P. Dhama -	Rural welfare, Ram Prasad & Sons, Agra (1989)
5	O.P. Dhama -	Development Communication & Extension Education.

### **SEMESTER III**

#### **PAPER VIII: Fieldwork Practicum.**

#### ***SEMESTER IV***

#### **PAPER I: SOCIAL DEVELOPMENT, POLICY AND SOCIAL PLANNING**

1. Concept of social policy in a comprehensive perspective to include all sectoral policies. Popular restricted view of social policy and social development, the process of social policy formulation.
2. Distinction between social policy and economic policy. Objectives and scope of social policy. Approaches to social policy: Unified Approach, Integrated Approach, Sectoral Approach.
3. Concept of social and development planning, scope of social planning, linkage between social policy and planning. Role of social worker- in policy formulation and planning.
4. Social development as a process of change. Interrelationships between different sectors like economic, political, social, cultural and agricultural.
5. Concept of social development as unified approach to development. Concept of alternative development paths and scenarios.

6. Five year plan in India; historical background. A broad review of the five year plans with emphasis on: Family Welfare, Education, social justice and empowerment, health and anti-poverty programmes.

REFERENCES:

- |                          |  |
|--------------------------|--|
| Academic Foundation 2005 | : India's Five Year plans, Books and CD  |
| Datta-Sundarm 2003       | : Indian Economy Popular Prakashan<br>Mumbai                                       |
| Gokhale S.D. 1974        | : Social Welfare Legend & Legacy Bombay:<br>Popular Prakashan                      |
| Gore M.S. 1985           | : social Aspect of Development: Rawat<br>Publication, Jaipur                       |
| Govt. of India           | : Five Year Plan Document New Delhi  |
| Kulkarni P. D. 1965      | : social Policy in India Bombay: Tata Ins. Of<br>Social Sciences                   |
| Kulkarni P. D. 1979      | : Social Policy & Social Dev. in India<br>Madras Asso. Of School of S. W. in India |
| Pathak S. 1981           | : Social Welfare An Evolutionary & dev<br>Perspective Delhi MacMillan India        |
| Patil B.R. 1978          | : The Economics of Social Work in India<br>Bombay Somaiya                          |
| Rahaman. M. 2006         | : Rural Development and Rural Workers  |
| Shastri C.               | : Lucknow Print House  |
| Titmus R.M 1974          | : Social Policy An Introduction London<br>George Allen & Unwin                     |
| World Bank (OUP)         | : World Development Reports (Annual)   |

**SEMESTER IV**

**PAPER II: SOCIAL LEGISLATION**

Unit I: Definition Scope and Nature of Social Legislation. Concept of legal aid, and its application. Role of Social Work, in Legal Aid. Public interest litigation (PIL) and Loka-adalats. Law and Morals.

Unit II: Indian constitution: History and preamble of constitution. Directive principles of state policy, U.N. declaration of Human Rights.

Unit III: Indian judicial system: The components, structure, and functions of police and court.

Unit IV: Main provision of the following acts:

1. The Indian penal code. 1860.
2. The consumer protection act, 1986.
3. The equal remuneration act, 1976.
4. The juvenile justice (care and protection) act 2003

Unit V: Main provision of the following acts:

1. The protection of civil rights act, 1976
2. The scheduled castes and the scheduled tribes (prevention of atrocities) act 1989 and rules.
3. The child labour (prohibition and regulation) act, 1986.
4. The adoption and maintenance act, 1956.
5. The probation of offenders act, 1958.

Unit VI: Main provision of the following acts:

1. The Hindu marriage act, 1955
2. The special marriage act, 1954
3. The child marriage restraint act, 1923 conventions on child rights
4. Prenatal diagnostic test (prevention) act.

References:

Gangarde K. D. : Social Legislation in India, (vol. I & II)

Kisana Lal : Legislative Process in India; Deep and  
Deep Publication, New Delhi.

Naval T. R.	: Law of Prevention of Atrocities on the scheduled castes and scheduled tribes; Concept publishing company, New Delhi.
Paras Diwan.	: The Human Rights and Law; Deep and Deep Publication, New Delhi.
Tacker and C.	: Underdeveloped Societies (Vol.I)

## **SEMESTER IV**

### **PAPER III: NGOs AND PROGRAMME MANAGEMENT**

#### **Unit I: Introduction:**

1. Nature, concept and definitions of NGOs
2. Difference between voluntary organizations, POs, NGOs, CBOs, charitable trusts, and govt. sponsored Welfare organizations
3. Historical growth and functions of voluntary organizations in India.

#### **Unit II: Laws related to NGOs and voluntary organizations**

1. The societies registration act, 1860
2. The public trusts act, 1950.
3. The companies act, 1956 (sec.20)
4. The Indian income tax act 1961(sec. 50cc, 80G)
5. Foreign contribution regulations act, 1976

#### **Unit III: Procedure of registration**

1. Procedure and steps in registration
2. Documents of registration
3. Model by – laws and memorandum of associations
4. Authorities of registration

#### **Unit IV: Management of NGOs**

1. Board and committees of NGO management
2. Office management and Human relations
3. Training and development
4. Administration of human resources
5. Financial management

6. Maintenance of important records

Unit V: Projects and programmes management

1. Nature and concept of project management, 2.Preparation of project proposals, 3.Implementation of programmes and projects, 4.Monitoring and supervision of projects and supervision in organisation, 5.Evaluation of projects.

Unit VI: Fund raising and Administration: Fund raising sources, Grants in aid: rules and criteria for grant-in-aid to NGO's/VO's, Community Chest, Sources of finance and fund raising, Budgeting concept of zero based budgets, accounting, and auditing.

References:

Chaudhari D. Paul : Social welfare administration; Delhi: Atmataram and Sons.

Dubey S.L. and : Administration of Social Welfare Programme in India; Bombay.

Tribhuwan R. D.  
& Shevkari S. R : How to Write Funding Project Proposals; Discovery Publishing House, New Delhi, 2000.

Gray. C. F. & Larson E. W: Project Management; Mcgraw Hill Higher Education, Boston, 2000.

Lewis David & Wallace Tina: Development NGOs and the Challenge of Change; Rawat Publications, Jaipur, 2003

Asok Kumar Sarkar : NGOs and Globalisation Developmental and Organisational Facets, Rawat Publications. Mumbai. 2008

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**Semester IV Paper-IV**

**Social Action; Social movements**

Unit I : Social Action : Meaning and Concept of Social Action (S.A.) S.A. as a method of professional social work. Process, Principles and areas of Social Action. Strategies.

Unit II : Nature, Scope, Definition of Social Movement. Classification of Social Movements, Composition, processes and Ideologies of particular Movements (Including discussion on Historical background, organizational structure, conflicts, Strategies, participation and impact )

Unit III : Environmental Movements, Dalit Movements, Women movements, Tribal Movements, Minorities Movements.

Unit IV : Agrarian Movements : Meaning and future of Agrarian Movements. Agrarian Social Structure in India. Agrarian Movements arising out of Feudalistic and capitalistic Contradictions. Mobilization and Institutionalization, Agrarian Movements (Shetkari Sanghtana)

Unit V : Green Revolution : Phases, concept and its impact. Recent changes, concept of organic farming.

Unit VI : Land Reform Movement : Historical background objectives, and importance of land Reform and Land Reform approaches: Abolition of intermediaries, Tenancy, Salient features of land ceiling Act :- Ceiling for irrigated land, dry land, and rest of the land. Short coming of Land Reforms- Nature of Surplus land, Inequalities in ownership, Lack of political will & reasons for the same, Bhoodan and Gramdhan Movement

Reference : -

1	Shah Ghanshayan -	Social Movements in India : Sage Publication New Delhi
2	Siaha H.K.-	Development of the cross road, sonali Publications, New Delhi.
3	Midgly Hall -	Community Participation, Social Development and state Methuen, London
4	John Samual -	Social Action. An Indian Pranorama
5	Alvin Zander-	Effective Social Action by Community Groups

#### **Semester IV Paper V**

#### **Specialization Paper VII Urban Development Administration.**

Unit I: Local self government in urban area, history of local self-government in urban areas in India, forms of municipal government, municipal corporation:-Structure, Powers and functions.

Unit II: The Bombay Municipal Act, 1956, the constitution 74th amendment act, 1992.

Unit III: Training for urban community development: training for workers, professional and volunteers, training for Municipal Corporation and Municipality worker, training for corporators and ward committee members.

Unit IV: Town planning: concept, need, process, importance and limitations. Role of local self governance.

Unit V: Urban issues: Ecological, Industrialisation and public health. Role of local self governance.

Unit VI: Urban development programs and role of social work practice.

#### References:

- Yadav C. S. (Ed) (1986) : Urban Planning and Policies: Part A, Concept Publishing Company, New Delhi.
- Upadhyay S. B. (1992) : Urban Planning, Printwell, Jaipur.
- Jacob Thudipara : Urban Community Development; Rawat Pub. New Delhi. 1993.
- Mohan R. (1985) : Urbanization in India's Future, Population and Development Review, Vol. II.

### **Semester IV Paper VI**

### **Specialization Paper VIII**

#### **Approaches, Tools and Techniques for Rural Development-I.**

Unit I: Participatory Approach: Definition, meaning, importance and need of participatory approach for rural development.

Unit II: Radical and Rights based approach in social work: Concept, meaning, importance and need.

Unit III: Need based and Livelihood approach: Concept, meaning, importance and need.

Unit IV: Techniques of rural community development: Observation, interviewing, listening, planning and reporting.



Unit V: Advocacy: A tool for social change, advocacy in Indian context. Elements of advocacy.

Unit VI: Sustainable Development: Alternative approach in Indian context, concept and definitions of sustainable Development, Characteristics of Sustainable Development, Sustainable Development and Natural Resources

References:

Katar Sing (2003) : Rural Development Principles, Policies and Management. Sage Publication, New Delhi.

Resource Kit for

People-centred Advocacy : National Centre for Advocacy Studies, Pune.

Rudra Datt & Sundharam 2004 : Indian Economics, Chand & Co, New Delhi.

Desai V (1988) : Rural Development Vol. I to VI, Himalaya publishing House. Mumbai

Mukherjee N. (1993): Participatory Rural Appraisal: Methodology and Applications. Concept Publishers, New Delhi.

### **Semester IV Paper VII**

### **Specialization Paper IX**

### **Approaches, Tools and Techniques for Rural Development-II.**

Unit I: Self Help Group (SHG): Concept, meaning of SHG, process of formation of SHG, bank linkages, entrepreneurship development, marketing strategies, SHG federation, role of SHG in rural development.

