<u>UNIVERSITY OF MUMBAI</u>

Syllabus for the B.S.W.

Program : B.S.W.

Course : Social Work

(Credit Based Semester and Grading System
with effect from the academic year 2011-2012)

BSW Part I Syllabus
Semester I
Paper – 1 **Basic Communication & Programme Media**
Marks 50
Hours 30

Objectives
Enable students to
1 Develop self awareness and sensitivity.

2 Appreciate the importance of methods of communication and their effective use.

3 Equip

Unit	Topic	Hours
1	Introduction to Social Work Practice Definition of Social work, History and need for professional social work in India. Components of professional social work: Knowledge, skills and attitudes. Goals of Social work Practice.	5
2	Importance and Rationale of Communication in social work practice. Types and use of communication and program media as per age and development stages of groups. Steps and skills in use of programme media.	5
3	Program media suitable to different client groups such as children ,youth , women , special groups in institutions , schools , community , hospitals and varied settings.	5
4	Self-awareness; Inter personal relationship skills; Self-acceptance; Empathy vs Sympathy, non judgmental Vs prejudice Self confidence and self image. Perspective building process in social work.	5
5	Fact-finding skills: Survey, Home visits, Observation Initial contact skills with client groups, community mapping, Interviews, Fund raising and resource mobilizing. Writing skills; recording skills Preparing assignments and class presentations;	5
6	Skills for development of personality (team building, public speaking, leadership; time management ;) simple administrative procedures . Issues and concerns for intervention with individuals, families, groups and communities. Awareness of the problems through field assignments, project based field visits and introduction to social welfare organisations working with individuals , groups and communities	5

themselves with program skills for social work intervention.

Bibliography

1. Direct Social Work Practice: Theory and Skills.(1996)Hepworth, D;Rooney,R;Larsen, Jo Ann ;Wadsworth, USA 2.Human Relationship Skills: Nelson –Jones, Richard (1994) Better yourself Books, Mumbai.
2. Lewis, Hedwing. Body Language of guide for Professional (2nd Ed) Response Books, New Delhi. (2000
3. Douglas, T. (1993) A Theory of Groupwork Practice, London: Macmillan.
4. Hawley, Robert, C Hawley, Isabel, L: Vol 1 &2
   Developing Human Potential: Handbook of activities for personal and social growth Era press MA.1975
5. Human Relationship Skills: Nelson –Jones, Richard (1994) Better yourself Books, Mumbai.
6. Wilson, Susanne: Writing records in Social Work Practice(To be added)

Marks   100
Hours 60

Objectives:
Enable students to

- Develop an understanding of society as a system of social relationship and various social processes

- Develop capacity to analyze social stratification and social change in India by using relevant theoretical concepts.

- Gain understanding of socio-cultural composition and divisions in Indian society

Unit	Topics	Hours
1	**Fundamental Concepts**: a) Society b) Social Organisation: Groups, Communities, State	8
2	**Composition of Indian Society**: a) Pluralist Nature, Unity in Diversity: Geographic, Social, Cultural, Linguistic, Religious and Ethnic Groups. b) Divisions of Indian Society: Features of Tribal, Rural, Urban Societies	8
3	**Culture:** Concept, Characteristics, Components, Functions	7
4	**Socialisation:** Concept, Agents, Importance and effects of Faulty Socialisation.	7
5	**Social Institutions:** Concept and Types: Marriage, Family, Religion - their Characteristics and Functions.	7
6	**Social Processes:** Co operation, Competition, Conflict, Accommodation, Assimilation.	7
7	**Stratification of Indian Society**: Meaning, Types: Caste, Class and their Characteristics	8
8	**Social Change**: Concept, Theories of Social Change in India : Sanskritzation, Westernisation, Modernisation Social Movements & Social Change	8

Bibliography
1.   Shankar Rao, C .N, (2005)Sociology , S.Chand &Co Ltd,
      New Delhi,
2.   Sharan, Raka (1991) A Hand Book of Sociology ,
      Anmol Publications, New Delhi`
3.   Sharma. K.R,(1997),Indian Society, Atlantic Publishers,
      New Delhi
4.   Ahuja.R (2002) Society in India, Rawat Publications, Jaipur
5.   Mukherjee .R, (1991) Society, Culture Development,
      Sage Publication, New Delhi.
6.   Singh.U.S (1998), Sociology, Priya Books, Allahabad
      Wallace Richard, (1985) Sociology, Allyn and Bacon Inc.

Paper – 3 Health & Nutrition
Marks 100
Hours   60

Objectives:

Enable students to

- Gain knowledge of the health situation of poverty groups in India with respect to the holistic concept of health.
- Develop an understanding of concept, content and importance of community health in India.
- Understand the concept of nutrition and nutritive low cost meal in the context of malnutrition in India and plan nutrition programmes for different target groups.
- Appreciate the efforts of government and NGOs in promoting mother/child and community health in India.

Unit	Topic	Hrs
I	**Nutrition**-concept and functions of food. **Nutrients**- definition, types, sources, functions and deficiencies Protein, Carbohydrate, Fats, Vitamins A,B, C and D, Calcium..	8
II	**Malnutrition**-definition, types of malnutrition, vicious cycle of malnutrition, factors affecting malnutrition in India. Nutritional diseases-symptoms and prevention: Protein and energy malnutrition, Iron deficiency, Aneamia, Iodine deficiency disorder.	8
III	**Balanced Diet**-concept and basic five food group systems. **Meal planning**-importance, factors affecting meal planning. Cooking Methods for retention of maximum nutrients. Planning locally available low cost food for improving one's diet	7
IV	**Applied Nutritional Programme** Various nutritional programmes in India with special reference to ICDS.	7
V	**Health** Concept of Health: Biomedical, Ecological, Psycho-social and Holistic. Dimensions of health -Physical, Mental, Social and Spiritual.	7
VI	**Factors affecting health**: physical, social, political economic, gender inequalities, cultural superstitions and beliefs, sanitation factors, environment, and health care services	7
VII	**Mother and child health care** Ante- natal care, post- natal care, Neo natal care, and Immunization	8
VIII	Childhood diseases: Scabies, Diarrhea, Dehydration, Ear and Eye Infection, Neo Poliomyelitis. Personal Hygiene, Family Life Education	8

Bibliography

1. Swami Nathan, M.(1997), Advanced Text Book on Food and Nutrition, volume I& II, The Banglore Printing and Publishing Co. Ltd, Banglore.
2. Gopalan,C, Sastri Rama., BalaSubramanian, S.C.(1989), Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad

3. Shukla, P.K. (1992), Nutritional Problem of India, Prentice Hall,New Delhi.
4. Voluntary Health Association of India, (1992), State of India's Health, Voluntary Association of India, New Delhi.
5. Park.K. (2005)18th edition Preventive and Social Medicine, Banarsidas Bhanot Publisher Jabalpur
6. Lankester, Ted. (1994) Setting up community health programmes, Macmillan and Company,New York.
7. Chalkley, A. M.(1987), A Text Book for Health Worker (vol 1&2),Wiley Eastern Limited, New Delhi

<div align="center">**Paper 4: Community Health Education**</div>
<div align="center">Marks 50</div>
<div align="center">Hours 30</div>

Objectives :
Enable students to

- Understand the need of community health education in India.
- Develop skills to plan community health education programme.
- Develop ability to analyse, appreciate and prepare communication messages related to health practices for different target groups.

Unit	Topics	Hrs
I	**Health Education in India** Definition and Concept of Health Education: Aims and Objectives, Methods of Health Education, Principles of Health Education in India. Role of a Health worker in community setting.	5
II	**Community Health** Concept, Background of community health. Community Diagnosis and Health Action Plan. Organising and Planning for Community health programme.	5
III	**Communication in Health Education and Training:** Messages, analysis of media messages: Information, Education, Communication (IEC). The Process of change behaviour: Information, Motivation and Guidance Principles of Health Education.	5
IV	**Education of Training Methodology:** Role of Professional Social Worker in the multi disciplinary team.	5
V	**Planning for Health Education:** Goals, programme content, Choice of media specific to target group, evaluation, and reports.	5
VI	**Agencies of Health Education:** Formal and informal	5

<div align="center">**Paper – 5 : Basic of Computers I**</div>
<div align="center">Marks : 50</div>
<div align="center">Hours : 30</div>

Objectives
Enable students to

Equip themselves with skills and knowledge in the area of information technology so as to enhance their performance in their professional practice

Unit	Topics	Hrs
1	Microsoft Word Description, Introduction to word, Opening & Saving a Document, Opening a New Document, Navigating document	5
2	Finding and Replacing a word in a Document, Checking spelling in a document, Formatting documents in word, Different Layout in word, Inserting breaks Heading and page numbers, pictures, Print & print preview features in a document, Saving a document as templates in a document	5
3	MICROSOFT EXCEL Introduction to Spread sheets, Spread sheets Basics, Formatting a Spreadsheet, Functions of Microsoft Excel.	5
4	Calculations, Formulas, Results & Grades	5
5	Graphs, Repeat Information, Office Assistant, Title BAR, Performing Operations through Menus, Cell addresses, Cell Pointer - Name of the Current Working Cell, Standard Tool Bar	5
6	Formatting Tool BAR, The Formula Bar, Status bar, Components of an Excel Workbook,	5

	Closing Excel Workbook without Saving, Quitting Microsoft Excel.	

Paper -6   English
MARKS :   50
HOURS   : 30

Objectives

Enable students to

Increase abilities in areas such as vocabulary, conversation, reading, comprehension, note taking, report writing and summarizing passages.

Understand and appreciate the prescribed text.

