Syllabus of Bachelor of Social Work (B. S. W.) Programme  
Implemented from the Academic Year 2007-2008

Purpose
This programme introduces students to the discipline and profession of social work in general and the profession of social work in India and Goa in particular.

Prerequisites
Those who have completed their Higher Secondary education are eligible to join the BSW programme.

Courses and the distribution of courses in Semesters
The syllabus is distributed in three academic years and each year has two semesters. In First Year BSW the students have to study seven courses for 750 marks in the first two semesters. They have to compulsorily answer the papers on environmental education for fifty marks each and passing in them is mandatory but marks obtained in these papers will not be counted for awarding grades. In the SYBSW and TYBSW students will study six courses each for seven hundred marks.

Practicum and Project Work
In all semesters there is social work practicum for 15 hours per week. In semesters five and six a student has to compulsorily work towards writing project report.
# B. S. W. Programme: List of Courses

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<th>Semester I</th>
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<td>BSW 1.1</td>
<td><strong>Functional English - I</strong></td>
<td>5</td>
<td>100</td>
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<tr>
<td>BSW 1.2</td>
<td><strong>Environmental Education - I</strong></td>
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<td><strong>Foundation Course: Gandhian Studies</strong></td>
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<td>BSW 1.5</td>
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<td>BSW 1.6</td>
<td><strong>Work with Groups</strong></td>
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<td>BSW 1.7</td>
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<td>15 hours (Four days per week)</td>
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<td>BSW 2.3</td>
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<td>BSW 2.4</td>
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<tr>
<td>BSW 2.5</td>
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<tr>
<td>BSW 2.7</td>
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<td>BSW 3.1</td>
<td>Contemporary Ideologies of Social Work - I</td>
<td>5</td>
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<td>BSW 3.2</td>
<td>Integrated Social Work Practice - I</td>
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<tr>
<td>BSW 3.3</td>
<td>Work with Communities/Community /Development - I</td>
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<td>BSW 3.4</td>
<td>Political Economy and Planning in India - I</td>
<td>5</td>
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<tr>
<td>BSW 3.5</td>
<td>Human Growth and Development - I</td>
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<td>BSW 3.6</td>
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<td>BSW 4.2</td>
<td>Integrated Social Work Practice - II</td>
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<td>Work with communities/Community /Development - II</td>
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<td>Political Economy and Planning in India - II</td>
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<tr>
<td>Semester V</td>
<td>Title of the Paper</td>
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<td>BSW 5.1</td>
<td>Personal and Professional Growth - I</td>
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<tr>
<td>BSW 5.2</td>
<td>Social Work Research</td>
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<tr>
<td>BSW 5.3</td>
<td>Sociology for Social Work in India</td>
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<td>100</td>
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<td>BSW 5.4</td>
<td>Counselling</td>
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<td>BSW 5.5</td>
<td>Management of Developmental and Welfare Services - I</td>
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<tr>
<td>BSW 5.6</td>
<td>Social Work Practicum</td>
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<td>BSW 6.1</td>
<td>Personal and Professional Growth - II</td>
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<td>100</td>
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<tr>
<td>BSW 6.2</td>
<td>Social Work Research: Project Work</td>
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<td>BSW 6.3</td>
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<td>BSW 6.4</td>
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<tr>
<td>BSW 6.5</td>
<td>Management of Developmental and Welfare Services - II</td>
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<td>BSW 6.6</td>
<td>Social Work Practicum</td>
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</table>
BSW Semester one

BSW 1.1: Functional English - I

This course will be offered to first year BSW students and has the following objectives:

- To prepare students for competitive examinations, which they can take after graduation
- To increase their overall proficiency in English
- To train students to read and to respond to questions with speed
- To train students to undertake Project Work

Course Content:

\textit{a) Reading Comprehension}

Skimming a passage to extract general ideas and information. Understanding the meaning of words, phrases and sentences in context. Understanding logical relationships (through recognition of grammatical devices). Recognizing inconsistencies/ contradictions/ fallacies in the passage.