Unit II: Feminism and social work.

Unit III: People centered advocacy, legislative advocacy, bureaucracy and advocacy, judiciary and advocacy, media advocacy.

Unit IV: Philosophy of social welfare and the welfare state.

Unit V: Community score card: Meaning, importance and need of Community Score Card (CSR), CSR as a tool of assessment of the services provided to rural community by government.

Unit VI: Networking and coalition, information and framing of issue, strategic planning.

References:

Resource Kit for

People-centred Advocacy : National Centre for Advocacy Studies, Pune.

## **SEMESTER IV**

### **PAPER VIII: Fieldwork Practicum.**

#### **Human Resource Management Specialisation (HRM)**

#### **Semester –II**

**Paper I. Introduction to Human Resource Management**

**Paper II. Organizational Behavior**

**Paper III. Introduction to Industrial Relations**

#### **Semester –III**

**Paper IV. Elements of Industrial and Labour Laws**

**Paper V. Human Resource Development**

**Paper VI. Introduction to Human Resource Quality Management Systems**

#### **Semester –IV**

**Paper VII. Health Safety & Welfare**

**Paper VIII. Operations Strategy for HRM**

**Paper IX. Project work: - Personnel, HRM, IR, and OD, OP, OT and Operations Management practices in the organization of your choice.**

**Paper 2.I. Introduction to Human Resource Management**

**Unit. No 1- Nature and Scope of Human Resource Management**

- Meaning of Human Resource Management, Definition and Functions of Human Resource Management, Significance of Human Resource Management, Human Resource Management as a Profession, Recent Developments in Human Resource Management

**Unit No 2 - - Environment of Human Resource Management :** External forces -Political-Legal,Economical,Tecnological and cultural forces-Internal forces-Strategy,Task and Leadership,unions,Organisational culture and conflict.Environment scanning,HRM and Environmental scanning.

**Unit No:3 Human Resource planning**

- Meaning and Objective of Human Resource Planning, The Process of Human Resource Planning, Factor Affecting on Human Resource Planning, HR POOL – Forecast the future requirement and supply sources.

**Unit No :4 – Recruitment and Selection**

- Definition and objectives of Recruitment, Recruitment Strategy , Sources of Recruitment , Recruitment Procedure . Meaning and Definition of Selection , Essentials of Selection Procedure, Role of Selection Procedure , Job Offer. Induction Training and Socialization in Organization.

**Unit No.5 – Human Resource Audits**

- Meaning and Objective of Human Resource Audit, Personnel Records, Types of Personnel Records, Need for Human Resource Audit , Areas of Human Resource Audit, Audit Report

**Unit no.6-Compensation Administration**

- Meaning of compensation Administration,Job Evaluation and pay structure,Incentive compensation plans,Executive compensation.

**References –**

**MG Jomon, HRD in Real Time:**

**T. N Chabria Human Resource Management –concepts and Issues-**

**P Subba Rao, Personnel & Human Resource Management**

**P. L. Rao ,Human Resource Development.**

**David,D and Robbins,P.S,Personnel/Human Resource Management(3<sup>rd</sup> Ed)Prentice Hall of India Pvt Ltd,2003-**

**Ashwathappa,K.Human Resource and Personnel Management,Tata McGraw-Hill,New Delhi,2006**

**Field Work: - Write a Report on the HRM and HRD Processes and Practice in the Organization you are placed for the Field work.**

**Paper 2.2. Organizational Behavior**

## **Unit .No 1- Introduction to Organizational Behavior**

- Meaning and Features of Organization Behavior, Characteristics of OB, Essential Elements of OB, Contribution of Other Sciences to OB, Importance of OB Study, Key Success Factor for Organizations.

## **Unit .No 2 - Individual Behavior in Organization**

- Foundations of Individual Behavior: Ability- Intellectual and Physical, Learning – Definition and Strategies for Reinforcement, Perception – Framework and Mechanism, Factors Influencing Perception, Attitude and Values, Personality, Satisfaction, frustration and organizational Stress.

## **Unit .No 3 – Group Behavior and Leadership in Organization**

What is Group, Why people Join Groups, Characteristics of Groups, Types of Groups, Group Dynamics. Interpersonal relationship and conflict in organization. Leadership – Theories, Characteristics and Importance. Communication in organization.

**Unit No 4 – Motivation:** Basic Motivation concepts Meaning and Definition of motivation,

Importance and contemporary Theories. Application of concepts of motivation; Rewards, Empowerment, participative management and other motivational techniques.

## **Unit .No 5 – Job Design and Organisational Design**

- Approaches to Job Design, Job Design Techniques, Organization as a Social Unit, Organization as a group. Organizational Design and Structure, Organizational Process, Organization as an Open System, Functions of the Organization, Hypothetical Development of Organization, Organization structure in Reality, Power and Politics in the Organization, Organization Culture and Ethos.
- 

## **Unit No.6 Management of Change**

Technology and Change, Managing Change, Resistance to Change, Approaches to Organizational Change.

Organisational Culture-Meaning and characteristics, development of culture, creating a learning organization.

- Seema Sanghi --Organizational Behavior
- Thomas Robbins-- Organizational Behavior
- Dr. R.K. Suri and Sanjiv Verma- Organizational Behavior
- Davis Keith- Human Behavior at Work
- John B. Miner -Industrial Organizational Psychology,
- Ashwathappa, K. Human Resource and Personnel Management, Tata

McGraw-Hill, New Delhi, 2006

**Field Work:** - Please write a PLP (Personal Learning Paper) on any of the concepts of Organization Behavior.

### **Paper III. Introduction to Industrial Relations**

#### **Unit No 1- Basics of Industrial Relations.**

- Meaning of Industrial Relations, Objectives ,various participants,Cotemporary issues,IndustrialRelations Programme , Functional Requirements of Successful Industrial Relations Programme.

#### **Unit No 2 – Industrial Relations Approach**

- The Systems Model ( Dunlop’s Approach) , The Pluralist Approach,(Flanders Approach) Cleggs Pluralist Approach) Structural Contradictions

#### **Unit No 3 – Trade Unions and Indian Trade Union Movement**

- Definition and Characteristics , Principles of Trade Unionism, Objectives and Functions of Trade Unions, Indian Trade Union Movement – 1875-1917, 1918-1946, Second World War and Trade Unions, and Unionism after 1947 , Employers Association.

#### **Unit No 4 – Recognition of Trade Unions.**

- What is Recognition, Methods used to determine the union strength, States Provisions for Recognition, Rights of Recognized Unions, and Unfair Labour Practices.

#### **Unit No 5 – Labour in Unorganized Sector: Issues and Concerns**

- Problems of Definition of Unorganized Labour, Labour distribution in unorganized Sector, Issues and Concerns- Employment Regulations, Lack of Trade Union Consciousness, Struggle for Legitimacy, Issues related to development Policy, Lack of Visibility,

#### **Unit No 6 – The Indian System of Industrial Relations**

- The industrial Disputes and Legislative Framework, The genesis of the System, , The National Commission, Settlement of Disputes, The Industrial Disputes Act 1947- Authorities under the Act, Procedure and powers of Conciliation Officer, Boards, Courts, Grievance and Disciplinary Procedures, Principal of Natural Justices,

-

#### **References –**

**-R.S. Davar --Personnel Management and Industrial Relations**

**-C.B. Memoria-- Personnel Management –,**

**-Mathur A. S. & Mathur J.S-- Trade Unions Movement in India-**

**-Davala S-- Unprotected Labour in India,**

**-C. S. Venkataratnam-- Trade Unions and Politics in India.**

**-Seth N. R. -- Workers Participation in Trade Union Activity – Indian Journal of Industrial Relations -**

**Field Work: - Visit to the Labour Commissioner Office, Labour and Industrial Court and understand the Operations**

**Paper IV. Elements of Industrial and Labour Laws with current Enactments.**

**Unit No 1-Theoretical base of Industrial Laws.**

Principles of Labour Legislation. Machinery for implementation of labour laws, objectives and scope of labour laws in India.

**Unit No.2 Industrial Laws Related to Working Conditions**

- The Factories Act 1948.
- The Contract Labour (Regulation and Abolition) Act 1970

**Unit No 3 – Laws related to Social Security**

- The Workmen's Compensation Act 1923
- The Employee's State Insurance Act 1948.
- The Employee's Provident Funds ( and Miscellaneous Provisions) Act 1952
- The Payment of Gratuity Act 1972.
- The Maternity Benefit Act 1961.

**Unit No 4 –Laws Related to Wages & Bonus**

- The Payment of Wages Act 1947
- The Minimum Wages Act 1948
- The payment of Bonus Act 1965.

**Unit No 5 –Laws Related to Industrial Relations.**

- The Industrial Disputes Act 1947
- The Industrial Employment Standing Orders Act 1946.
- Bombay Industrial Relations Act
- The Trade Unions Act 1926.

**Unit No 6 – General Laws.**

- The Apprentice Act 1961.
- The Employment Exchanges Compulsory Notification of Vacancies Act 1959

## **References –**

**Bare Act Books, State Rules, Elements of Industrial Laws – N D. Kapoor**

**Field Work: - Please prepare Calendar of Compliance to be made under all above laws.**

## **Paper V. Human Resource Development**

### **Unit No 1- Nature and Scope of Human Resource Development**

- Significance of HRD, Concepts of HRD, Features of HRD, Scope of HRD, Need for HRD, Techniques of HRD, Outcomes of HRD, Functions of HRD Manager, HRD tasks of Line Managers, Attributes of HRD Manager

-

### **Unit No 2 - Employee Training and Management Development**

- Meaning of Training, Assessment of training Needs, Training Methods – On the job Methods and Off the Job Training, Advantages of Training, Training Feedback and Evaluation, Training Effectiveness Measurement Methods, Recent Developments In training.
- Introduction, Objectives, Need and Principles of Management Development, Methods of Management Development, Electronic MDP's, Evaluation of Management Development, Effectiveness and measurement of Management Development Programme.

-

### **Unit No 3 — Performance Appraisal Systems and Procedures**

Meaning and Objective of Performance Appraisal, Methods of Performance Appraisal, - Traditional Methods, Modern Methods, Group Appraisal, Confidential Report. Benefits of Performance Appraisal, Designing of Performance Appraisal Programme

### **Unit No:4- Career Planning and Development**

- Meaning of Career Planning, ?Need for Career Planning, Process of Career Planning, Succession Planning, Career Development, Steps in Career Development, Career Development Actions, Advantages of Career Development, Recent Developments in Career Planning and Development

-

### **Unit No.5. Organizational Development and Knowledge Management**

Meaning of Organizational Development, Characteristics of Organizational Development, Values of Organizational Development, Objectives of Organization Development.