Unit	Topics	hours	References
I	Conversation pieces (Learning to speak and understand)	5	Access book II & III: English Conversation and Practice by D.H Spencer. BBC. Linguaphone Texts
II	Comprehension (Story telling)	5	English through Reading by Bhaskar and Prabhu. English language course for college Book II – Hill and Daswani.
III	Correct English Usage	5	1. Short Remedial English course 2. Intermediate English grammar by Raymond and Murphy.
IV	Detailed textual study Two old Men – Leo Tolstoy My Uncle Jules – Guy de Maupassant Mrs.Packletide's Tiger – Saki Princess September – Somerset Maugham	15	Eight Short stories by K.N.Vasudeva Panikar. Communication Skills in English by K.J.Kumar.

Field Work Begins: 15hrs/week x 12 weeks.   Total 180 hrs

BSW Part I Syllabus
Semester II
Paper 7, Basic Processes & Techniques
Marks 100
Hours 60

Objectives :

Enable students to:

- Develop understanding of social work as a process of planned change in a problem situation.
- Develop beginning ability to study the problem situation at the micro level and formulate goals of change.
- Acquire skills related to the problem solving processes and utilization of the formal and informal resource systems of social work practice.
- Develop sensitivity to the feeling of others and awareness of one's own.
- Appreciate and utilize recordings to enhance learning.

Unit.	Topics	Hours
1.	**Social Work profession** History & Philosophy of social work in India	7

	Social Reform Movement, Voluntary social work and its implications for social work profession. Definition of professional Social Work Practice and its evolution	
2.	**Values and principles in Social Work Practice**	8
3.	**Units of intervention**: communities, groups, individuals and families in society. Definition and characteristics.	8
4.	**Steps in problem solving process**: Initial, Middle and End in relation to the units of intervention. Fact finding tools :Interview, Home visit, Survey, Community Mapping, Discussions, Observations.	8
5	**Programme media in handling groups** : Recreational, Educational, Short term groups, Organizational skills in planning issue based camps.	8
6.	**Problem / issue based intervention:** use of different methods of social work. Role of Social worker. Code of ethics of social work profession	8
7	Problem solving techniques as used with Individuals Supportive, Referrals, provision & Mobilization of services. Fund Resource mobilization. Beginning skills in problem solution at Individual / family level.	8
8	Reports : Recording , beginning skills in analysis of data	5

Bibliography
1. Louis Johnson, 1998, Social work Practice: A Generalist Approch., Allen AND Bacon Publishers
2. Rameshwari Devi and Ravi prakash, 2001, Social Work Practice. MAngal Deep Prakashan.
3. Krist Karen. K. Krist and Anshuman 2003, social Work and social Welfare, Critical thinking and perspectives, Thomason Learnig Academic Resource Center.
4. Wilson and Rynland, 1949, Social Group Work Practice Creative use of Social Processes Hougton and Millfin
5. Armando t. Moraes and Shefor Publishers, 1995, social work profession of many faces.
6. Jose Anthony Joseph & Gracy Fernandes 2006, An enquiry into ethical dilemmas in Social Work Reseaerch Unit, College of Social work Nirmala Niketan, Mumbai 4000 20
7. Suanna Wilson, 1976, Recording: guidelines for Social Workers, Colloier Macmillan Publishers, London

Paper-8 : Social Problems
Marks: 100
Hours   60

Objectives:
Enable students to

1. Develop knowledge about social problems affecting society

2.   Understand the social and behavioral factors responsible for and contributing to social problems

3. Understand the relevant governmental and non-governmental interventions.

	Topic	
1	**Social Problems:** Definition , Types , Theoretical approaches Social and Behavioral Factors	8
2	**Prostitution:** Definition, Magnitude, Profile, Causes, Effects, Prostitution of men, women and children, Children of prostitutes, Child prostitution. Laws: JJ Act, PITA, IPC, rescue & shelter homes NGO Interventions: Advocacy, media, networking, vocational training,	8

	D/NCC, Health, education, SHGs, recreation, NFE	
3	**Beggary:** Definition, Types: Adult-child, organized-unorganized, Magnitude, Prevention of Beggary Act-1956, Beggars' Home	7
4	**Crime:** Definition, Types: Adult crime and juvenile delinquency Magnitude. Laws: IPC, CrPC, Evidence Act, JJ Act, Prisons and OH/SH Rehabilitation: Efforts of GOs-NGOs, Prisoners' rights	7
5	**Substance Addiction:** Definition and types (tobacco, alcohol, drugs) Causes, Consequences, Children of addicts and addicted children Laws: NDPSA, Soft addictions, Prevention and rehabilitation.	7
6	**Abuse:** Child Abuse – Definition. Types: Economic, Verbal, Physical, Sexual, Family Violence Magnitude, Nature, Causes, Consequences Laws: Equal Wages Act, JJA, IPC, PITA, Child Labor Act, DV Act, CEDAW	7
7	Campaign against child labour and National Commission for Child Protection Children infected with HIV/AIDS and children of AIDS-infected parents UN Convention for Rights of Children. Juvenile Justice Act. National Protection Act 20 05	8
8	**Social Problems related to youth.** Displacement, Youth unrest, Student unrest	8

Bibliography
1. Ian Robertson, 1963, Social Problems, Random House, New York.
2. S.K Ghosh, 1996, The World of Prostitution, APH Publishing Corporation, New Delhi.
3. Leelamma Devasia, 1991, Girl Child in India, Ashish Publishing House New Delhi.
4. S. Mishra, 1989, Street Children, Welfare Department, Government of Maharashtra.
5. Norman S> Elberstien(Ed), 1945, Child Abuse and Neglect : A medical reference, John Wiely and sons, New York.
6. Judith Ennew, 1986, The Sexual Exploitaion of Children, Polity Press, Oxford.
7. Curt A. Barthol, Ann M. Barthol, 1989, Juvehille Deliquency- A Systems Approach, Prentice Hall, New Jersy.
8. Man Singh Das and Vijaykumar Gupta(Eds), 1995, Social Values among Young adults, M.D Publishing Private Ltd. New Delhi.
9. Shanker Sen, 2005, Trafficking in Women and Children in India, Chaman Enterprises, New Delhi.

Paper : 9 Human Growth and Development

Marks 100
Hours   60

Objectives

Enable students to

1. Develop knowledge of the Life Span Approach in Psychology and instill sensitivity towards differences and similarities amongst individuals

2. Develop knowledge of the concept, theories and factors affecting personality

3. Obtain knowledge on various schools of thoughts with reference to personality development

4. Develop skills in identifying delayed developmental milestones.

UNIT	TOPICS	HOURS
I	**Introduction to Psychology:** Definition, Viewpoints, Contemporary Perspectives, Subfields	7
II.	**Personality Development:** Concept and characteristics of personality development, Factors affecting Personality: Nature v/s Nurture Theory. Relevance of the study of Personality development to Social Work.	7
III.	**Personality Theories:** Psychoanalytical School of thought-Freud & Eric Erickson. Freud's Structure of personality Psycho-sexual theory of Freud, Defense Mechanisms Erikson's Psycho-social theory	7
IV.	**Personality Theories:** Humanistic and Behavioural Schools of Thought, Maslow's self-actualization theory, Person-centered theory of Carl Rogers Classical conditioning and Skinner's Operant conditioning.	7
V.	**Prenatal Development:** Conception, Stages of prenatal development and Three Trimesters of Pregnancy, Stages and methods of childbirth, pregnancy related complications, myths related to pregnancy, Factors affecting Prenatal development, Maternal factors (nutrition, emotional well-being of the mother, attitudes of significantly individuals) and paternal factors, Prenatal and postnatal care, Developmental milestones achieved during prenatal development.	8
VI.	**Lifespan Approach to Development (Part I):** Introduction, Definition and characteristics of Developmental Psychology, Principles, characteristics and aspects of Human Development, Stages of human development in the Indian Context, Infancy to Middle Childhood- physical, social, cognitive developmental milestones.	8
VII.	**Lifespan Approach to Development (Part- II)** Adolescence to Late Adulthood-physical, social, cognitive developmental milestones	8
VIII.	**Behaviuoral Problems and Disorders in Children** Types of Disorders - Emotional, Conduct, Attention Deficit Hyperactivity, Mental Retardation, Autism. Related Services.	8

Note: There will be skills laboratory sessions on the following:

1. Presentation on Prenatal and Postnatal care
2. Relevance of Play and Play Therapy
3. Methods and programme skills for identifying and promoting referrals for children and adults with delayed developmental milestones
4. One Day Workshop on Personality Development

Bibliography:

1. Benjamin A. Lahey, An Introduction to Psychology, 1998, Sixth Edition, Tata McGraw Hill EditionMorgan C T, King A.R, Weiz JR,Schopler J, 1993, Introduction to Psychology, Seventh Edition, Tata McGraw Hill Edition
2. Elizabeth Hurlock, Personality development, McGraw Hill Co, New Delhi, 1974

Frager and Freidman, Harper Personality and Personal Growth, Row Publishers, New York, 1984

3. Bishop Ledford, Harper Interpreting Personality Theories, Row Publishers, New York, 1970
4. Theories of Personality, Hall & Lindzey, New York. 1978
5. Personality & Personal Growth F rager&Friedman (1985) .Harper Row Publishers, New York
6. Feldman Robert, 1997, Understanding Psychology, McGraw Hill Company, New Delhi
7. Human Development, Ninth Edition, Diane E Papalia, Sally Wendkos Olds, Ruth Duskin Feildman, Tata Mcgraw Hill, 2004
8. Life-Span Human Development Sigelman C,Shaffer D R, Second Edition, Brooks/Cole Publishing,1995
9. Child Development, Eleventh Edition, John W.Santrock, Tata McGraw Hill, New Delhi, 2007.
10. Child Development, Sixth Edition, Elizabeth Hurlock, 1978, McGraw Hill.
11. Developmental Psychology, Childhood and Adolescence, 1999, David R Shaffer, Fifth Edition Brook/Cole publishing Co.