\textit{b) Grammar and Vocabulary}


\textit{c) Written Communication}

Elaborating a given idea by:
Listing of points organizing points around major ideas etc.
Building paragraphs

Writing different types of essays with special attention to
Preparing outlines
Structuring and organising ideas
Coherent presentation
Writing around a theme

\textit{d) Study Skills}

Collecting classifying and storing information
Note- making and note- taking techniques and types Introduction to research methodology
Nature of examination

There will be one two-hour examination at the end of each semester. However regular internal assessment through objective type testing should be done throughout the year. The essence of the test is speed. Unseen passages alone should be used for comprehension and précis writing tests.

The Syllabus

(Objective)-20mks
40 blanks or alternatives- papers to be collected within 20 minutes –based on: synonyms; anonyms; articles; pronouns; propositions; putting verbs into correct tense; spelling; direct and indirect; stress making.

II Test (20 marks)- English Through Reading Bk. II –Bhasker & Prabhu.
   (a) Extracts 1 to 5 (include)- two questions out of three to be answered in 6 to 10 lines each. 10 marks.
   (b) Grammar exercise based on text (10 marks)

III Comprehension –20 marks
2 passages (1 subjective; 1 objective).

IV (a) Précis (10)
   (c) Paragraph of 80 to 100 words- 3 topics may be given- to select one

V Composition - 20marks.
Essay (300 words 1 out of 3) (5 marks for rough draft 15 marks for essay itself).

Dialogue (150 words) and Report –factual & scientific (150 words).
BSW 1-2: Environmental Education – I

1. The Multidisciplinary Nature of Environmental Studies
   1.1 Definition scope and importance of environmental studies
   1.2 Need for public awareness

2. Natural Resources
   2.1 Forest resources – use and over-exploitation, Timber extraction, mining, dams and their effects on forest and tribal people.
   2.2 Use and over-utilization of surface and ground water, floods, drought, conflicts over water, benefits and problems of dams
   2.3 Mineral resources – use and exploitation, environmental effects of extracting and using mineral resources, case studies
   2.4 Food resources – world food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies
   2.5 Energy resources – growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, case studies
   2.6 Land resources – land as a resource, land degradation, man induced landslides, soil erosion and desertification
   2.7 Role of an individual in conservation of natural resources.
   2.8 Equitable use of resources for sustainable lifestyles

3. Ecosystems
   3.1 Concept of an ecosystem
   3.2 Structure and function of an ecosystem
   3.3 Producers, consumers and decomposers
   3.4 Energy flow in the ecosystem
   3.5 Ecological succession
   3.6 Food chains, food webs and ecological pyramids

Suggested Reading:

Clark, R. S. *Marine Pollution*. Oxford: Clanderson Press.
Hawkins, R.E. *Encyclopaedia of Indian Natural History*. Mumbai: Bombay Natural History Society, Bombay (R.)


BSW 1.3: Foundation Course - Gandhian Studies

1 Gandhi as a Humanist
   1.1 His concept of Truth
   1.2 Concept of Non-violence
   1.3 Concept of Ethical religion

2. Satyagraha - It’s philosophy and practice

3. Gandhi’s view on
   3.1 Caste
   3.2 Untouchability
   3.3 Varna - Dharma
   3.4 Hindu - Muslim unity

4. Gandhi’s Constructive Programme
   4.1 Basic education
   4.2 Village Sanitation
   4.3 National Language

5 Gandhi’s Views on State and Role of Government

6. Gandhi’s critique of Parliamentary Democracy

7. Gandhi on Panchayati Raj

8. Gandhi’s Economic Ideas
   8.1 Industrialisation
   8.2 Trusteeship

Basic Readings

Kriplani, J. G. Gandhian Thought.
Verinder, Grover. Political Thinkers of Modern India. Volume
# BSW 1.4: Computer Awareness