Knowledge Management:-Meaning, importance and process of Knowledge management.

## **Unit no 6.Development of Culture**

- Definition and characteristics of Organizational Culture, Creating a Learning Organization, Organizational Culture in Indian Business.

### **References –**

**: Dr. MG Jomon ,HRD in Real Time**

**T. N Chabria, Human Resource Management –concepts and Issues-,**

**P Subba Rao, Personnel & Human Resource Management – – Dr. P. L. Rao Human Resource Development.**

**Robbins and Sanghi Organizational Behavior,**

**Field Work: - Please write a Personal Learning Paper of Each Chapter. In context to the organization you are placed for the Field work.**

## **Paper VI. Introduction to Human Resource Quality Management Systems**

### **Unit No 1- The Role of Information Technology**

- Introduction , Historical Evolution of HRM and HRIS , Interface between HR and Technology, What is HRIS, Why we need HRIS, Types of HRIS, System Development of HRIS, Model of Organizational Functioning.

### **Unit No 2 – Database Concepts and Applications in HRIS**

- Introduction, Meaning of DATA, Information and Knowledge, Database Management System, Relational Database, Three Types of Data Sharing and their importance, Different ways to deliver the data to End User, How database supports to Decision Making, Discussion on How Business Intelligence Software can Support HR Decision Making.

### **Unit No 3 –Total Quality Management**

- Introduction, Objectives, Need and Principles and Core Concepts of TQM, Human Resource Development and Total Quality Management, ISO 9000 and Its HR Requirement, ISO 14000 and Its HR Requirements, OSHAs 18000 and Its HR Requirement.

### **Unit No 4 – Workers Participation in Management.**

- Definition, Objectives of Workers Participation in Management, Works Committee, Joint Management Councils, Joint Councils, Shop Councils, Workers Participation in Management Scheme of 1975, Performance of Workers Participation in Management , Quality Circles : Meaning, Objective, Structure, Benefits , Problems of QC, Industrial Democracy, Suggestion Scheme.

### **Unit No 5 – Recent Techniques in Quality of HRM**



- Employee for Lease, Moon Lighting by Employees, Dual Career Groups, Flexi time, Human Resource Accounting: Definition, Objections against the Treatment to Human Being as a Asset, Knowledge Management, Virtual Organization and HRM.

### **Unit No 6 – Information Security and Privacy in HRIS**

- The importance of Information Security, The legal requirements of Information Security Threats to Information Security Components of Information Security: Confidentiality, Integrity, Information security program for HRIS.

#### **References –**

- **Mohan Thite, Human Resource Information Systems**
- **MG Jomon HRD in Real Time:**
- **P Subba Rao, Personnel & Human Resource Management,**
- **P. L. Rao, Human Resource Development – Dr..**

**Field Work: - Please write a Personal Learning Paper of Each Chapter. In context to the organization you are placed for the Field work.**

## **Paper VII. Health Safety & Welfare**

### **Unit No 1- Employee & Industrial Health**

- Introduction & importance of Industrial Health , Meaning of Fatigue , Implications of Fatigue, Symptoms of Fatigue , Causes and Types of Fatigue, Monotony, Boredom, Measurement , Historical Evolution of Employee Health .

### **Unit No 2 – Employee & Industrial Safety**

- Meaning of Employee and Industrial Safety, Safety Committee, Injury, Accident and causes of injury, Industrial Accident, Occupational Hazards & Risks, Legal Provisions, and Safety Education. Ergonomics.

-

### **Unit No 3 –Employee Welfare**

- Introduction, Objectives, Need and Principles of Employee Welfare, Social Security, International Standards, Social Security Legislations in India, types of social security and welfare programmes, Employee Security, ESOPS, (Stock option Scheme) Welfare and Recreational Facilities.

### **Unit No 4 – Quality of Working Life**

- Concept of Quality of working life, Approaches to Quality of Working Life, Conditional of Quality of working Life, Productivity and Quality of Life,

Empowerment, Meaning, Importance, Characteristic of empowered organizations, Conditions of Effective Empowerment.

### **Unit No 5 – Corporate Social Responsibility**

- Meaning of Corporate Social Responsibility, Corporate Ethical Theory, Corporate Social Responsibility Theory, and Organizational Ethics.

### **Unit No 6 – Socio-psychological issues of Employment**

- Work place violence, Sexual Harassment, Alcoholism and drug abuse, HR intervention in Socio- Psychological Issues of employees, Counseling.

### **References –**

- Barry Allen Gold International Organizational Behavior,
- MG Jomon HRD in Real Time:
- Subba Rao P Personnel & Human Resource Management
- Rao P.L Human Resource Development.

**Field Work: - Please write a Personal Learning Paper of Each Chapter. In context to the organization you are placed for the Field work.**

### **Paper VIII. Operations Strategy for HRM**

#### **Unit No 1- The world of Operations in 2020.**

- Introduction to Operations Management, A transformation System, Operations Management: A critical Responsibility of Every Manager, Transformation Process, Operations as a Service, Historical Development of Operation Management. Current issues in operations Management.

#### **Unit No 2 – Operations Strategy and Competitiveness.**

- Meaning of operations strategy, The corporate strategy design process, : The Financial Perspective, The Customer Perspective, The internal Perspective, The Learning and Growth Perspective, Developing a Manufacturing Strategy,

-

#### **Unit No 3 –Project Management**

- Meaning of project Management ,The view from 30000 feet, Structuring Projects, Project Control Charts, Managing Resources, Tracking Progress.

#### **Unit No 4 – Learning Curves**

- Application of Learning Curves, Plotting Learning Curves, Logarithmic Analysis, Learning curve Tables, Estimation the Learning Percentage, General Guide lines for Learning, Individual Learning, Organizational Learning,

### **Unit No 5 – Job Design and Work Measurement**

Job Design decisions, Behavioral Considerations in Job Design, Degree of Labour Specialization, job enrichment, sociotechnical systems, Physical Considerations of job design, work methods: Production Process, Workers at Fixed workplace, work measurement techniques.

### **Unit No 6 – Quality Management and Focus on Six Sigma**

- Total Quality Management, Quality Specification and Quality Cost, Functions of C department, Six Sigma Quality : Six Sigma Methodology, Analytical Toll of Sigma and Continues Improvement, Six Sigma Roes and Responsibilities,

#### **References –**

**Richard Chase, Nitin Agarwal Operations Management :**

**Nicholas Aquilano Operations Management for Competitive Advances.**

**Field Work: - Please complete a project report on the operations management at the organization you are placed for the Field work.**

**Paper IX. Project work: - Personnel, HRM, IR, and OD, OP, OT and Operations Management practices in the organization of your choice.**

## **MEDICAL AND PSYCHIATRIC SOCIAL WORK**

### **SEMESTER- II**

#### **PAPER- I HUMAN GROWTH AND DEVELOPMENT**

**UNIT- I DEVELOPMENTAL PSYCHOLOGY:** Definition, Nature Concept and objectives Nature of growth of development, principles of development. Significant facts about development . Life span and its stages, factors influencing the life span and its longintinity.

**UNIT - II THE PRENATAL AND INFANCY PERIOD :** - Beginning of life importance of conception & its characteristics stages of prenatal development and its hazards infancy : characteristics, adjustment to infancy . Conditions influencing postnatal life. Hazards of infancy (& the effects of prematurely)

**UNIT - III BABYHOOD AND CHILDHOOD PERIOD :-** Babyhood developmental tasks, Hazards Early childhood developmental tasks, hazards. Late children developmental tasks & hazards.

**UNIT - IV ADOLESCENCE AND PUBERTY :-** Characteristic of Adolescence,

physiological and Psychosocial changes, changes in interest & Relationships Puberty concept process, effects of puberty hazards of Adolescence.

UNIT- V ADULTHOOD :- Characteristics developments tasks, social Mobility in adulthood personal of social Adjustment, Social Mobility in early adulthood, vocational of Marital adjustment, Assessment, Success of adjustment to adulthood

UNIT - VI MIDDLE AGE :- Personal & Social Adjustment, vocational & Family adjustment Old age : personal Social family & Vocational adjustment physical changes Psychosocial effects of middle & old age.

**RERERENCES :-**

- |                                |  |
|--------------------------------|--|
| LIZAETH B HURLOCK              | Child development Tata McGraw Hill. Pub. Ltd. New York 1984                            |
| LIZAETH B HURLOCK              | Developmental Psychology   |
| Anne Anastasi of Susana U 2005 | Psychological testing Pearsen Education Delhi  |
| Kuppuswamy B 1999              | An introduction to Social psychology Media promoters and Publications Pvt. Ltd. Mumbai |
| Carson Butcher 2003            | Abnormal Psychology & Modern Life, Delhi   |
| Margan of King 2000            | Introduction to Psychology Tata McGraw Publication                                     |
| Newman B.M. 1978               | Adolscnt Devp. Merrill Pub.co. Columbia  |
| Rice Philip F, 1986            | Adult Devp. Of Aging Masachusetts Allyn of Bacon, Newtan                               |
| Saraswati T.S.                 | Developmental Pshychology in India Sage Publication                                    |
| Sehiamber G.L. 1985            | Human Devp. Macmillan Pub. 2 <sup>nd</sup> Edition                                     |

**MEDICAL AND PSYCHIATRIC SOCIAL WORK  
SEMESTER- II  
PAPER- II PREVENTIVE AND SOCIAL MEDICINE  
PART-I**

**Content :**

- UNIT- I Medicine and its historical development : - The growth of preventive medicine, its definition, concept, nature, importance and Scope in Society, The advent of Social Medicine its concept, definition & Scope for Social health
- UNIT - II Concept of Health : definition of health Positive health, Social health, health a relative Concept Ecology of health Determinants of health Heath of Welfares

- UNIT - III Health development, Right to health, responsibility for health The concept of disease & its cause pathoaeuesis
- UNIT - IV Levels of Prevention : Primary, Secondary and tertiary prevention Heath promotion Health protection, Mass health examination (Early diagnosis & treatment) Ros limitation of Rehabilitation.
- UNIT- V Mental health Concept of Nature of Mental health Causes of Mental, ill health, preventive as peats of mental illness mental health services Community Mental health
- UNIT - VI Alcoholism of Drug dependence :- Social aspects of alcohol & drug abuse, related problems, its oauses, preventive, Cuiative of Rehabilitative services. Role of Social Worker in De-addiction centre.