Paper 10   Basic of Computers
Marks : 50
Hours : 30

Objectives

Enable students to

Equip themselves with skills and knowledge in the area of information technology so as to enhance their performance in their professional practice

Unit	Topics	Hours
1	Working in Excel ,Moving inside a work Book, Formatting worksheet, Inserting Worksheet, linking worksheets, Inserting Rows, Inserting Columns.	5
2	Inserting Sheets, Formatting cells, Formatting rows, Deleting rows, Deleting columns, Sorting a Database.	5
3	MICROSOFT POWERPOINT Introduction to Power point, Inserting a text, Inserting auto shapes, Inserting Clip arts, Inserting pictures, Slide Layouts, Slide Designs, Adding notes.	5
4	Background with slide designs, with patterns, textures, pictures, The Power point window, Creating presentations with animation Schemes, Creating presentations with Custom Animation. Creating presentations with Slide Transitions, Creating buttons for slides, Action setting for the slides, Presentations with Hyperlinks, Presentations with mouse clicks, Presentations Automatically, Printing Presentations	5
5	MICROSOFT ACCESS Introduction to Access, Creating database using Access Wizard,	5
6	Customise a database, Creating a blank database in Access, Database for specific needs, Creating a forms in Access, Creating a Reports in Access	5

Paper - 11: English II
MARKS :   50
HOURS   : 30

Objectives :

Enable students to :

Increase abilities in areas such as vocabulary, conversation, reading, comprehension, note taking, report writing and summarizing passages.

Understand and appreciate the prescribed text.

Unit	Subject Matter	Hours	References
I	Conversation pieces (Learning to speak and understand)	5	Access book 2 and 3 : English Conversation and practice by D.H.Spencer, BBC Linguaphone texts.
II	Comprehension (Story telling)	5	1. English through Reading by 2. Bhaskar 3. and Prabhu. 4. English language course for 5. college 6. Book II – Hill and Daswani.
III	Correct English Usage	5	3. Short Remedial English course 4. Intermediate English grammar – 5. Raymond and Murphy.
IV	Detailed textual study 1. The ReapingRace – Liam O'Flaherty 2. "My Lord, the Baby"- Rabindranath Tagore 3. God lives in the Punch- Prem Chand 4. The Tax Collector – Pearl Buck.	15	Eight Short stories by K.N.Vasudeva Panikar. Communication Skills in English by K.J.Kumar

Paper 12, Field Work   15 hrs/wk x 12 weeks   Total   180 hrs.   Marks 100

BSW Part II Syllabus

Semester: III
Paper 13   Agency Administration
Marks 50
Hours   30

Objectives
Enable students to
- Understand the concept of effective administration.
- Appreciate the relevance of social work administration as a method of Social Work.
- Develop skills in basic processes of agency administration

UNITS	TOPICS	HRS.
1	Introduction to Social Work Administration as a method in Social Work. Administrative process. Scope and functions of administration, the multidimensional roles of an Administrator. Basic principles of Administration	5
2	Social Work Organizations. History of Voluntary action in India. Ngos in the social welfare and development sector, Role and functions of nongovernmental organizations. Classification of ngos- service providers, empowerment ngos, support ngos, and umbrella and network ngos	5

3	Administrative Processes Part I: Planning- Importance, principles of planning, steps involved in planning. Organizing: fundamental principles of organising, organising processes and steps. Staffing: recruitment, selection, appointment, orientation, promotion, appraisal and termination. Direction: importance and strategies of direction and supervision		5
4	Administrative Processes Part II: Coordination Principles And Techniques. Reporting: Importance and Steps involved in Reporting. Budgeting: Types and Steps involved in Budgeting. Monitoring and Evaluation: Purpose and Methods of Monitoring and Evaluation.		5
5	Effective Administrative Communication Definition of communication , communication system, criteria for effective communication		5
6	Skills of an Administrator: Technical skills, human skills and conceptual skills. Preparing program proposal, Resource mobilization, Time management, Conducting meetings, Team building.		5

Bibliography:
1. Trecker .H.B.Social Work Administration Principles And Practice. Association press, New York, 1971.
2. Trecker.H.New Understanding of Administration, Association Press, New York, 1971.
3. Bhattacharya Sanjay , Social Work Administration and Development, Rawat Publications , New Delhi, 2006.
4. Skidmore R.A Social Work Administration-Dynamic Administration And Human Relationships, Boston Allyn And Bacon, 1995.
5. Singh . N: Principles of Administration, Theory Practices-Techniques Deep and Deep Publications, 2003.
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7. P C Tripathi.P. N. Reddy, Principles of Management Second Edition 1971 Tata Mc Graw Hill Publishing Company Limited.
8. Allock bebra(ed): Handbook Of Practical Administrative Skills Jaico Publishing House, 1995
9. Hardingham Alison Royal Jenny Team Work In Practice- Putting Together, 1995.
10. Anthony R. Montebello Work Teams That Work Skills For Managing Cross The Organisation, Jaico Publishing House, Mumbai, 1996.

Paper 14   Contemporary Development Problems
Marks   100
Hours 60

Objectives:
Enable students to

1. Understand the concept of development and the characteristics of development

   and under-development

2. Analyse the developmental issues and the government response

3. Develop understanding about the Indian economic planning as a strategy for

   economic development.

Unit	Topic	Hours
1	**Concept of development** Definitions, Values, Objectives	4

2	**Characteristics of developing Countries** Low level of living, Low level of production. High rate of population growth, increasing unemployment and underemployment, High dependence on Agriculture Export of primary products, Unfavorable Social and political conditions	8

3	**Indicators of development**
	      Human Development Index, Human Poverty Index,
	      Gender Development Index, Interstate and Inter -country
	      comparison
		7

4	**Millennium development goals** The formation of the goals, Eight millennium goals. Implementation mechanisms,	7
5	**Underdevelopment**. Historical Perspectives, External factors Internal factors	6
6	**Developmental issues. Inequality ,**Poverty Indebtedness Food security, Food Insecurity and Hunger, Population increase, migration, unemployment, poor bank amenities	10
7	**Government response** Five year plans Poverty alleviation programme, Institutional reforms, Employment Generation Schemes	10
8	**Introduction to Indian Economic Planning:** Objectives, Achievements and failures, new economic trends.	8

Bibliography:

1. Michael TOdaro 2000, Economic Development, 7th Edition, Pearson Education Ltd,
2. Vandana Desai and Robert B. Potter, (Ed)The Companion of Development Studies
3. Uma Kapila, 2004, Understanding the problems of Indian Economy, Academic Foundation.
4. Jean Drez and Amartya Sen, 1997, India Development, second edition, Oxford University Press
5. Datt R., and Sundaram K.P.M, 2nd Edition, Development issues of India Economy.
6. World Development Indicators, 2004, World bank
7. Vibhuti Patel and Manish Karne, 2007, Macro Economic Policies and the Millinnum Development Goals, Gyan Publishing House, New Delhi.
8. Ian Rox, 1979, Theories of Underdevelopment, Macmillon Press
9. Stuart Corbridge, 1995, Development Studies: A Reader, Oxford UNiveity PRss London.
10. C.T Kurien, 1974 Poverty and Development The Christian Institute for the study of Religion and society, Bangalore.
11. Mukesh Eswaran, 1994, Why poverty persist in India, Oford University Press.
12. Chaudhari P, 1978, the Indian Economy, Vikas Publishing House, New Delhi.

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Paper 15   Politics

Marks : 50

Hours : 30

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Objectives :

Enable students to :

▪   Understand various political concepts such as state, constitution, government, power, democracy,

    political parties and public opinion.

▪   Understand the composition and functions of the Union Legislature and Executive in India.

▪   Understand Federalism in India and the nature of Centre and State relationship.

UNIT	TOPICS	Hrs
I	**Introduction to Politics :**	5

	Relevance of the study of polities to Social Work, Concept of State: Elements and Functions, Concept of Power: Meaning, Features	
2	**Concept of Democracy** : Meaning, features, Type of democracy : Parliamentary and Presidential Merits and Demerits o Democracy	5
3	**Political parties, Pressure groups, Public Opinion :** Their meaning, features roles and functions	5
4	**Constitutional Foundations of Indian State** : Basic values enshrined in the Indian Constitution, Salient features	5
5	**Composition and Functions of Indian Government:** Union Legislature : Composition role and functions. Union Executive : Composition role and functions.	5
6	**Concept of federalism :** Federal features of Indian state. Centre and state relations in Indian federation.	5

Bibliography:

Gokhale,B.K (1984),Political Science, Himalaya Publishing House, Mumbai

Johari, J.C (2004) Principles of Modern Political Science, Sterling Publishers
Pvt Ltd ,New Delhi
Jatkar,S.D, Krishna Rao,V (1990), Political Theory and Institutions, Sterling Publishers New Delhi
Siwach,J.R (1990) Indian Government and Politics, Sterling publishers, New Delhi

Mehra, A..K, Khanna,Kueck,G.W (ed) (2003) Political Parties and Party system, Sage Publicaations

Dubey,S.N, (20030 Indian political system, Laxmi Narain Agarwal Edu. Publishers Agra
Awasthy,S.S (2001) Indian Government and Politics, HAR ANAND publications, New Delhi
Sikri,S.C (2002) Indian Government and Politics, Kalyani Publishers, New Delhi

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Paper 16 Education Systems & Services
Marks: 100
Hours: 60

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Objectives:

Enable students to

- Understand education as an instrument of social change.

- Sensitize students towards education as a Right of every child/person

- Develop critical understanding of education as a system in India.

- Develop programme skills in dealing with various groups in education.

- Appreciate the role of social work intervention in the field of education.