#### REFERENCES :-

- |                    |  |
|--------------------|--|
| John J. Hulon      | Principles of Public health Administration |
| Park J.E. Park K.  | Text book of preventive of Social Medicine |
| Sumital Roy        | A Handbook of preventive & Social Medicine |
| Medical Sociology  |  |
| Community Medicine |  |

### **MEDICAL AND PSYCHIATRIC SOCIAL WORK SEMESTER- II PAPER- III PSYCHOPATHOLGOY – I**

- UNIT- I Concept of Normality & Abnormality Various patterns of Maladaptive behaviour DSM IV & IcD – 10 Classification of abnormal behaviour Psychosocial & Socio cultural views on Abnormal behaviour.
- UNIT - II Historical Views of Abnormal behaviour Causal Factors in abnormal behaviour Biological, Psychological & Socoo cultural cause Biopsychosocial model of abnormal behaviour
- UNIT - III Sings & symptoms of mental disorders Disorders of perception, Thinking, Emotions Memory, Conscousness, Attention & Concentration Psychotive interviewing of Record Keeping
- UNIT - IV Nature of concept of Neurotic disorders Anxiety based disorders dissociative disorders & Somalization disorders stress and adjustment disorders
- UNIT- V Mood disorders (Blpolar Affective disorder) Defin, Nature concept of depression Normal depression Mild to moderate mood disorders, Moderate to severe disorders Suicide Concept, Nature, chemical

symptoms, causes & management

- UNIT - VI Schizophrenia :- Def, concept & nature of schizophrenia chemical features, Causes & Subtypes of Schizophrenia Delusional disorders (paranoia)

### **MEDICAL AND PSYCHIATRIC SOCIAL WORK**

#### **SEMESTER- III**

#### **PAPER- I PREVENTIVE & SOCIAL MEDICINE – II**

- UNIT- I Health & Sociology :- Medicine as an art and Science, Social concepts of health, Hospital Sociology, social and Cultural factors in health disease.
- UNIT - II Nutrition :- Nutritional Classification of food, Importance of Balance diets, Nutritional Diseases Protein Energy Malnutrition (PEM) protein deficiency in the adult, Malnutritional diseases anemia – xerophthma iodine deficiency in adults (IDD) and Endemic fluorosis etc National Nutritional programme.
- UNIT - III RCH programme & Schemes. MCH case Antenatal Intranatal & Postnatal Care NCH problems indicators of MCH, MCH & family welfare services
- UNIT - IV Obstetrics :- Definition, Concept, problems, preventive and social aspects in obstetrics pediatrics : definition, concept, problems of children, preventive and social aspects in pediatrics Geriatric : Care and welfare of aged preventive and social aspects.

### **MEDICAL AND PSYCHIATRIC SOCIAL WORK**

#### **SEMESTER- III**

#### **PAPER- II PSYCHOPATHOLOGY - II**

- UNIT- I Historical aspects of Psychiatry  
Psychiatric Symptomatology, Diagnostic relationship, models of relationship, Establishing Rapport
- UNIT - II Child Psychiatry Disorders of infancy childhood and Adolescence Specific developmental disorders Disruptive behavioral disorders eating disorders, Gender identify disorders Elimination disorders, speech disorders, Mental Retardation and Childhood Autism cerebral palsy
- UNIT - III Geriatric Psychiatry- Concept, Nature and Types, Alzheimer's disease and dementia, Organic Brain syndromes old age of psychiatric disorders

## Epilepsy

- UNIT - IV    Personality disorders Concept, Classification diagnostic criteria Causative factors and treatment modality Abnormality and variation in sexual behaviour of sexual disorders.
- UNIT - V    Substance Use & addictive disorders stress : Definition Concept, Nature & types of stress Causative factors of stress related disorders, stress and its biological impact Psychosomatic disorders & its management forensic psychiatry
- UNIT - VI    Psychologically based therapies :- Electro convulsive treatment (Shock Therapy) Psychosurgery, Drug therapy, Insulin Coma Therapy & Drug Therapy for children

### REFERENCES :-

- |                    |  |
|--------------------|--|
| Bhatia M.S. 1992   | Essentials of Psychiatry CBS Pub Delhi       |
| Kaplan & Sadock    | Synopsis of psychiatry                       |
| May MacGrath       | Oxford Text book of Psychiatry               |
| Dr. Arun Rukadikar | Mental disorders of you                      |
| Richard Bootzin    | Abnormal Psychology & modern life            |
| Carsaon            | Abnormal psychology of Maladaptive behaviour |
| James Coleman      | Abnormal Psychology and Modern Life          |

## **MEDICAL AND PSYCHIATRIC SOCIAL WORK**

### **SEMESTER- III**

#### **PAPER- III SOCIAL PSYCHOLOGY – II**

- UNIT- I    Social Psychology : Definition, Concept Scope & application of Social Psychology Historical development Health Psychology Psychology in work setting & consumer behavior self and personality : Self, Stages of growth of self, self Presentation Self perception ego involvement and self esteem Self as a social representation
- UNIT - II    Attitude & persuasion : Importance, formation functions, attitudinal change & measuring of attitudes.  
Social Motivation : Behaviour is biogenic Sociogenic, Social drives, need for affection, dependence aggression, dependence, aggression self-assertion, achievement, motivation, Maslow's theory of motivation
- UNIT - III    Person and Social perception :- Nature, perceptual process in infancy, cognitive theories, personal factors, influence of wants & goals Social stimulation :- Social behavior & Social control : Meaning, concept, Nature and effects on society
- UNIT - IV    Group – Concept, definition, characteristics, functions of Group Effectiveness (individual vs Group performance) factors affecting

Group decision  
Leadership :- Concept and definitions characteristics, Theories, types &  
Group and effectiveness

UNIT - V    Prosocial Behaviour :- Concept learning to act prosocially, psychological status that leads to Prosocial behaviour, situational factors affecting Prosocial behaviour helps recipient integrators Relations to being helped equity & Reactance theory predictions Threat

UNIT - VI    Social psychology Health :- Concept & application to Medicine , changes in medical problems in recent years, behaviours medicine and health psychology preventing self destructive behaviour, compliance & adherence of medical recommendations  
Methods of social psychology :- Interview, observation, experimentation, sociometry, question, field experiment, cross-cultural method, content Analysis

REFERENCES :-

B. Kuppu Swamy :	An introduction to Social Psychology
Baughan C.J.	Social psychology
Prown R	Social psychology
John C. prighan	Social psychology
Grishabla Mohanty	Social psychology

**MEDICAL AND PSYCHIATRIC SOCIAL WORK**  
**SEMESTER- IV**  
**PAPER- I MEDICAL SOCIAL WORK**

UNIT- I    Medical Social work :- Definition, Nature, concept and Scope Role and functions of medical social worker in hospital setting

UNIT - II    Historical Development of medical social work in India and other countries. Hospital social work social work methods and its application in relation to the disease patient, the family & the community. Skills and techniques of social work in the disease management.

UNIT - III    Concept of patient as a person Social of emotional Components associated with various physical and mental conditions of the disease (Communicable, non-communicable diseases chronically in terminal illness, disabling disease etc.\_

UNIT - IV    Concept of care and Rehabilitation Social and psychological factors in related in treatment of Rehabilitation types of rehabilitation concept of community based rehabilitation

UNIT - V    Historical development of Social security ESI Schemes in relation to



medical social work. Role of S. wr in implementing ESI Act MTP-Act of 1971 & Role of S,wr in abortion clinics & with unwed mothers,.

UNIT - VI Hospital Administration, Discharge Planning, Role of a social worker in Administration discharge planning & in various health agencies

REFERENCES :-

Banerjee	Social Science dept in a hospital
Bardlet	Social work in health field
Pathak S.H.	Medical social work in India
	Medical Sociology
Pauk & Pauk	Preventive of social medicine

**MEDICAL AND PSYCHIATRIC SOCIAL WORK**  
**SEMESTER- IV**  
**PAPER- II PSYCHIATRIC SOCIAL WORK**

UNIT- I Psychiatric Social work :- Definition nature, Concept & scope Role and functions of psychiatric Social worker in psychiatric setting Admission procedure intake (history taking )

UNIT - II Historical development of psychiatric Social work in India & in western Countries Current trends in Indian context social work methods and its application in relation to psychiatric disorders Skills and techniques of Social work in the management of psychiatric Patient of their family

UNIT - III Mental hygiene and mental health characteristics of mentally healthy person. Role of social worker in promotion of mental health & prevention of mental illness mental health Act 1987

UNIT - IV Community mental health :- Def, Nature concept & Scope Role of school & community in nourishing mental health mental health programmes Psychodrama and erapentre communities

UNIT - V Role of Psychiatry Social worker with AIDS victims, child guidance clinic, Epileptics in de-addiction centers, psychotic patients, sex workers,

UNIT - VI Positive mental health :- Concept Nature and Scope stress, Adjustment & coping mechanism, psychosocial distancing Narcotics Drugs and psychotropic substance Act 1995 Role of S.wr in implementing the Act

REFERENCES :-

Bhatia	Essentials of psychiatry CBS pub Delhi. 1993
French J	Psychiatric social work
Ratna Verna	Psychiatric social work in India
G.R. Banerjee	Papers on social work
	Encyclopedia of social work

**MEDICAL AND PSYCHIATRIC SOCIAL WORK**  
**SEMESTER- IV**  
**PAPER- III PSYCHOTHERAPEUTIC APPROACHES WITH INDIVIDUALS,**  
**GROUPS & FAMILIES**

- UNIT- I      Psychotherapy : definition, concept nature & scope Elements differences and similarities with counselling & psychotherapy. Social values & Effectiveness of psychotherapy
- UNIT - II      Theories of psychotherapy :- Psychoanalytic Theory, Adler's theory, Transactional analysis theory, Heinz Harman's theory maslow's motivation theory
- UNIT - III      Behaviour Therapy :- History of behaviour therapy, Classical Conditioning , operant conditioning social learning theory Behaviour therapy, goals & assessment treatment approach – systematic desensitization, In-vivo exposure Aversive therapy, flooding therapy, modeling techniques of assertiveness therapy
- UNIT - IV      Cognitive Behavioural Theory :- Rational Emotive Behavioral therapy stress inoculation therapy Beck's cognitive therapy
- UNIT - V      Humanistic Existential Therapies, Client centered therapy, Gestalt therapy, Therapy for interpersonal relationship marital therapy, family system therapy
- UNIT - VI      Therapeutic intervention at various set-up children's problems with reference to child guidance clinic schools (residential and non-residential) de-addiction centers therapeutic work with family Counseling centers unmarried mothers, sex workers and rape victims