Unit	Topic	Hours
1.	**Historical review & situational analysis of education system in India**: pre-independence, post-independence, post-reform. National education policy. Analyzing the Formal education system, magnitude and characteristics.	6

2.	**Goals of education**: understanding the leaner needs, characteristics, socio-economic, cultural influence on the learner. Shift of education from "few to all." **The components & basic elements of education**: teacher, curriculum, knowledge, skills & attitude	6
3.	**Structure of education system in India**, pre-primary to higher, public-private process and structures, (CBSE, Central, municipal school, zilla parishad, ashram schools…)	8
4.	**Issues of education-**issues related to access, retention, and achievement. urban-rural, unorganized sector	7
5.	**Intervention by Govt. and NGO efforts**- policies, programmes, Sarva Shiksha Abhiyan, Campaign for right to education, National Literacy Mission.	7
6.	**Literacy movement in India and other countries** **Perspectives in adult education:** Paulo Freire, Mahatma Phule, Dr.Ambedkar,Dr.Amartya Sen, Mahatma Gandhi	8
7.	**Problems of special groups**: girls, minorities, learning disabled, tribal, college youth.	8
8.	**Skills & programmes in implementing education in schools and communities**-. Understanding the learner –needs, characteristics, socio-economic and cultural factors influencing the learner, principles and conditions of learning. Steps in planning the NFE-Skills involved, role of educator, use of programme media related with education	10

Bibliography:
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Paper 17 Graphics & HTML- Language
Marks: 100
Hours: 60

Objectives
Enable students to
Equip themselves with skills and knowledge in the area of information technology so as to enhance their performance in their professional practice

Unit	Topics	Hours
1	**Coral draw** Introduction, creating designs, Selecting & deselecting objects, Drawing & shaping tools, Using freehand tools, Grouping & ungrouping objects, Choosing outline thickness, Using fill tool	10
2	Inserting Text symbols, clip art, Mirroring objects Rotating & Skewing objects, Using Transform Docker ,Fitting Text to Path, Using power clips, Applying drop shadows, Distortion of effects Distortions Naturally, Combining distortion with blends	10
3	**Photoshop,** Creation of layers, Tools , Work with shapes Work with lasso tool, Create images with masks, Create a stroke path with the pen tool,	10

	Uses of Healing Brush, Clone stamp tool, Patch tool, Apply patterns with custom tool, Use of eraser tool, Back grounds	
4	use of burn and dodge tools, Shadow highlight command,

Replace colour commands,
Variations command, Use of sponge tool, Hue/saturation command,
Liquefy filter, Lense Blurr, Resample your image,
Crop & straighten your images, Roll Over | 10 |
| 5 | **HTML**
Introduction to Hypertext Markup Language,
Definition for HTML, Off Loading of HTML document onto an Internet Server, Browser, Tags, How to write an HTML document, How to save an HTML document, How to run an HTML document, How to demonstrate a Heading, Ordered List Types, Unordered List Types, Definition List, Preformatted Text | 10 |
| 6 | How to create symbols, Linking,
Hyper Referencing a gif & jpg file, Tables, Alignment of Text in Tables, Frames, Linking to a website | 10 |

Paper- 18   :   English III
MARKS   :   50
HOURS   :   30

Objectives:
Enable students to:

Consolidate and perfect the skills acquired in areas such as vocabulary, class presentation, comprehension, selective record writing and synopsis of articles relevant to social issues.

Unit	Subject Matter	Hours	References
I	Guided Conversations	03	Access Book III
II	Letter Writing – formal letters	02	Communication skills in English by K.J. Kumar
III	Rapid Reading and Comprehension	10	Oliver Twist by Charles Dickens.
IV	Details Textual study
1.   What men live by – Leo Tolstoy
2.   The Romance of a busy broker – O'Henry
3. A cup of Tea- Katherine Mansfield	15	"Ten Short Stories" by Jatin Mohanty

Field Work Begins: 15hrs/week x 12 weeks.   Total 180 hrs

BSW Part II Syllabus
Semester IV
Paper 19   Development Administration
Marks   50
Hours   30

Objectives

Enable students to

- Understand evolution of development administration.
- Appreciate the role of governance at central, state and local level.
- Understand the structure and the functions of the   Local Self Government.

Develop understanding of the procedures of establishment of Non Government   organizations.
- Appreciate the role of voluntary sector, public –private partnership.

Units	Topics	Hours
1	**Development Administration** Evolution of development administration, Approach, changing trends. Constitutional distribution of power, Union list, state list, Concurrent list.	5
2	**Administrative Structure Of Social Welfare at Central Level** **Ministry of Social Justice and Empowerment: Structure & functions** Four Bureaus: 1. SC Development, 2. B C Development, 3. Disability, 4. Social Defence , their structure and role, National Commission for SC, National Commission for Safai Karamcharis , National Institutes - welfare , developmental schemes, programmes. **National Commission For Minorities** **Administrative Structure At State Level** Government of Maharashtra Dept. of Social Justice and Empowerment, Structure & functions at state level, administrative divisions& district. State level Mahamandals (eg. Annabhauh Sathe Mahamandal) MMRDA, MUTP	7
3 & 4	**Local Self Government Local self govt**, **URBAN** – Muncipal Corporation of Greater Mumbai., (elected representative & bureaucracy set up , committees) , 74TH Constitutional amendment Nagar Parishad , Nagar Palika (Municipal Corporation) **Rural-** Panchayati Raj zilla parishad , panchayat samati , gram panchayat (elected representative & bureaucracy , committies 73RD Constitutional amendment , gram sabha , GO and NGO Interventions, Adarsh gaon (Ideal village).	10
5	**Legal Frame Work of an NGO:** Role of voluntary organizations , public –private partnership, Registration of non government organization , Societies Registration Act -1860, The Indian Public Trust Act -1882 , Foreign Contribution Act -1976 , Personnel policy of the staff Company's Act - Section 25, Tax exemption for the organisations	4
6	**BUDGETS:** concept & importance of budgets, planned & unplanned budget, Types of budget- national, state , local self government , NGO. Budgeting process. Corporate Social Responsibility	4

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Paper- 20 :Health Systems and Services
Marks100
Hours 60
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Objectives :

Enable students to
- Develop an understanding of health problems in India

- Develop capacity to perceive the role of clinical, environment and host factors in the

  causation, treatment and prevention of disease.

- Develop an understanding of the relationship between development and health status

- Appreciate the role of social workers in promoting qualitative health for the poor

Unit	Topics	Hours
1	**Introduction of the Health Care System in India** Concept of health, evolution of the concept of health, National Health Policy, Health Structure, Its evolution and present status.	7
2	**Public Health Care System in India** Concept of primary health care and community health, PHC/CHC, Rural hospitals, specialized hospitals and training hospitals. Services: Types and critical appraisal of services in the Indian context.	8
3	**Responsibility for Health, Levels of Health Care** Primary/Secondary/Tertiary Indicators of Health	7
4	**Health and Development** Privatization of health services, Health Tourism, Reproductive Health, Occupational Health.	8
5	**Concept of Disease and Epidemiological Cycle, Prevention of Disease.** The role of Agent, Host and Environment, Factors influencing individual, family and community health, Iceberg concept of diseases, Health Education-Principles and Methods.	7

6	**Communicable and Non-communicable Diseases**
	    Respiratory Tract Infections, Diphtheria / Whooping Cough, TB,
	    Insect borne diseases- Malaria, Intestinal Diseases, Poliomyelitis, Typhoid Hepatitis, Sexually Transmitted Infection, HIV/AIDS
		8

7	**National Health Programmes** National Malaria Eradication Programme, National Leprosy Eradication Programme, National TB Programme, Total Sanitation Campaign ,STD Control Programme, Universal Immunization Programme, National Family Welfare Programme, National AIDS Control / National Rural Health Mission	8
8	**Interventions in the Field of Health and the role of the social worker.** - Role and functions of medical social worker in different settings, namely: Hospital, Institution and community.	7

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Paper: 21 Environment Studies
Marks: 50
Hours: 30

Objectives:

Enable students to
  − Develop sensitivity about the interconnectedness between environment and human beings**.**
  − Understand the connections between environmental issues and development.
  − Understand international, national, local governments and the responses of civil society groups to environmental concerns

Unit	Content	Hours
1	**Concepts of Environment and Ecology** Significant concepts and terminology in the understanding of environmental concerns, Pollution – types, causes and effects on human life	6
2	**Environmental Impact on Human Development** Inter-connectedness of environment and human life with specific reference to access and control of natural resources like land, water and forests	6
3	**Environmental Degradation** Development trends and their impact on environment with reference to industrialization, changes in land-use, new trends in agriculture Waste Management in urban areas-importance and significant experiments	4
4	Impoverishment of Communities/Populations due to Environmental Issues Project Displacement and impact on people in urban and rural areas. Role of Government, NGOs and civil society with respect to project displacement.	4
5	**International and National Legislations for Environmental Issues** International protocols and national legislations related to the conservation, protection and restoration of the environment.	6
6	**Civil Society Interventions in Environmental Issues**	4

| | Sustainable Development – its concept, goals and objectives Major international, national and local NGOs working in the field of environmental issues – their role and contribution. | |

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2. Murali Krishna, Air Pollution and Control, 1995 - Kushal & Co. Kakinada, AP.
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Paper 22 Development Communication
Marks : 100
Hours : 60

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Objectives
Enable students to

- Understand the concept of Development Communication and its significance in Social Work practice.

- Develop conceptual clarity of different types of media and their influence on development.

- Learn skills in the use of media for the purposes of development.

- Critical appreciation of values and ethical principles involved in media messages.

Unit	Topics	Hours
1	### Basic Communication theory **Definition of communication, Purpose, Types, Level, Means, Barriers in communication information. Historical development of Communication in society; Contemporary dimension of communication. Development communication: Meaning of development communication, Relevance of communication to development, Different communication theories and critique.**	7
2	**Media and its influence on Development: Development paradigms and disparities; Functions and priorities of Media in addressing development issues; Professional ethics and values in media messages. Media as a watch –dog.**	8
3	**Group Media : Meaning and relevance of group media in development. Introduction to different teaching aids: Photo Language, Posters, Stories, Flash cards, Games, Short films Strengths and limitation of each of the aids, Selecting the appropriate media as**	10

	per the needs. Skills in using the aids ### Street Theatre **Meaning of street theatre, Relevance of street theatre in communicating messages, Different aspects of street play, Designing a script for street play.** **Folk Media** **Introduction to folk media – puppets, tamasha, nautanki etc.** **Strengths and Limitations of folk media, Relevance of Folk media to development.**	

4	**Public speaking and presentation** Functions of Public speaking, Preparation, Designing the content, Skills for public speaking, Power point presentations	7
5	**Mass Media**: Meaning and relevance of mass media, Introduction to different forms of mass media, Radio – Developmental programmes on Radio, Community radio, use of radio for development, T.V – impact of TV on different groups, Role of TV in development, Cinema – History of Indian cinema, understanding cinema, cinema a tool for education and development Internet - Strengths and limitations of Internet, Internet for development News paper- Important role of news paper, Critical analysis of papers- news paper reporting, News papers and development issues, Writing letter to editor, preparing a press release.	8
6	**Social Marketing** Meaning of social marketing, Difference between marketing and social marketing, characteristics of social marketing, Ps in social marketing, Case studies of social marketing programmes. Media Advocacy and Social mobilization .	8
7	**Globalization, Mass Media, Culture and Development**: Local cultural needs and development, National & International media organisations & policies (UNESCO) addressing imbalances in development, Globalisation of Media, Democratization of Communication, Changing face of Indian Media; Prasar Bharti Bill.	8
8	**Right to Information** Meaning of RTI, Provisions in the RTI Act, When to use RTI, How to use RTI	4

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Paper - 23 : English IV
MARKS : 50
HOURS : 30

Objectives :

Enable students to:

Consolidate and perfect the skills acquired in areas such as vocabulary, class presentation, comprehension, selective record writing and synopsis of articles relevant to social issues.

Unit	Subject Matter	Hours	References
I	Revision of guided conversation and Comprehension	05	Access Book II, III, IV
II	Revision of correct language usage	05	TOEFL
III	Letter Writing – formal and informal letters	05	Communication Skills in English by K.J Kumar
IV	Details textual studies 1. The Earth – E Bates 2. A case of Identity- Arthur Conan Doyle 3. The Rocking- Horse Winner – D.H. Lawrence 4. The Bet _ Anton Chekov 5. The Highway- Ray Bradbury 6. A Canary for one – E. Hemingway 7. Lawley Road- R. K Narayan	15	Ten Short Stories by Jatin Mohanty

Paper 24, Field work: 15 hrs/week x 12 weeks   Total 180 hrs   Marks 200

BSW Part III Syllabus
Semester: V
Paper- 25: Research
Marks: 50
Hours: 30

Objectives:
Enable students to:

- Recognize and utilize research as a process in social work practice.

- Understand quantitative research methodology and basic univariate statistics

- Conduct a simple and need based survey relevant to field practice

Unit	Topic	Hours

1	**Meaning&Relevance of Research** Meaning of Social Work Research, Research & Scientific method, The Uses of Research in Social Work Practice, Ethical issues in Research	5
2	**Planning for a Research Study** Problem Identification: Literature review, Delimitation of Scope, Specifying Objectives, Hypothesis, Stating the Rationale. Problem formulation: Concepts and Operational Definition, Variables and Indicators, Measurement of variables	5
3	**Research Design** Meaning, Contents, Functions. Types and Features: Survey Design, Exploratory design, Descriptive design, Explanatory design.	5
4	**Sampling** Meaning& Relevance of sampling. Types of Sampling: Random Sampling Techniques, Non random Sampling Techniques.	5
5	**Tools of Data Collection** Different Methods and Tools of Data Collection. Rationale for Choosing a particular tool for Data collection. Preparation and administering of the tools in Survey Research.	5
6	**Data Processing and Analysis** Data processing: Meaning, Functions. Editing. Categorizing. Coding& Code Book. Tabulation. Data Analysis. Data Interpretation Use of Simple statistics: Percentages, Measures of Central tendency, Report Writing.	5

Note : Theory is reinforced through simple research exercises, so that the student develops the confidence to collaborate as part of a research team.

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Paper - 26: Individuals and Families
Marks 50
Hours   30

Objectives

Enable students to

- Understand the theoretical perspectives for effective interventions with individuals and families
- Provide an exposure to the Generalist practice skills while working with individuals so as to develop a sound practice base in students.
- Understand the different types of problems, their interrelatedness, dynamics, their impact on individuals, families and groups

UNIT	Topics	HRS
1	Historical development of direct practice with individuals and families, underlying philosophy of direct practice, practice principles of working with individuals and families.	5
2	Historical background of family social work, underlying principles guiding family social work, Family concept[inclusive definitions on the family], human rights and the family,[individual rights to have a family, the individual rights within the family and families rights with reference to the environment] family as a system, developmental stages and the variations affecting the family life cycle.	5
3	Problem solving processes while working with individuals, Components: person, problem, place and process. Overview of the helping process: Phase I - exploration, engagement, assessment and planning. Phase II - implementation and goal attainment. Phase III- termination, planning maintenance strategies and evaluation.	5
4	Assessment techniques while working with individuals and families - Family dynamics, Family meetings, Graphing family composition, Genogram, Charting the family's relationship with the ecosystem-ecomap/family communication map, interviewing family units. Home- visits, importance of professional relationships – transference and counter transference reactions in social work.	5
5	Recordings- importance of recordings while working with individuals and families.	5
6	Problem solving techniques while working with individuals and families. Supportive Technique: Acceptance, Sympathy/Empathy, Assurance, Facilitation of expression of feelings, Allaying feelings that are overpowering, Building of self confidence, Encouragement, Being with the client, Emotional support, Action oriented support. Resource mobilization and Environmental modification: Providing or procuring material help, Change of physical environment. Enhancing information and knowledge. Counseling Techniques: Reflective discussion, Motivation, Clarification Correcting perception of the viewer, Modeling Role playing, Partialisation, Removing guilt Feelings, Universalisation, Setting limits, Confrontation, Renewing family links, Improving communication patterns, Changing attitudes.	5

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2. Dean Louis Johnson, 1989, social work practices a generic approach [third edition], allyn and bacon
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5. R.k., upadhay [ed],2003 social casework a therapeutic approach rawat publications
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Paper – 27   Groups
Marks: 50
Hours: 30

Objectives:
Enable students to:

Understand the relevance of social group work as a method of Social Work
Develop an understanding of various types of groups, their processes and dynamics, stages of development and models of interventions
Appreciate and utilize different types of recording in group work to enhance self learning
Develop skills in work with for therapeutic and non therapeutic purpose.

UNIT	Topics	HRS
1	Historical development of social group work as a method in social work. The focus of group work practice. Values in group work practice. Principles of working with groups.	5
2	Classification of groups : formed and natural groups. Typology of groups: treatment and task groups. Treatment Groups: educational growth, remedial, socialization., Task Groups: committees, administrative groups, delegate teams, treatment groups, social action groups. Therapeutic Groups	5
3	Understanding group dynamics: communication and interaction patterns, group attraction, social control and group culture.	5
4	Group functions and roles: Task behaviors; Maintenance behaviors; Task and maintenance roles, Self-interest behaviors.	5
5	Group work recordings types of recordings and importance of recordings in social work	5
6	Group work interventions in specific settings: application of group work techniques in the context of working with specific groups, special groups and specific settings. Role of a group worker.	5

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2. Robert f. Rivas, Ronald w. Toseland,1995 introduction to group work practice,
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Paper – 28, Communities
Marks 100
Hours 60

Objectives

Enable students to

Develop understanding of communities as unit of intervention

Acquire analytical understanding of community dynamics and conflicts

Develop critical appreciation of different approaches to community organization and strategies involved

Develop sensitivity towards multifaceted composition of society and the issues of varied component groups

Unit	Topics	Hours
1	**Community Organisation- History** History of Community Organisation in the West – post-Indudstrialisation phase to contemporary times: Community Development; Social Action to Rights-Based Perspective History of Community Organisation in India – post-Independence period to present day situation: Community Development programmes to people's organizations to new social movements and citizen-groups.	4
2	**Community Organisation – Concept and Definitions** Concepts of community, community development and community organization. Principles and values of Community Organisation	4

3	**Process of Community Problem-solving** Initial phase and fact-finding techniques. Importance of PRA and some of its main techniques Social context of problem and its linkages to economic and political systems.	10
4	**Understanding Community Dynamics** Sources of power and power structure in the community – urban and rural. Concepts of power. Leadership styles, community leadership and training of community leaders. Caste, class, gender in Community Organisation	10
5	**Understanding Community Conflict** Types of conflict in communities and strategies for conflict-resolution. Strategies for Consensus, Conform and confrontation. Factors to be considered while selecting strategies; SWOT Analysis.	8
6	**Overview of models and approaches in Community Organisation** Locality Development, Social Planning, Social Action – significant features and role of the organizer in each.	8
7	**Strategic Planning** Organizational techniques in Community work. Direct action strategies, mobilizing mass action, Building people's Organisations and empowering them; concretization. Capacity building and training of committees and CBOs in Community work. Sustaining Advocacy campaigns, networks, coalition and e-groups for furthering issues.	8
8	**Current issues in Community Organisation with respect to urban and rural development and government and NGO interventions.** Housing and urban planning Rural development and poverty alleviation Tribal Development and livelihood issues	8

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PAPER –29, Human Behaviour
MARKS: 100
HOURS: 60

Objectives:
Enable students to
 Develop a basic understanding of the various aspects and characteristics of human behaviour and its implications on individuals, groups and the society at large