**REFERENCES :-**

- |                    |   |
|--------------------|---|
| Baron              | Introduction to psychology                                    |
| Carson             | Abnormal psychology and modern life Pearson education , Delhi |
| Kaplan and Seadock | Synopsis of psychiatry  |
| Major MacGrath     | Oxford text book of Psychiatry                                |
| Richard Stens      | The practice of Behaviors & Cognitive psychotherapy           |

**FIELD WORK SYLLABUS**  
**MSW-II 'E' Gr.**  
**MEDICAL & PSYCHIATRIC SOCIAL WORK**

- General      Historical development of medical & psychiatric set-up  
Nature of organisation / services  
Hospital Administration

Referral service  
Networking (National / international)

- I) Medical Social work  
OPD / IPD services  
Intake (history taking )  
Referral Services  
Orientation to Various Medical units viz :-
- 1 Blood Bank
  - 2 Preventive & Social Medicine dept
  - 3 Gynaecological unit
  - 4 T.B. ward
  - 5 Pediatric wards
  - 6 Antenatal care centre
  - 7 Cardiac unit
  - 8 HIV / ART counseling depts.
  - 9 Skin / dermatology dept
  - 10 Burns ward
  - 11 Surgical ward
  - 12 Cancer unit
  - 13 Beggar ward etc
  - 14 National health programmer
  - 15 Legislative benefits for parents and families (MTP / ESI Act)

### **SOCIAL WORK INTERVENTION**

To study IPD / OPD services  
To conduct Case studies on various diseases  
To make referral services  
To maintain case records along with the nature of problem of types of services provided (Report writing)  
To utilise the primary methods of social work viz

Case work  
Group work  
Community organisation  
For the patient, family & community  
Appreciation of various skills of techniques in field  
To render Counseling of psychotherapeutic approaches for patient & their families  
To be a resource mobiliser (medical and, financial & material aid )  
To gain and impart the knowledge about the disease  
To study various legal aspects eg. MTP Act, ESI Act etc.  
To learn preventive & Rehabilitative measures to prevent & control the disease  
To conduct Group discussions, & counseling sessions for patients & their

- families
- II) To learn Discharge planning in regard to chronic cases
- Psychiatric Social work
- OPD / IPD Service
- Case history interview (Refer a prescribed proforma of case history)
- Mental status examination
- Referral services
- Orientation to various psychiatric disorders namely
- 1 Schizophrenia
  - 2 Mood disorders (depression)
  - 3 Child psychiatry
  - 4 Personality disorders
  - 5 Sexual disorders anxiety related disorders
  - 6 Mental Retardation & Autism
  - 7 Central palsy
  - 8 Epilepsy (Neuropsychiatric diseases)
  - 9 Accident & Poisoning disorders
  - 10 Organic Brain Syndromes
  - 11 Addictive disorders
  - 12 Geriatric disorders (Dementia of Alzheimers )
  - 13 Stress of Adjustment disorders
  - 14 Psychosomatic disorders
  - 15 Community mental health / school mental health
- Orientation to Biologically based Therapies
- 1 Electro convulsive treatment (ECT) or shock therapy
  - 2 Narcoanalysis
  - 3 Hypnotherapy
  - 4 Drug therapy -Antipsychotic drugs  
Antianxiety drugs
- Orientation to mental health programmes
- 1 Narcotic drugs and Psychotropic substance Act (NDPS)
  - 2 Mental health Act
- Orientation to positive psychology
- 1 Stress / psychosocial dysfunction
  - 2 Defense mechanism
  - 3 Mental hygiene and mental health
  - 4 Positive well- being
  - 5
- Social work intervention
- 1 To conduct detailed case history along with mental status examination
  - 2 To learn diagnostic skills
  - 3 To prepare treatment plan for patient and their families
  - 4 To maintain case records (Report writing)
  - 5 To apply social work methods like case work, Group work & community organisation

- 6 Application of skills & techniques for handling psychiatric disorders
- 7 To conduct counseling & psychonapentic sessions for patient & their families
- 8 Discharge planning for chronic patients
- 9 To learn preventive & Rehabilitative methods for recovery of the patient
- 10 To refer the patient to various rehabilitative institutions in order to restore their capacities (foster care)
- 11 To learn various psychotherapeutic approaches viz
  - 1 Behaviour therapy
  - 2 Cognitive Therapy
  - 3 Marital
  - 4 Transactional Analysis
  - 5 Psychoanalysis
  - 6 Rational emotive Therapy
  - 7 Family therapy
  - 8 Client centre therapy etc

MSW – II ‘E’ Gr.  
Tilter of the subjects  
Semester – II

Paper – I	Human Growth of Development
Paper – II	Preventive & Social Medicine – I
Paper – III	Psychopathology – I

	Semester – III
Paper – I	Preventive & Social medicine – II
Paper – II	Psychopathology – II
Paper – III	Social Psychology

	Semester – IV
Paper – I	Medical Social work
Paper – II	Psychiatric social work
Paper – III	Psychotherapeutic approaches with individuals, Groups & families

Field work practicum for medical & Psychiatric social work students

The present fieldwork component is covering the syllabus for all semesters.

**GOLDEN RULE OF FIELDWORK**  
***“SPEAK LESS LISTEN MORE”***

- **Colleges and Department of social work** need to adopt various community settings for innovative and constructive fieldwork experiments, which may later be developed into field action projects of the college. Sponsorship and support for innovative fieldwork experiments (Action projects) may be generated from the government and agency sector.

- **Fieldwork records:** Students should document their fieldwork recording in fieldwork diary and fieldwork journal separately. Time, tasks and work hours should be maintained in the *diary*. Detailed work record should be given in *journal*. Separate special reports based on fieldwork experiences and activities of students may be generated.

**Fieldwork conference:** Fieldwork conference should be the part of time-table.

- Faculty needs to conduct fieldwork conference every week for all the students (Individual conferences—one hour per week, group conferences once a fortnight).
- Faculty needs to maintain fieldwork conference report and concurrent fieldwork attendance report of each trainee student separately.
- Fieldwork coordinator would work as a public relation officer. The other activities such as placements (fieldwork, block placement training, study tour etc.) Fieldwork conferences, presentations, evaluation, viva-voce etc. should be conducted by the concerned faculty supervisor.

***General Objectives of Social Work Practicum:***

- Understand society's response to social problems through various services.
- Understand, appreciate and develop ability to critically evaluate the initiative of voluntary and government programmes.  
Acquire skills of systematic observation and develop a spirit of inquiry.
- Develop an appreciation of social work intervention in these programmes by recording:
  - i. Relevant and 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 client, 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.

### **Rules and Regulations of M.S.W. Course**

#### **Concurrent Fieldwork:**

Practical training is distinct feature and an integral part of social work education. The specific requirements of the fieldwork training will be made available to the trainee social workers. This practical training is given to the students during the two years of study through various programmes such induction programme, orientation visits, concurrent field work, block placement training, study tour, research project, and Mini research.

- **Core activity:** Concurrent Fieldwork is the core curricular activity of the M.S.W. course. Hence, 100% attendance of the student is mandatory. In case of absenteeism on any count, additional fieldwork needs to be planned and scheduled. Work hours should be completed. At any cost, the absenteeism should not be less than 75% of work hours.

- **Working days:** A student has to work on two days a week for concurrent fieldwork. Preferably, Tuesday and Wednesday/Thursday and Friday of every week for 7.5 hours per fieldwork day. Every week 15 hours of concurrent fieldwork (7.5 hours + 7.5 hours) on the said two days is mandatory.

- **Work Hours:** Total work hours of concurrent fieldwork  $15 \times 14 = 210$  hours in a semester. These work hours should be completed in about 28 to 32 visits. Work hours of 210 are mandatory for the assessment.

- **Placement: 1) For M.S.W. Part – I course (Semester I)**, institutional / agency placement should be for 100 % of the work hours. During **M.S.W. Part – I course (Semester II)** 100% work hours should be completed in the community setting(rural & urban). In case agency work is in community setting 100% work hours may be completed in the agency itself. Ultimately institutional/agency and community setting experiences are mandatory for students.

Two types of orientation activities are organised for the students. First is to help them to understand what social work is, its theory and dynamic structure and the other one is orientation towards social work practice learning through agency setting. This orientation need to be carried out in the first two weeks for M.S.W. Part – I course (Semester I), and for M.S.W. Part – II course (Semester III).

1. In calculating the fieldwork hours the time spent by students in writing the fieldwork reports may also be taken into consideration. However time spent on travelling will not be included in the total time spent in the field.
2. A student is expected to be regular and punctual in fieldwork, attendance in fieldwork is compulsory.

4. Compensation of fieldwork is admissible only on the grounds of prolonged disability/illness/reasonable cause.
5. No student is expected to get intoxicated (alcohol, drugs, tobacco etc.) in the fieldwork agency.
6. Students are expected to behave in the agency in a way that will bring honour dignity and credit to the institute.
7. The students are expected to wear formal dresses in the agency.
8. No courtesy visits to other agencies are permitted.
9. Students should be punctual in submitting their fieldwork journal to the respective fieldwork supervisor.
10. Students are expected to be punctual and regular for individual and group fieldwork conferences.

### ***Semester I***

#### **Orientation visits:**

- Six orientation visits for the M.S.W. Part – I students is mandatory. For the M.S.W. Part – I (semester I) agency visits related to all the fields of social work may have to be conducted.
- Soon after the completion of orientation visits, “Orientation to fields of social work”, a student workshop has to be conducted to share the orientation visit experiences and learning.
- Students should submit orientation visit report to the concerned faculty supervisor.

#### **A. Orientation to social work theory:**

- Theoretical code, norms, ethics and expectations of this teaching-learning opportunity.
- This orientation may be through a large group meeting to share and discuss place of practice learning as an integral part of curriculum.
- 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.
- Learners responsibility towards setting agency and the institution of learning.
- Details regarding records and their submission should be maintained.
- 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, and general environment.
- Contact person in the setting/agency, management, staff and on-going activities.
- General introduction setting/agency its programmes and beneficiaries. Information of other similar services.
- Policies supporting the service agency both local, national.



- 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 with reference to other developmental and welfare services in the location.

## **Semester II**

### **Field Work Curriculum**

The Placement of students during Semester II should be purely in community setting. In the beginning of the semester students should attend 10 days rural camp. Expected learning during rural camp should be with the following objectives.

#### **Social Work Camp:**

- Social work camp for 8 to 10 days is compulsory for the M.S.W. Part – I.
- Micro-planning activity and Participatory Rural Appraisal (PRA) activity shall be the part of social work camp.
- Urban social work camp may also be organized in any town or corporation area.
- Tribal camp may also be organized in any tribal area.
- Students should prepare a social work camp report and submit it to College/Dept.