Develop an understanding of normal and abnormal behaviour and promote positive and healthy living in people

Develop knowledge and sensitivity towards mental health problems in adults and children
Understand the role of a social worker as part of an inter-disciplinary team in the area of mental health

UNIT	TOPIC	HOURS
1	Relevance of the study of Human Behaviour to Social Work Practice Understanding the concept of Human Behaviour	4
2	Study of Basic Concepts in Social Psychology Perception, Emotion, Motivation & Learning	9
3	Attitude, Prejudice, Stereotyping, Mass Behaviour and Aggression Theories, Characteristics and Implications	8
4.	Conflict and Stress Management Concept of Conflict and Stress, Types of Conflict and Coping with Stress	5
5	Mental Health-I Concepts of Normality and Abnormality Behaviuoral and Mental Illness of children and Adults Causes, Classification, and Treatment Approaches. An Overview	9
6	Mental Health-II Psychological Assessment- Concept, Need for Testing, Types of Tests and the use of various tests. Policies and Legal situation related to Mental Health in India	9

7	Community and School Mental Health Community Mental Health-Preventive, Promotive and Remedial Approaches Various Approaches in School Mental Health Programme	8
8.	Multidisciplinary Approach in the Field of Mental Health and the Role of the Social Worker Subfields of Psychology and the role of Interdisciplinary Team in Mental Health	8

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Paper – 30, Gender Issues
Marks: 50
Hours: 30

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Objectives
Enable students to

- Develop respect and recognition for women as equal contributors to development

- Acquire knowledge about different kinds of oppression on women and acquire skills in dealing with gender issues

- Develop an appreciation of governmental and nongovernmental initiatives towards women's empowerment and utilize relevant schemes in their practice.

UNIT	TOPIC	HOURS
1	Scope and Significance of Gender Sensitivity in the professional practice of Social Work. Evolution of Gender Studies. Relevance of Gender Studies in Social Work.	5
2	Gender related stereotypes, myths and misconceptions.	4
3	Status of Women in India: Historical perspectives on women in India, Socio-religious reform movement of the 19th century and role of socio-religious reformers, Pre and Post independence period	4
4	Patriarchal Factors influencing the status of women: Religion, Economic, Health, , Media, Caste and class, Politics.	5
5	Gender related Violence: Concept, Definition, and types of Gender related violence Interventions: legal measures, social welfare services- Government and Non Government. Legal measures, Social welfare services of Government and Non Governmental organizations.	6

| 6 | National and international initiatives for the empowerment of women in India. Constitutional rights for women. Government Departments at the national and State level. Towards Equality Report, 1974, National Perspective Plan ,1988, Shramshakti Report, 1998. National Commission For Women, 1992. National Plan Of Action For The Girl Child,(1991-2001). Five Year Plans. National Policy For Empowerment of Women, 2001. Schemes For Women's Empowerment. UN Decade and its impact. (1975-1985). Beijing Conference, 1995 and its relevance to India. UN Initiatives:1995-2006. | 6 |

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10. India's Five Year Plans, Complete Documents, First Five Year Plan(1951-1956) to Tenth Five year Plan(2002-2007), 2002-2007, Plus Midterm Appraisal, Academic Foundation, New Delhi, 2005, Planning Commission of India
11. National Perspective Plan for Women, 1988-200A.D, 1988, Minister of State For Youth Affairs, Sports, and Women & Child Development (301.412)
12. Committee on the Elimination of All Forms of Discrimination against Women 111(CEDAW)Nair L ,International Women's Decade: A balance Sheet,1984, Center For Women's Development Studies, New Delhi

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Paper 31, Disability
Marks: 50
Hours: 30

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Objectives:
Enable students to:
- Develop an understanding of the various types of disabilities and their causal factors; and its familial and societal impact.
- Understand the changing perspectives when working with persons with disability.
- Develop understanding of the specific problems faced by disabled women and girls in India.
- Review International conventions on disability and examine legislations, national planning efforts and policies of the government and Voluntary organizations in the context of human rights of persons with disability in India.
- Understand the roles of different professionals in the multi-disciplinary rehabilitation team with an emphasis on the role of the social worker as a vital member of the team.

Unit	Content	Hrs
1	Definition of Disability. Different categories of disability. Causes, assessment, treatment or rehabilitation modalities	6

2	Impact of disability on different areas of the individual's growth and development; Persons with disability-their familial and societal contexts; Disabling and enabling environments and their impact on the quality of life of persons with disability; problems and issues faced by them related to activities of daily living, education, sexuality, integration, employment and interpersonal relationships	7
3	Gender dimensions of Disability, Issues faced by women and girls with disability such as survival, mental health and self-esteem, bio-ethics and reproductive health, issues related to violence and abuse, specifically child abuse.	5
4	International and national perspectives and approaches to rehabilitation. International initiatives and UN instruments, the convention on the rights of persons with disability	4
5	Analysis of provisions in the Constitution of India and related legislations- The persons with Disability Act, the Rehabilitation Council of India Act, the National Trust Act, inclusion of PWDs in other legislations. Action taken by the government and their inclusion in development and rehabilitation, using the rights based perspective.	5
6	Role of different professionals in the multi-disciplinary rehabilitation team. The role of the social worker as a vital member of the interdisciplinary team.	3

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Field Work Begins: 15hrs/week x 12 weeks.   Total 180 hrs

BSW Part III Syllabus
Semester: VI

Paper – 32   Integrated Practice in Social Work
Marks 100
Hours 60

Objectives:
Enable students to:

- Understand the changing approaches and trends in social work practice.
- Develop an understanding of critical practice and its application in social work practice.
- Appreciate ones role as change agent

Unit	Topic	Hours
1	Evolution of Integrated Practice Approach Concept and definition, Paradigm shift from remedial to developmental, method centered to problem focused. Local to Global International Social Work. Human Right Perspective. Merits and Demerits of Integrated Practice Approach.	5
2	Theory base of Integrated Practice Approach: Systems Theory, Macro practice, Ecological model, PIE model, Critical practice, Remedial Practice – the value base and relevance to Indian context.	9
3	Problem solving strategies: Issue based work in different settings.	3
4	Social work intervention models : case studies	5
5	Challenges in Social work education and Practice: Professional Associations- Regional, National and International levels. Role of social worker. Interdisciplinary and multi disciplinary approach.	5
6	Ethical Dilemmas in Social Work Practice.	3

Seminars 30 hrs
Note: There will be preparation and presentation of papers at a seminar by each student carrying 40 per cent marks as the internal assessment, on topics from subjects of Education, Health, Unorganized Labour, Disability and Ecology. There will be no Mid Semester Test in this paper.

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Paper- 33   Informal Sector
Marks: 100
Hours   60

Objectives:

Enable students to:

- Define and understand the characteristics of informal sector work force.
- Understand the people and problems of the informal sector work force in urban and rural areas.
- Critically review legislations and social security measures related to the informal sector.

- ▪ Understand efforts made by NGOs and Trade Unions to address the issues of informal sector.
- ▪ Develop appreciation for the contributions of informal sector work force to the development of the country.

Units	Topics	Hours
1.	Defining Informal sector: Magnitude, Concepts, Historical evolution, Globalization and the informal sector	7
2.	Characteristics of informal sector: Socio economic profile of the workers, Employment pattern, Wage pattern, Skill formation, Gender perspective,	6
3.	Migrant informal workers: Factors causing migration. Types of migration, Profile of the migrant workers, Rights of the migrant labor force.	5
4.	Profile and the problems of the informal work force in the Urban areas: Self employed, Informal workers in Small scale Industry, Informal workers in Home based industry, Informal workers in Construction industry, Informal workers solid waste management industry.	10
5	Profile and the problems of the informal work force in the rural /coastal/forest areas: Self employed Informal workers in the agriculture/pastoral communities. Informal workers in the mining and allied industry- mines, quarries ,sand dredging, Informal workers in fishing industry and Salt pans	10
6	Legislations and social security measures for the Informal workers: National labour commission reports, Legislations for the informal workers.	7
7	Government response to Informal labor force: Role of the Financial institutes in the informal sector-banks, credit Societies, Social security measures government corporations, Ministry of small scale industry.	7
8	Organizing the informal work force: NGOs, Trade Union, Cooperative movements, Micro-credits, Social entrepreneurship.	8

Exposure visits will be arranged to Government/ Semi- government organizations, NGOs, Trade Unions and Cooperatives working with informal work force as part of the course.