#### *Objectives of the social work camp:*

- Understand the social system with the dynamics within.
- Analysis of the regional social system, the approaches, and the strategies of intervention used by the government and non-government organisations.
- Understand the nature of government intervention in relation to various groups (caste, tribe etc.) in the region, and the related structures of decision-making and intervention.
- Develop the capacity to critique the interventions of both the voluntary organisations and the government agencies in relation to the specific group.
- Through experience in group-living the student should learn to appreciate its value in terms of self-development, interpersonal relationships, sense of organisation, management and taking on responsibility.
- Acquire skills in planning, organising, implementing through 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.
- Learners are fully involved in planning, implementing the plans and presenting their experience in a workshop on return from the camp.
- The learners should be encouraged to take on concrete tasks towards meeting basic/civic needs of the people.

## **GUIDELINES FOR STUDY AND OBSERVATIONS DURING CAMP**

### **Social Analysis:**

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.
4. 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 holding (in a tribal area), income and indebtedness, bonded labour.
5. Exploitation by landlord, moneylender, and traders, extent and areas of exploitation, efforts made to obtain justice and with what effect, conflict, resolution methods.
6. 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 effect development and social justice.
7. Education-level of education, education facilities and who controls them, suitability of education system, use of education facilities by different castes and class groups.
8. Conditions of health and nutrition, services available and their use.
9. 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 a rural setting:
  1. Objectives
  2. The approach and methods used for achieving objectives.
  3. Organisational structure.
  4. Priorities and programs evolved, participation of people in decision-making and in programme implementation, problems encountered in programme implementation.
  5. Impact on the villagers in terms of their problems, social justice, development of leadership, development of an 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 organisations 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, who initiates projects, process 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 organised by the learners to present group papers to cover the visit. The sharing may/may not be graded. The learners need to be encouraged to present papers with suitable audio-visual aids. All learners need to participate in reporting at the seminar and attend the entire seminar.

#### ***Rules, Regulations and syllabi of Fieldwork curriculum for all specialisations:***

1. Six orientation visits to be arranged according to the specializations offered to the students.
2. Group of students should not exceed two, maximum three.
3. Care should be taken that students are placed in an agency throughout the semester and the placement should be interest base of the students.
4. Monthly presentation in presence of faculty supervisor is must.
5. Students are expected to make a thorough study on issue which they are dealing in the field. All the documents related to issue should be compiled which can be written in a form of term paper.
6. Utilisation of various means of communication and media for documentation should be used by the student, and they should be compiled systematically. Students should practice audio visual aids, news captions, press reports etc.( students are expected to make the actual recording of the events by using audio visual aids and develop it in the form of original documentary if possible.) Students should prepare news on the basis of her/his fieldwork experience. It should be published in the local news paper and local electronic media. Minimum one in a semester.
7. Students are expected to learn primary social work intervention method, - community organisation during the placement, irrespective of their specialization.
8. Skills required for a community organiser need to be developed through this placement.
  - a. Organisation skill
  - b. Rapoteur skill
  - c. Leadership skill
  - d. Enabler
  - e. Researcher
  - f. Communicator at all the levels – Community, Community Based Organisation (CBO), Press and Government Officer.

9. Changes in the attitudes, value system, perception is expected, changes could be analysed during the fieldwork presentation, fieldwork conferences and through fieldwork records.
10. Development of professional self should commence from this placement.
11. One Group conference needs to be conducted every month, individual conference need to be conducted every week. During Group conferences agency supervisor's presence is necessary. Agency supervisor's suggestion need to be used for fieldwork evaluation process.
12. Self evaluation is compulsory before final fieldwork evaluation. A detail self evaluation format should be prepared keeping in view the objectives, curriculum, learning expectations, of respective semester. Students are expected to make their own assessment and should give expected percentage of marks. The second step of evaluation supervisor will make detail assessment and give marks/grades. Final assessment should be held jointly between student and fieldwork supervisor, where in the marks would be finalised and submitted to the university.

### SEMESTER III

The objectives of the final year MSW fieldwork are related to the fields of specialisation. Students are expected to acquire knowledge and skill appropriate for rendering efficient and effective service to the people in their respective fields of specialisation. They are expected to develop understanding of individual, group institutional needs and problems and apply professional knowledge, to meet there needs and solve problems. The trainee is expected to gain knowledge and skills best suited for the professional Social Workers who would be employed in the respective areas of their specialisation.

During semester III and IV the fieldwork placement should be purely on the basis of specialisation. For M.S.W. Part – II course, (Semester III and IV) HRM and MPSW specializations may have industry and hospital settings for placement. However, MPSW specialization should encourage placement of students in community mental health setting/ primary health centres/cottage hospitals/ sub centres/civil hospital/ de- addiction centres. URCD specialization should place their students in the community setting for the whole work hours of the concurrent fieldwork. If agencies related to the specializations have working in community setting, only then, the students may work for 100% work hours in the agency it self.

### **BLOCK PLACEMENT TRAINING (BPT)**

**BPT** is arranged at the end of third semester. This is of twenty five days duration including travelling. For BPT students need to be placed in reputed organisations where professional social worker is full time employed. The block placement gives an opportunity for the students to develop professional preparedness for job situations. It is a way for career building. Professional behavior and skills are developed during the block placement. Industries, hospitals, agencies and movement settings have to be given priority in block placement.

Basic objectives of BPT are to have a pre-employment experience.

#### BPT objectives

- To understand the agency
- To develop an understanding about administrative procedures in the agency. “POSTCORB”
- To understand role of Social Worker in the agency.
- To promote an understanding about the realities of the field.
- To understand various projects, programmes implemented by the agency.

#### **RULES AND REGULATIONS OF THE BLOCK PLACEMENT TRAINING**

- The purpose of the Block Placement is to give the students professional internship cum pre-employment experience.
- The college should inform the students about the agencies in which Block Placement is to be undertaken, and the requirements to be fulfilled during this period. On joining the placement agency, the students are expected to work out details of assignments in consultation with the agency supervisor and should forward the same to the college within seven days of reporting to the agency.
- During the block placement, the students are required to submit fortnightly reports date-wise and also in detail of the work done. The first fortnightly report should be sent to the college and second fortnightly report should be brought by the students at the time of joining date, and submit it on the same date to the college. The reports should be signed by the student and countersigned by the agency supervisor.
- A student is expected to join the block placement agency on the specified date and time decided by the college.
- All the expenses in connection with block placement shall be entirely borne by the student.
- On the conclusion of the block placement, the agency supervisor will send a confidential report(50 marks) about the learning and development of the student to the college in the prescribed form which is sent to the agency by the college.

#### **EVALUATION OF BPT**

Evaluation of BPT is done at various levels. This includes performance appraisal from the concerned BPT agency supervisor, individual and group conferences at the institute with the help of fortnightly fieldwork reports and viva-voce. External examiners should be the members of the viva-voce board along with the internal examiners.

#### **EVALUATION OF CPT**

Evaluation is not-year end activity. It is a continuous process and that demands certain achievable goals at different levels. In training, self-awareness is necessary to the development of a professional social worker. As an ongoing teaching-learning process, it is closely involved with the supervisory process itself. Evaluation of CPT includes performance appraisal from the faculty and agency supervisors, individual and group conferences at the institute with the help of weekly fieldwork reports, mid-term and term evaluation and written test at department level. Annual fieldwork theory examination is conducted at the end of CPT before internal viva-voce. University level fieldwork viva-voce is

conducted at the end of academic session. Whole year performance is assessed during final evaluation of CPT.

#### **Semester IV:**

Activities need to be carried out during semester IV should be in accordance with semester III. However it is expected that the professional development of student's need to be sharpened during this semester. The additional activity during this semester will be an educational tour.

#### **EDUCATIONAL TOUR.**

Educational tour need to be arranged during fourth semester. The purpose of educational tour is to expose the students to a wide range of government and non-government organisations in different parts of the country. This enables them to acquire information about new strategies and trends practised in various organisations in relation to different issues. Educational tour emphasis on providing information about employment opportunities and conditions in various places. Educational tour is arranged and planned by the faculty members. The college decides the destination of study tour. The presentation and study tour viva-voce are conducted for the assessment of students.

Educational tour for 10 days is mandatory for the M.S.W. Part – II (semester IV) students. Agencies related to the specialization may have to be visited during the tour. Tour can be completed within/outside the state. Students should prepare educational tour report and submit to college/Department

#### **Model of orientation visit report**

##### **General**

Name of the agency:

Visit no. and report no:

Day and Date:

Faculty supervisor:

Agency supervisor:

Introduction:

Location of the agency:

Background of the agency:

Board of directors:

Organizational structure:

Objectives of the agency:

Capital investment:

Activities/programmes/production (explain in detail):

Use of social work methods:

Contribution of agency (explain in brief):

Additional information:

Role of social worker (explain in brief)

Observation (explain in brief)

Remarks:

Signature

(Faculty supervisor)

Signature

(Student)

### **Model of CPT report**

No. of fieldwork:

Day and date:

Time:

Duration in hours:

Objectives of fieldwork:

Introduction:

Work done:

Professional gain:

Conclusion:

Future plan:

Signature

(Faculty supervisor)

Signature

(Student)

### **Model of study tour report**

1. Individual information

i) Name of the student      ii) Class      iii) Roll No.

ii) Duration of study tour: From \_\_\_\_\_ to \_\_\_\_\_.

1. General background

(Places toured, geographical, social, cultural, economical, etc)

2. Institutional information

(Establishment, leadership, funds, programmes, methods, techniques, skills, contribution, beneficiaries, social change, development, etc)

3. Community development project

(Areas, aspects, funds, programmes, development, change, methods, techniques)

4. Village information

(Leader, motivation work programme, contribution, impact, research if any in brief)

5. National/international funding agencies

(Organizational background, funding schemes, procedures, methods, limitation, scope, eligibility conditions, criteria etc.)

6. Cultural information

(Ways of life, movements, changes etc)

7. Social background

(Occupations, professions, religious and caste groups and their predominance in particular occupation or professions etc.)

8. Group life experience

(identification of strengths, weaknesses, actions, reactions and contributions of the students)

9. General remarks:

Signature  
(Faculty supervisor)

Signature  
(Student)

### **Model of film study report**

Name of the student

Film watched

Theme of film

Social aspect picturised in the film

Social work principles and philosophies used

Message given through the film

Impact of dialogues, songs, story and emotional expressions.

Theme and reality

Knowledge gained through the film

Opinions and suggestions

Signature

Signature

(Faculty supervisor)

(Student)

### **Model of conference report**

Day:              Date:              Time:

Points discussed:

1)

2)

3)

4)



5)

Future programme/ schedule:

Signature

Signature

(Faculty supervisor)

(student)

- a. One Group conference need to be conducted every month and one individual conference every week. During Group conferences agency supervisor's presence is necessary. Agency supervisor's suggestion need to be used for field work evaluation process.
- b. Self evaluation is compulsory before final fieldwork evaluation (Every Semester). A detail self evaluation format should be prepared keeping in view the objectives, curriculum, learning expectations, of respective semester. Students are expected to make their own assessment and give expected percentage of marks for self, which need to be taken into consideration by faculty supervisor before finalising the marks of the students. The second step of evaluation supervisor will make detail assessment and give marks/grades. Final assessment should be held jointly between student and fieldwork supervisor, where in the marks would be finalised and submitted to the university
- c. Internal field work viva-voce should be conducted at the end of semester in presence of external expert especially social work academician (senior) and practitioner (of respective specialization)

**General Guidelines for Internal Assessment for MSW**  
**Concurrent fieldwork Assessment: (100 Marks)**

<b>Work Hours</b>	<b>Activities conducted (List out quantitative &amp; qualitative aspects of activities)</b>	<b>Social change achieved out of activities (Qualitative &amp; quantitative changes)</b>	<b>Professional behaviour (Punctuality, commitment, planning, execution &amp; communication) (2 marks each)</b>	<b>Fieldwork Dairy &amp; Journal</b>	<b>Total Marks</b>
<b>20</b>	<b>40</b>	<b>20</b>	<b>10</b>	<b>10</b>	<b>100</b>

**Orientation visits Assessment for semester I: (50 Marks)**

<b>No. of visits attended</b>	<b>Presentation of self. (Dressing, attitude, language)</b>	<b>Participation during the visit</b>	<b>Report of visit</b>	<b>Presentation of visit</b>	<b>Total Marks</b>
<b>06</b>	<b>04</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>50</b>

**Social work Camp Assessment for semester II : (50 Marks)**

<b>Team leadership</b>	<b>Participation in activities</b>	<b>Professional Behavior</b>	<b>Camp Report</b>	<b>Total Marks</b>
<b>10</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>50</b>

**Orientation visits Assessment for semester III: (20 Marks)**

<b>No. of visits attended</b>	<b>Participation during the visit</b>	<b>Report of visit</b>	<b>Presentation of visit</b>	<b>Total Marks</b>
<b>06</b>	<b>04</b>	<b>05</b>	<b>05</b>	<b>20</b>

**BLOCK PLACEMENT TRAINING (BPT) Assessment for semester III (30)**

<b>Field knowledge (About agency setting)</b>	<b>Professional development (Planning, execution, knowledge, skills, attitudes)</b>	Documentation (report writing, maintenance of diary during BPT, etc)	Conversion of the grades/marks sent by the agency(50 marks)	<b>Presentation of placement</b>	
05	10	05	05	05	

**Educational Tour Assessment for semester IV: (50 Marks)**

<b>Team leadership</b>	<b>Participation in agency visits</b>	<b>Professional Behavior (Punctuality, commitment, planning, execution &amp; communication)</b>	<b>Tour Report</b>	<b>Total Marks</b>
10	10	15	15	50

**Internal Assessment (Each Paper): (20 Marks)**

<b>Assignment – I</b>	<b>Assignment – I</b>	<b>Seminar</b>	<b>Attendance</b>	<b>Total Marks</b>
05	05	05	05	20

**University viva – voce of Concurrent fieldwork: (50 Marks)**

<b>Field knowledge (About agency setting)</b>	<b>Work presentation</b>	<b>Application of social work methodology in concurrent fieldwork</b>	<b>Professional development (Planning, execution, knowledge, skills, attitudes)</b>	<b>Total Marks</b>
10	20	10	10	50

**University viva – voce (Research Project Report): (30 Marks)**

<b>Knowledge of research theme</b>	<b>Presentation of report</b>	<b>Research skills gained</b>	<b>Total Marks</b>	
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<b>&amp; problem formulation</b>	<b>(Methodology, findings, inferences &amp; interventions)</b>	<b>(Methodical skills, field skills, report writing skills)</b>		
<b>10</b>	<b>15</b>	<b>05</b>	<b>30</b>	

### **Research Project Report: Assessment (70 Marks)**

<b>Sl No.</b>	<b>Assessment particulars</b>	<b>Marks (Out of 70)</b>
<b>1</b>	<b>Introduction of research theme and Problem formulation</b>	<b>10</b>
<b>2</b>	<b>Review of literature (No. of studies referred &amp; clearly presented)</b>	<b>10</b>
<b>3</b>	<b>Methodology (Clarity of objectives, hypothesis, social work approach, significance of study, variable design, sample, tool, statistical analysis)</b>	<b>15</b>
<b>4</b>	<b>Data Interpretation (Analysis &amp; explanation of tables)</b>	<b>20</b>
<b>5</b>	<b>Findings, inferences drawn &amp; interventions suggested</b>	<b>10</b>
<b>6</b>	<b>References (Standard style, No. of references)</b>	<b>05</b>

### **FIELDWORK CURRICULUM FOR URBAN AND RURAL COMMUNITY DEVELOPMENT (URCD) SPECIALIZATION**

Community development may be defined as a process of both qualitative and quantitative changes in the existing systems aiming at improvement of living conditions of the masses. Community development should result in reduction of dependency on external resources, increased self-reliance, confidence in their own strengths and potentialities for development. Spirit of mutual respect, and collective efforts. Community development is a strategy/programme/method/process designed to liberate the weaker sections from the age-old bondage of degraded life and to awaken and activate the entire population in the process of achieving and sharing of high level of production and building the nation.

Community development is the set of pioneering and enabling services intended to meet the special needs of individuals and groups. It is an organised method to aid individuals and group to attain satisfying standards of life. Community Development is a method to teach people to assess their own needs and develop techniques to solve the problems, to help them acquire knowledge and understanding, to inspire them for action. Community Development is a movement, which serves the people by teaching them how to think and act collectively. Community Development is a process of empowerment involving people in their own problem solving process which leads them to realise that they can have control over their own lives.

**QUALITIES/SKILLS REQUIRED:**

1. Community development worker should have the qualities of an organiser, enabler and researcher.
2. Community development workers should have good communication skills and should be resourceful.
3. Community development worker should have the abilities of creative thinking, community development worker should be the best DREAM seller, and community development worker should dream and make others dream.
4. Community development worker should have skills of lobbying and advocacy.
5. Community development worker should have the abilities of “PREM”. PREM should be the “mul mantra” of community development worker.
6. Community development worker should be visionary.
7. Community development worker should be able to make use of appropriate means of media.
8. Community development worker should have friendly ties with all means of media.

**TYPES OF PERSONALITY REQUIRED**

- |                       |              |               |
|-----------------------|--------------|---------------|
| 1. Community oriented | 2. Extrovert | 3. Optimistic |
| 4. Leadership         | 5. Patience  | 6. Adventures |

**LEVEL OF INTERVENTIONS:**

1. Educational and awareness
2. Organisational and Networking
3. Conscientisation through training
4. Experiments and alternatives
5. Research and Policy work
6. Advocacy and lobbying
7. Documentation and information
8. Support and solidarity
9. Consultancy
10. Action

This is not a table oriented work but requires field work, travelling, motivating the community, conducting research, with fluent oratory and excellent reporting skills.

I. Learning expectations from students:

1. To understand the community as a dynamic social system. Six dimensions of community-Technical, economic, institutional, political, aesthetic value dimension and belief conceptual dimension. Through a participatory process understand behavioural, cultural patterns, economic and political system, leadership patterns, community resources etc.
2. Identification of core group members in the community.
3. Rapport build-up techniques
  - Meet the people
  - Make their (students ) role clear
  - Meetings
  - Participatory observation for e.g. Festivals, ceremonies, functions
  - Identification of core issues/felt needs.PRA/PVA

**What the social worker will gain at Individual/ Group level**

- a. Will get an understanding of the community, social, cultural, political, life style etc.
- b. Will know different institutions functioning in the community, family, religion, caste, marriage, norms, folk ways.
- c. Will develop social work skills (II-level)
  - i. Observation   ii. Listening   iii. Rapport building   iv. Reporting
  - v. Punctuality   vi. Behavioural change (temperament, style of speaking, dressing etc)   vii. Change in attitude.
- d. Through PRA/PVA confirm to work on an issue with the people's approval.

II. Resource identification and mobilization:

1. Human resources
2. Natural resources

1. Internal resources

To make people aware about the effectiveness, importance and utility of internal resource. e.g. Human excreta (bio gas, manure etc.)

Utility of waste water for kitchen gardening etc.

2. External resources:

Government programmes and policies--- applicable to concerned fieldwork agency

To study the role of government/implementing agency for community development in rural, urban and tribal communities.

Better understanding of resources

What theory social worker will gain.

- a. Development of social worker skills to deal with the client system.
- b. Understanding about agency and gram panchayat.
- c. Knowledge related to programme and policies implemented by welfare agency.

- **ORIENTATION VISITS (OV) URCD SPL**

Before commencing with Concurrent Placement Training (CPT) Orientation visits need to be arranged. On an average six orientation visits are required. Tentatively in the following manner: two at renowned organisations working in the field of community development, two at ideal villages for e.g Hivare Bazar and Ralegansindhi, at Ahmednagar district, and two at innovative projects.

Orientation visit reports to be submitted to the fieldwork supervisor after every visit.

- **PRE-PRACTISE ORIENTATION: URCD SPL**

Before sending the students for Concurrent Placement Training the students are given specific orientation and first hand information about the agencies and their functioning. Exchange of ideas and views give them the basic information about the field. Group conference and individual conferences are arranged after the visit to evaluate the learning. Workshop in this regard need to be conducted where in the students are given training regarding community as a social system, understanding of an agency, community diagnosis, need analysis, participatory planning and action .

- **CONCURRENT PLACEMENT TRAINING (CPT) URCD SPL**

Fieldwork is a programme with specific objectives. In the broad sense it is an opportunity for the student to learn by doing what has been taught in the classrooms. As Social work is a practising profession theoretical input as well as field practicum is included in the syllabi.