Bibliography:
1. Decent work and the informal economy', Report VI, 2002 International Labour Office ,Geneva. .
2. Sarath Davala, 1994, Unprotected   Labor In India'
3. Dutt .R& Sundharam -Indian Economy (2006 edition) .S.Chand &Co, New Delhi.
4. Desai, Vasant – Small scale industries and Entrepunership (2001) .Himalaya publishing house ,Mumbai.
5. Abdul Aziz (1984),'Urban poor and urban informal sector'Ashish   publishing house, New Delhi

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8. Renana Jhabvala, RKA Subramanya 'The Unorganized Sector work security and social protection.
9. Agarwal..A.N (2001) .- Indian economy: problems of development and planning, Vishwas Prakashan, Mumbai

Paper - 34   The Elderly
MARKS : 50
HOURS   : 30

Objectives :
Enable students to :
- Understand the demographic profile of the elderly in India
- Develop knowledge about and sensitivity towards the various characteristics, changes and special needs of individuals during the developmental stage of late adulthood
- Cultivate ability to challenge personal stereotypes of aging while gaining an understanding of the changes during this period.
- Identify and utilize various services and programmes that would promote the quality of life for the Elderly

UNIT	TOPIC	HOURS
1	Demographic Profile of the Elderly and its implications: Concept of Ageing, Demographic Profile of the Elderly and its implications, Globalization and Ageing, Human Rights Perspective in Understanding Older Adults, Myths and Assumptions about Ageing	5
2	Theoretical Approaches/ Perspectives on working with the Elderly: Theoretical Approaches for working with Older People, Disengagement Theory, Activity Theory, and Continuity Theory. Psycho dynamic, Ecological, Lifespan.	5
3	The characteristics, changes and special needs of individuals during the developmental stage of Late Adulthood The changes (Physical, Mental and Emotional) and special needs of Older Adults, Factors affecting Health Ageing, Importance of promoting Healthy Ageing, Concept and Components of" Quality of Life", Ageing and methods of coping with biological and mental changes/degeneration during Late Adulthood.	5
4	Issues and influences affecting the aged. Gender dimensions of ageing. Rural urban perspectives, migration, disability, Socio-Economic and Demographic implications, Health implications	5
5	National and international governmental and nongovernmental initiatives, policies, schemes and legal provisions for Older Adults. UN Policies and Programmes for Older Adults. National Policy on Ageing in India. Constitutional provisions and legal provisions for Older Adults in India. Role of Government and NGOs in the development of adequate services for the rural elderly.	5
6	Types of Services and Schemes for the Elderly: Residential and Non-Residential(Day Care Services, self Help-Groups and Home-based Care)Welfare Schemes-Financial and Social Security, Housing, Access Services. Preparing for the late adulthood stage.	5

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2. Social Situation of the Aged in India, A.S. Kohli, Anmol Publications Pvt Ltd, New Delhi, 1996
3. Older Persons in India: Dr Arvind K.Joshi, Serials Publications,2006,p33
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5. Social Gerontology: A Multidisciplinary Perspective, Fifth Edition, Nancy Hooyman, H.Asuman Kiyak, Allyn & Bacon,1999
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8. Ageing; Concepts and Controversies, Moody, H. 2000, California: Sage Publications
9. Changing Indian Society and Status of Ages, Husain, M.G., 1997, New Delhi: Manak Publications
10. Ageing-Human Development, Modi, I.(ed), 2001Jaipur: Rawat Publications
11. Handbook of Indian Gerontology, P.V.Ramamurti D Jamuna, Serial Publications, 2004
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13. India's Elderly 'Burden or Challenge? Rajan I Mishra, U.S.and Sarma S.P., 199,New Delhi, Sage Publications

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Paper - 35 : Para Legal Education

Marks : 50

Hours : 30

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Objectives :

Enable students to

- Develop basic understanding about Indian Legal System- procedures and essential laws in practice.
- Understand the operational aspects of the Police System and Court Procedures.
- Acquire basic understanding about the Legal Aid Services.
- Acquire skills to make appropriate use of Legal Procedures.

Unit	Content	Hours
1.	**Introduction to Indian Legal System and its Structure:** Indian Constitution, Major Acts-India Penal Code /Criminal Procedure Code, Evidence Act, Civil Procedure Code. Structure of Police. Overview of Hierarchy of Courts and Prison Administration.	5
2.	**Indian Constitution** Preamble, Fundamental rights and Directive Principles of State policy Amendments to Fundamental Rights and Directive Principles of State Policy	5
3.	**Indian Judicial System** Structure, Criminal Courts and Civil Courts, Nature and Types of Civil /Criminal Cases, Procedure of civil suit notice, affidavit, plaint. Criminal Courts : Magistrate and Sessions, City Civil courts, Family Courts, Consumer Courts, High Court, Supreme Court.	5
4.	**Concepts and procedures in Law enforcement :** NC,FIR, Arrest, Summons, Warrant, Bail, Charge Sheet, Police Custody and Judicial Custody, Rights of Arrested Person, Rights of Women and Children in Jail.	5
5.	**Writ petitions:** Habeas corpus, mandamus, prohibition warrants, certiorari	5
6.	**Concept of Legal aid, Need for legal aid:** Legal aid schemes and Problems, Lok adalat and its functioning, Legal aid to marginalized, National Legal Services Authority, Public Interest Litigation, role of Special Executive Officers and role of NGOs in legal aid.	5

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    A Short Commentary on the Bombay City Civil & Sessions Court rules, 1949-
5. Rajhwant Mohan, Law Publishers -1977. Code of Civil Procedure-1908-Lal Mohan,
    Delhi Publishing House
6. Mathew P.D., Legal Education Series, Indian Social Institute, New Delhi,1998

Paper- 36: Human Rights

Marks: 100

Hours: 60

Objectives:

Enable students to:

–   Understand the concept of Human Rights and their evolution.
–   Develop understanding about various forms of violation of Human Rights and the marginalized groups affected by the same.
–   Make familiarity with the prevailing National and International conventions and procedures for protection of Human Rights.

Unit No.	Topics	Hours
1	Concept, Definition, Origin and Evolution of the Notion of Rights. Concept of Natural Rights, the American Declaration of Independence and the Bill of Rights. The French Declaration of Human Rights of Man.	7
2	The Universal Declaration of Human Rights. Scope of Human Rights, Distinction between – Customary, Legal, Moral Rights, Individual and Collective Rights, Civil, Political, Socio-Economic and Cultural Rights.	7
3	**Human Rights and Violation Affecting specific Groups in Society.** Rights of Women, Children, Aged Mentally, Physically Disabled and Rights of PLHA.	7
4	Rights of Refugees, Political Asylum Seekers. Rights of Victims of Genocide and Terrorism	7
5	**Human Rights and Marginal Groups:** Scheduled Castes, Scheduled Tribes, Nomedic and Denotified Tribes Minorities(Regional, Religious, Linguistic) Forms of violation- Casteism, Untouchablity , Social Exclusion, Segregation and Sub castes, Ostracism, Denial of Basic Facilities, Unequal Distribution of Natural Resources, Land Alienation, Displacement, Bonded Labour, Indebtedness, Identity Crisis, Myths and Misconceptions, Issue of Creamy Layer, Reservation Debate. Redressal Mechanism –Atrocity Act, Bonded Labour Act, Minority Act.	8
6	**Human Rights and International Declarations :** Slavery Convention 1926, Convention of the Political Rights of Women (1952) United Nations Declaration on the Elimination of All Forms of Racial Discrimination (1963). International Convention on the Elimination of all Forms of Racial Discrimination (1966). Convention on the Elimination of all Forms of Discrimination against Women (1979).United Nations Convention on the Rights of Child (1989).	8

	The international Bill on Human Rights, Universal Declaration of Human Rights.. International Covenant on Economic Social and Cultural Rights, Optional Protocol to the International covenant on civil and political Rights, Instrument of Accession by India to the Human Rights of Covenants.	
7	**Nature, Structure and functions of National Human Rights Commission -** State Human Rights Commission Human Rights Commission for minority Human Rights Commission for Schedule Caste Human Rights of Commission for schedule Tribes Human Rights Commission for Nomadic and De-notified Tribes. Human Rights Commission for Women and Children.	8
8	The Role of Regional, National and International Non-Governmental Organizations in Furthering Human Rights- Social Work Profession and Mechanism to Protect Human Rights. Contribution of Social Movements to the Protection and Promotion of Human Rights.	8

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9. Mendelson, Oliver and Upendra Baxi,(1995) The Rights of Subordinated People, Oxford University Press, Madras
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13. Reicher , E.(2003) Social Work and Human Rights,Rawat Publication, Delhi.
14. Narula . S. (1999)Human Rights Watch, New Work.

Paper- 37 : Peace Education
Marks : 50
Hours : 30

Objectives
Enable students to

− Become familiar with the concepts of Peace and Conflict and the source of conflict in the Indian socio-economic and political context
− Understand the meaning and features of Nationalism, Communalism, Fundamentalism, Fascism and Terrorism.
− Understand the factors contributing to the origin of prejudices and stereotypes.
− Study the role played by International, government, non-governmental organizations and civil society groups towards peace building.
− Help students develop attitudes and strategies to respond appropriately to conflicts
− situations.

Units	Topics	Hours
1	Meaning of Peace. Difference between positive and negative peace. Goals of Peace Education. Concept of secularism according to the Indian Constitution. Definition of Conflict. Sources of Conflict. Role of Conflict in human lives. Constructive and destructive impact of conflicts.	5
2	Meaning of Communalism. Causes of communalism in India. Communalism and Nationalism. Communal Conflicts and Violence. Role played by the State and Police machinery. Role played by the media. Communalism and its impact on the Minorities, Gender and Caste.	5
3	Meaning of Prejudice. Origins of Prejudice, Stereotypes and the reasons for having stereotypes. Dispelling of the commonly held myths about different religious communities.	5
4	Role of the UN and its agencies in Peace building. role played by the Truth and Justice Commission of South Africa and the role played by world leaders like Mahatma Gandhi, Martin Luther King and Nelson Mandela in peace building.	5
5	Common human values preached by different religions and the role played by the Bhakti and Sufi movements. Meaning of Syncretism and its value in India.	5
6	Role played by Civil Society groups and educational institutions towards peace building. Different approaches to responding to conflicts. Forcing, Compromising, Avoiding, Accommodating, Conflict Resolution and Mediation.	5

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1. Arslan, Mehdi and Janaki Rajan (Eds), "Communalism in India: Challenge and Response", Manohar Publications, New Delhi, 1994

2. Centre for Dialogue & Reconciliation, "Truth : Understanding not Vengence, Reparation not Retaliation, Justice not Victimization", Himmat Publications Trust, New Delhi, 2000.

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17. Thapar Romila, "Politics of Religious Community", Seminar, Vol.365, January, 1992

18. Zakaria Rafiq, "The Widening Divide, An Insight into Hindu-Muslim Relations", Penguin Books, New Delhi, 1991

Paper 38   Field work 15 hrs/week x 12 weeks   Total 180 hrs   Marks 200

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FIELD WORK EVALUATION CRITERIA
BSW: I, Semester II
Paper 12 Field Work
Marks 100, Hours 300

Analytical Ability
OUTCOME GOAL
With the help of the instructor, the student acquires knowledge and understanding of the agency, its goals, objectives, administrative structure, its client system, and services offered. The student is able to understand the linkages between the services and needs of the client system.

INDICATORS
- The tasks taken up by the student and his/her recordings reflect the ability of the student to understand the relevance and applicability of the different tools of fact finding such as surveys, home visits, interviews, PLA techniques and small group discussions.
- The weekly recordings and the individual report submitted after the initial 3 weeks of field work reflect the knowledge gained and theory learned in the classroom.

Skills:
OUTCOME GOAL
With the help of the instructor, the student is able to understand the process of programme planning, implementation and evaluation and is able to address simple problems of individuals and groups.

INDICATORS
- Utilizes various tools of fact-finding like home-visits, interviews, simple surveys, PLA techniques, meetings, and observation
- Partializes the problem and uses appropriate techniques of problem solving.
- Works on referral services, conducts recreational and or educational groups and participates in different aspects of community work such as attending meetings, organizing and mobilizing community participation in programmes.
- Identifies and helps in the mobilization of material and human resources.
- Establishes working relationships with the client system, staff and team members.
- g) Participates in the planning, organizing, co-coordinating, implementing and evaluating of agency programs, and in carrying out simple administrative tasks.

Professional Development

OUTCOME GOAL

The student shows responsibility in relation to one's role in the agency, and is aware of self as an individual and as a professional

INDICATORS
- Exhibits regularity, punctuality and commitment to tasks undertaken;
- Functions as a team member and executes the given tasks;
- Is aware of ways in which biases and cultural backgrounds affect relationships;
- Is aware of self, feelings and body language when relating to others;
- Acknowledges the need for working co-operatively with colleagues and staff;
a) Appreciates and acknowledges the expertise of other team members.

Participation in Orientation / Exposure Visits and Educational Camp   Marks 05
OUTCOME GOAL

The student is able to appreciate the importance of Orientation / visits and Camps organized by the college and actively participates in them. The student is able to appreciate and learn from the work of other organizations in the field of social work and is able to understand the importance of the dignity of labour and the importance of community living.

INDICATORS
- Attends and actively participates in the orientation visits/exposure visits and camps
- Involves in the planning and execution of tasks in the organization of the camp.
- Critically evaluates the programmes, and makes constructive suggestions.
- Sensitive to local culture.
- Adheres to camp discipline and is sensitive to other group members.
- Writes reports and makes presentation.

Use of Field Instruction
OUTCOME GOAL

Understands and recognizes the role of the faculty advisor, field instructor, and field contact, and takes responsibility for learning.

INDICATORS
- Attends conferences regularly
- Seeks guidance of instructor and understands need for conferences.
- Follows up on tasks discussed with the faculty advisor/field instructor
- Submits recordings regularly

**Field Work Evaluation Criteria
BSW – II, Semester IV
Paper 24 Field Work
Marks 200, Hours 360**

Analytical Ability
OUTCOME GOAL

The student acquires knowledge and understands the agency, its philosophy, goals, administrative structure and services. The student also develops an in-depth understanding of the problem situation and the client system and is able to see its reflection in theory.

INDICATORS
- Independently collects relevant information about agency/clients by reading files and documents as well as through the use of appropriate fact finding techniques.
- Assesses the magnitude of the problem situation and makes a profile of the community/group/agency.

- Recordings reflect understanding of the link between client needs and agency services; and the role of other agencies working on similar issues.
- The work undertaken by the student and his/her recordings reflect understanding of the relevant welfare services/schemes and systems such as ICDS, PDS, education, health and sanitation.

Skills:
OUTCOME GOAL
The student acquires skills relevant to the problem solving process and develops administrative and communication skills that aid in the process..

INDICATORS
- Identifies and partializes the problem into smaller units for work.
- Understands and identifies simple intervention strategies in relation to the problem situation.
- Independently responds to simple problems of individuals, families, groups communities, and agencies.
- Uses different techniques and problem-solving methods.
- Performs administrative tasks like keeping diaries, writing case sheets, minutes of the meetings, reports of the events, filing, program budgeting and simple accounting.
- Writes monthly agency reports which are process oriented, analytical and reflective.
- Plans and implements educational programs and sessions for women, children, youth and specific target groups.
- Prepares effective IEC material for awareness campaigns.
- Compiles relevant reference material about an issue as an aid to documentation.
- Works in coordination with the staff of the agency and students placed in the same organization.

Professional Development:
OUTCOME GOAL
The student shows responsibility and maturity in relation to one's role in the agency and awareness of self as an individual and as a professional.

INDICATORS
- Is able to introspect on ones own actions and is aware of one's self, feelings and body language when interacting with others in the field.
- Is aware of ways in which biases and cultural backgrounds, affect relationships and is aware of the differences that arise because of caste, class, culture and religion;
- Shows interest in agency work and practices co-operation in group activities;
- Shows consistency in taking up and completing tasks;
- Volunteers for special tasks;
- Shows awareness of one's own strengths and limitations in evaluating the performance.

Participation in Orientation / Exposure visit and Educational Camp
OUTCOME GOAL
The student is able to appreciate the importance of Orientation / exposure visits and Camps organized by the college and actively participates in them. The student is able to appreciate and learn from the work of other organizations in the field of social work and is able to understand the importance of community living.

INDICATORS
- Attends and actively participates in the orientation visits/exposure visits and
  camps
- Involves in the planning and execution of tasks in the organization of the camp.
- Critically evaluates the programmes, and makes constructive suggestions.
- Sensitive to local culture.
- Adheres to camp discipline and is sensitive to other group members.
- Writes reports and makes presentation.

Use of Field Instruction:
OUTCOME GOAL
The student understands and recognizes the role of the faculty advisor, field instructor, and field contact, and takes responsibility for learning.

INDICATORS
- Attends conferences regularly.
- Submits recordings regularly.
- Shows willingness to learn- reads relevant articles/books referred by the instructor.
- Comes prepared for conferences and initiates discussions on issues / concerns related to field work
- Follows up on tasks discussed with the faculty advisor/field instructor

Analytical Ability:
OUTCOME GOALS
Acquires critical understanding of the agency's philosophy, goals, structure and services and analyses them in relation to the needs and problems of the client system.
Shows ability to make a systemic analysis of the problem situation and understands the implications for practice.

INDICATORS
– The student independently undertakes fact-finding tasks and by the end of the year submits an evaluative report on the problems/situations/programmes, which reflect his/her understanding of the integrated approach to problem solving.
– Plans, strategizes and implements tasks independently and suggests and identifies new areas of work.
– Identifies areas for research and conducts simple studies to understand problem situation/issue..
– Evaluates agency policies and goals in relation to client needs and proposes means to enhance agency functioning.
– Reviews and analyses government policies and legislations related to the problem area
– Identifies documentation needs in the agency and compiles relevant data.
– Writes varied reports, articles, features and press releases.
– Reads and reviews books, journals and other relevant articles for perspective building and theoretical understanding.

Problem Solving Skills
OUTCOME GOALS
Effectively utilizes social work techniques in the process of problem solving and works effectively with the various practice systems at the micro and macro levels.

INDICATORS
– Utilizes an integrated approach to problem solving which reflects an understanding of the four practice systems.
– Strategizes and uses innovative/creative techniques in problem solving and evaluates the results of the intervention.
– Works with different government and non-organisations to advocates for client needs and achieve agency goals.
– Represents the agency at meetings and campaigns.
– Works with different cadres of staff in the agency, and understands their roles and functions.
– Conducts staff development programmes for para-professional staff of the agency.
– Conducts small studies on issues related to agency's goals and writes reports on the same.
– Develops and uses appropriate programme media.
– Effectively uses community resources, welfare services and media to achieve objectives of the agency.
– Performs administrative tasks such as attending staff meetings, writing minutes, summarizing the proceedings of the meetings, maintain records / accounts etc.

Professional Development
OUTCOME GOAL
The student shows responsibility and maturity in relation to ones role in the agency and awareness of self as an individual and as a professional and shows commitment to social work values and the social work profession.

INDICATORS
- Is able to introspect on ones own behaviour and is aware of one's self, feelings and body language when interacting with others in the field.
- Is aware of ways in which biases and cultural backgrounds, affect relationships, and is aware of the differences that arise because of caste, class, culture and religion.
- Shows interest in agency work and initiates activities/actions that build co-operation   and team spirit.
- Shows consistency in taking up and completing tasks;
- Volunteers for special tasks and shows leadership in the team.
- Shows awareness of one's own strengths and limitations and is open to suggestions and learning from others.

Participation in Orientation / Exposure visits and Educational Camp
OUTCOME GOAL
The student is able to appreciate the importance of Orientation / Exposure visits and Camps organized by the college and actively participates in them. The student is able to appreciate and learn from the work of other organizations in the field of social work and is able to understand the importance of community living.

INDICATORS
- Attends and actively participates in the orientation visits/exposure visits and camps (before, during and after)
- Involves in the planning and execution of tasks in the organization of the camp.
- Critically evaluates the programmes, and makes constructive suggestions.
- Sensitive to local culture.
- Adheres to camp discipline and is sensitive to other group members.
- Writes reports and makes presentation.

Use of field Instruction:
OUTCOME GOAL
Understands and recognizes the role of faculty advisor, field instructor, and field contact, and takes responsibility for learning.

INDICATORS
- Attends conferences regularly and initiates opportunities for self learning.
- Comes prepared for conferences and takes responsibility for initiating learning
- opportunities for the group.
- Submits recordings regularly
- Follows up on tasks discussed with the faculty advisor/field instructor
- Raises issues related to larger professional concerns related to field work
- Shows willingness to learn- reads relevant articles/books referred by the instructor