**OBJECTIVES OF CONCURRENT PLACEMENT TRAINING (CPT) URCD SPL**

- To promote confidence through reflection and learning in field.
- To help the students to acquire the skills to maintain records and related documents.
- To develop analytical skills and to facilitate effective planning for development.
- To promote an understanding to develop skills, tools and techniques in community development.
- To promote understanding about issues related to environment and nature.
- To develop knowledge and skills as to how the socio-economic status of an individual, group and community is to be assessed.
- To promote an understanding about the welfare and development agencies.
- To promote an understanding about the concept and dimensions of marginalized group's empowerment.
- To promote an understanding of the bureaucracy and administration functioning in the field at community and at state level.

**SELF APPRAISAL FORMAT FOR FIELDWORK EVALUATION OF**  
**SEMESTER I AND II**

**SECTION I**

**UNDERTAKING AGENCY, AGENCY ADMINISTRATION**

1. Ability to understand current socio-economic and cultural realities and their impact on individuals, groups and communities for and with whom agency works.
  
2.
  - i. Extent of understanding of the agency's philosophy, policies and goals.
  
  - ii. Demonstrates knowledge of constitution of agency, its organisation structure, communication patterns decision – making patterns, roles of different personal within the agency.
  
  - iii. Demonstrates knowledge of government policies and programmes and legislation related to the field work agency and its target groups.
  
  - iv. Extent of understanding of the relationship of the agency to other agencies and to its overall physical / human environment.



3.
  - i. Skill in the basic elements of agency management (drafting appeal letters for fund raising, preparing small project proposals, writing minutes of staff meetings, drafting agenda for meetings, filing records, etc.)
  - ii. Ability to maintain purposeful relationships and coordinate work with the agency staff at all levels and / or with fellow students. Ability to integrate and work as a member of a team, and sensitivity towards the efforts of all members of the team – lay and professional.
  - iii. Ability to plan and organise one's own work within the broad framework of the agency.
  - iv. Ability to assess the agency's services programmes in relation to the needs / problems of client group and to suggest new programmes, services for better service delivery.
  - v. Skill in planning and implementing and / or evaluation of projects independently or as a team member.

## **SECTION II**

## **WORKING WITH INDIVIDUALS**

Brief Description of work :

4.
  - i. Manifests ability to demonstrate concern for client and to establish rapport. Able to convey feeling of self worth to client.
  - ii. Manifests ability to work with the clients and not for them and enable clients to develop self sufficiently through the helping process.
  - iii. Ability to explore and help clients make use of familial and social supports and resources.
  - iv. Ability to make conscious use of technique for working with individuals.
5.
  - i. Ability to make a problem analysis through identification of influencing environmental, social and familial factors and analysis of their impact on clients functioning.

- ii. Ability to plan action relevant to the needs and abilities of clients and help them implement it.
  - iii. Ability to identify time at which work with client needs to be terminated, discontinued, transferred, to handle one's own response to termination as well as those of the client.
6. Ability to understand principles of working with individuals and to apply them into practice.

### **SECTION III**

#### **SOCIAL GROUP WORK**

7. i. Ability to understand formation of short term and long term groups around a particular need / issue / problem.
- ii. Ability to identify and assess needs of group members and ensure their fulfilment through appropriate group processes.

- iii. Ability to involve group members in the identification of their own needs and help group members to fulfil these needs through the group process.
  - iv. Ability to relate one's self to individuals in a group situation and to the group as an entity.
- 8.
- i. Ability to analyse and distinguish the interactional processes which occur in group situations such as :
    - a) Communication patterns
    - b) relationships
    - c) group dynamics such as member roles, bonds, sub-groups, patterns of conflict resolution and decision making and
    - d) phases of groups
  - ii. Ability to identify appropriate roles for one's self in the interactional processes of group situations mentioned in 8(i) above.
  - iii. Comments on personal qualities of the worker that enhance or block his / her effectiveness with the group. Development of confidence in working with groups.

9.
  - i. Ability to determine and intervene appropriately as per needs, dynamics and local ethos.
  - ii. Ability to involve group members to suggest, plan and implement programmes using indigenous tools. Students work should indicate ability to mobilize resources.
  - iii. Ability to determine time at which group needs to be terminated, to handle one's own emotions / responses to termination as those of group members.

#### **SECTION IV**

##### **COMMUNITY ORGANISATION PRACTICE**

10. A)
  - i. Ability to identify a community as a geographic unit / as a community of interests / as a client system.
  - ii. Ability to study a community so identified in terms of its social, cultural, economic and political realities through appropriate methods such as past records, data available with agency or other sources, interaction with individuals and groups in community.

B)

- i. Ability to see an agency as a community resource and see its services in context of the realities of the community.

- ii. Ability to identify measure to improve agency services and participatory measures.

- 11.
  - i. Ability to identify, analyse, partialize community problems and issues.

- ii. Gathering information about these problems / issues by interaction with community as well as other resources to understand macro level linkages.

- iii. Ability to understand the community's perception of the problems / issues and the dynamics in the problem situation, action (if) taken as far, also in context of the agency structure and dynamics in the organisation.

- iv. Use of collective and democratic values in the problem solving process as demonstrated by looking upon people as resources, involving them in planning implementation and evaluation, encouraging local leadership, creating structures to sustain and ensure follow up of the processes that have been initiated.
- 12.
- i. Taking into consideration all the above factors, planning a concrete course of action with respect to the problem / issue seeing the relevance of various tasks undertaken in relation to the problem / issue.
  - ii. Ability to form working relationships with individuals, groups within communities, in the organization at various levels and also with other like volunteers experts, politicians, donors, etc. Also establishing linkages between them.
  - iii. Implementing and evaluating plans. These would include a range of activities specific to situations such as identifying resources – human and material, mobilising resources fund raising, interpretation of one's own role to community within organisation and to public, use of various programmes or services, establishing structures, groups, conducting meetings. In the course of implementation and evaluation, demonstration skills to sustain the problem solving process such as conflict management, setting manageable objectives, articulation, use of leadership

and networking, perseverance in the face of failure, frustration or limitations. Ability to evolve suitable criteria for evaluation.

## **SECTION V**

### **RECORD WRITING**

13. Records show or reflect student's :
  - i. Ability to write clearly and present relevant content in an orderly sequential manner.
  - ii. Ability to draw up feasibility plan for future work.
  - iii. Ability to write various types of recordings as per the needs of the placement.
14. Recording should reflect student's :
  - i. Understanding of the dynamics involved in interaction.
  - ii. Perception of feelings of the client system and one's own feelings and attitudes.



- iii. Ability to operationalize theoretical inputs into field practice.

## **SECTION VI**

### **USE OF FIELD INSTRUCTION**

- 15.
  - i. Ability to accept field instruction, ability to establish a purposeful relationship with field instructor, ability to move gradually from dependence on instructor to greater independence.
  - ii. Ability to accept critical comments from field instructor and make constructive use of it.
  - iii. Beginning ability for on-going and periodic self evaluation.
- 16. Extent of constructive use of field instruction as seen in regularity in submission of recording, punctuality in reporting for conferences and extent of preparation and participation in them, use of other sources besides

conferences to improve his or her functioning such as reference reading, experiences of colleagues and agency personnel, etc.

## **SECTION VII**

### **DEVELOPMENT AS A PROFESSIONAL PERSONAL**

17. Disciplined approach to work : regularity and sincerity in achieving goals. Dresses appropriately in tune with cultural norms of client and agency. Behaviour shows disciplined use of self.
18. Manifests basic values like consideration of human worth and dignity, faith in the potential of persons in relation to need fulfilment, problem solving in all areas of intervention (work with individuals, groups and community).
19.
  - i. Understands one's own strengths and weaknesses, pre-conceived notions regarding sections of people, habitual patterns of behaviour, etc. Extent of effort made to change inappropriate attitudes.
  - ii. Extent of openness to evaluate one's behaviour and openness to learn in relation to the client system, authority, team members and others. Ability to set

objectives and limits for one's self.

- iii. Manifests initiative, independence and resourcefulness in work.

- 20.
  - i. Manifests professional responsibility towards clients, in regularity and punctuality in keeping appointments, honesty is not giving false assurances and preparation of individuals and groups for termination.

- ii. Manifest professional responsibility towards agency in Planning work, discharging duties on time, taking seriously the various aspects of work and having an overall sense of accountability to the agency.

- iii. Manifests responsibility to profession: sincerity towards the client system, agency, colleagues and the instructor. Respect and faith in the profession and a sense of identity and commitment to the profession (examples could be asked).

Expectations of marks (percentage).

Name and signature of student.

Additional Remarks : (Please highlight student's development over the year).

**SELF APPRAISAL FORMAT FOR FIELDWORK EVALUATION OF**  
**SEMESTER III AND IV**

Name of the student:

Name of the fieldwork supervisor:

Name and address of Agency (Village or Organisation):

Duration of fieldwork: From                      To

Total number of Fieldwork days:

Total number of Orientation Visits:

Total number of Exposure visits:

Total number of visits during study tour:

**1. Induction :**

A. Total number of days of induction :

A.1 Details regarding topics covered during induction:

A.2 Learning experience and professional gain during induction:

B. **Name and address of summer placement agency** : Projects and programme under taken by the agency :

Stake holders:

B.1 Activities undertaken during summer placement by you :

B.2 Learning experience and professional gain during summer placement.

Skills acquired by you :

Techniques learnt by you :

Fulfilment of expectations during induction and summer placement.

C. **Orientation Visits**

C.1 List of the agencies visited :

Activities undertaken by the agency to deal with the issues in their area of work :

Approaches undertaken by the agency to implement the programme :

C.2 Learning experience during orientation visit.

**D. Concurrent Placement :**

D.1 Understanding of agency as a social system:

D.2 Activities undertaken throughout concurrent placement:

a) During third semester :

b) During forth semester :

D.3 Development of skills through concurrent placement.

- E.g.
- a) Observation
  - b) Report writing
  - c) Presentation
  - d) Communication
  - e) Organisation
  - f) Problem analysis
  - g) Networking
  - h) Planning
  - i) Budgeting

D.4 Techniques of social work :

- E.g.
- a) Interviewing
  - b) Acceptance
  - c) Counselling

D.5 Learning about approaches of community development and its application in the field.

D.6 Learning about various community programmes and its application in the field.

D.7 Professional gains during concurrent placement.

D.8 Development within self :

**E. Study Tour**

E.1 List of the agencies visited :

Activities and Approaches undertaken by the agency to deal with the issues in the area of work :

E.2 Learning experience during study tour.

**F. Conferences attended :**

F.1 Utilization of suggestions and guidance during conferences to enrich fieldwork.

Overall achievements through fieldwork comment on following areas.

Personal

Group

Professional

Expectations of marks (percentage).

Name and signature of student.