1. Computer Basics:

<table>
<thead>
<tr>
<th>1.a. Theory</th>
<th>1.b. Practical</th>
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</thead>
<tbody>
<tr>
<td>1.a.2. Generations of computers.</td>
<td>1.b.2. Keyboard skills – entry of all characters (alpha &amp; numeric) and use of all keys.</td>
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<tr>
<td>1.a.4. Basic computer Parts and Functions</td>
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<tr>
<td>1.a.5. Computer input and output devices</td>
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</tr>
<tr>
<td>1.a.6. Storage devices</td>
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<tr>
<td>1.a.7. Computer peripheral devices.</td>
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</tbody>
</table>

2. Word Processing:

<table>
<thead>
<tr>
<th>2.a. Theory</th>
<th>2.b. Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.a.1. Meaning of word processing</td>
<td>2.b.1. Text entry and word, line, &amp; paragraph manipulation.</td>
</tr>
<tr>
<td>2.a.2. Functions/uses/applications</td>
<td>2.b.2. Text formatting – font style, colour, size, text alignment, super and sub scripting.</td>
</tr>
<tr>
<td>2.a.3. Merits and demerits</td>
<td>2.b.3. Handling margins and indents.</td>
</tr>
<tr>
<td>2.a.4. Meaning of mail-merge and its uses.</td>
<td>2.b.4. Inserting text boxes, word art, shapes, clipart, photos, borders, animations, symbols and other objects, editing and formatting the same.</td>
</tr>
<tr>
<td>2.a.5. The applications of tables.</td>
<td>2.b.5. Copy cut and paste.</td>
</tr>
<tr>
<td>2.a.6. Various uses of formatting in word processing</td>
<td>2.b.6. Save, save-as and save with password.</td>
</tr>
</tbody>
</table>

3. Spread Sheets

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<td>3.a.2. Functions/uses/applications</td>
<td>3.b.2. Using formulae and functions</td>
</tr>
<tr>
<td>3.a.3. Merits and demerits</td>
<td>3.b.3. Editing text and formulae.</td>
</tr>
<tr>
<td>3.a.4. The use of functions and formulae.</td>
<td>3.b.4. Sorting and conditional formatting.</td>
</tr>
<tr>
<td>3.a.5. Applications of sorting and conditional formatting.</td>
<td>3.b.5. Inserting charts (graphs) and their analysis.</td>
</tr>
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</table>

3.b.6 Use of cell borders for proper print formats. 
3.b.7 Use of statistical functions.
4. Presentation Programmes:

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<tr>
<th>4.a. Theory</th>
<th>4.b. Practical</th>
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</thead>
<tbody>
<tr>
<td>4.a.1 Meaning of Presentation programmes with examples.</td>
<td>4.b.1 Preparation of presentation slides by inserting text and graphics.</td>
</tr>
<tr>
<td>4.a.2 Functions/uses/applications</td>
<td>4.b.1 Animating text and graphics.</td>
</tr>
<tr>
<td>4.a.3 Merits and demerits.</td>
<td>4.b.1 Inserting sound and video.</td>
</tr>
<tr>
<td>4.a.4 Rationale behind animation and slide transition.</td>
<td>4.b.1 Control of slide animations and transitions.</td>
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<tr>
<td>4.a.5 Criteria for a good presentation.</td>
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<tr>
<td>4.a.6 Critical analysis of presentations</td>
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5. Internet and E-mail:

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<tr>
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<th>5.b. Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.a.1 Meaning of internet and email</td>
<td>5.b.1 Surfing the web.</td>
</tr>
<tr>
<td>5.a.1 Functions/uses/applications</td>
<td>5.b.2 Copying and pasting selections of text/graphics from the web.</td>
</tr>
<tr>
<td>5.a.1 Merits and demerits</td>
<td>5.b.3 Saving web pages.</td>
</tr>
<tr>
<td></td>
<td>5.b.4 Using on-line forms.</td>
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<td></td>
<td>5.b.5 Use of chat, videoconferencing, subscriber groups, internet telephony.</td>
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<tr>
<td></td>
<td>5.b.6 Getting an email ID.</td>
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<td></td>
<td>5.b.7 Designing simple web pages</td>
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<td></td>
<td>5.b.8 Sending and receiving E-mail</td>
</tr>
</tbody>
</table>

6. E-Learning

6.1. Meaning, Scope and forms.
6.2. Components of Instructional Design.
6.3. Learner Analysis.
6.4. Learning Objectives.
6.5. Instructional Strategies.
6.7. Evaluating Instruction

Basic Readings:
Rajaram, V. Fundamentals of Computers, 3 rd edition Prentice Hall. India
Rajaram, D. and Rajaram V. Computer Primer. Prentice Hall India Pvt. Ltd.
BSW 1.5: SOCIAL WORK PROFESSION: HISTORY AND IDEOLOGIES

1. History of Social Work Profession in India
   1.1 Introduction
   1.2 Beginning of social work education
   1.3 Welfare versus developmental orientation in social work
   1.4 Professionalisation of social work values, education, knowledge, and professional associations
   1.5 Goals, values, functions/roles and process of social work
   1.6 Interface between professional and voluntary social work

2. Philosophical Bases of Social Change
   2.1 Ancient period: Vedic, Vedantic and non-Vedic Ideologies
   2.2 Medieval period: Zoroastrianism and Islam in India
   2.3 Mysticism of Bhakti and Sufi movements, Sikhism

Basic Readings:

BSW 1-6: Works with Groups

1. Working with groups
   1.1 Group work has a method
   1.2 Purpose and evolution of the method

2. Types of Groups
   2.1 Types, purpose, membership duration, process.

3. Group Process and Dynamics
   2.1 Process in groups and recreational, non-formal education, skill development
   2.2 Leadership, isolation, decision-making, communication, relationship, conflict personal experiences.

3. Use of Programme as a tool
   3.1 Programme goals and principles
   3.2 Programme planning, implementation.

4. Skills and Techniques in Group work
   4.1 Facilitation, leadership, leadership development
   4.2 Simple recording

5. Evaluation in Groups
   5.1 Evaluation in groups, types and method

Basic Readings:


BSW Semester two

BSW 2.1: Functional English - II

Objectives:
This course will be offered to first year BSW students and has the following objectives:
To prepare students for competitive examinations, which they can take after graduation
To increase their overall proficiency in English
To train students to read and to respond to questions with speed
To train students to undertake Project Work

Course Content:

a) Reading Comprehension
Skimming a passage to extract general ideas and information. Understanding the meaning of words, phrases and sentences in context. Understanding logical relationships (through recognition of grammatical devices). Recognizing inconsistencies/ contradictions/ fallacies in the passage.

b) Grammar and Vocabulary

c) Written Communication
Elaborating a given idea by:
Listing of points organizing points around major ideas etc.
Building paragraphs

Writing different types of essays with special attention to
Preparing outlines
Structuring and organising ideas
Coherent presentation
Writing around a theme

d) Study Skills
Collecting classifying and storing information
Note- making and note- taking techniques and types Introduction to research methodology

Nature of examination
There will be one three-hour examination at the end of each semester. However regular internal assessment through objective type testing should be done throughout the year. The essence of the test is speed.
Unseen passages alone should be used for comprehension and précis writing tests. In the second semester, the examination paper will carry 80 marks. 20 marks are allotted for a home assignment to be assessed by the concerned teacher.

**The Syllabus**

I Grammar (objective)- 20 marks.
40 blanks or alternatives – on q. paper- to be collected within 20 minutes – based on synonyms; antonyms; sentence completion; spotting the error; reconstructing passages; conjunctions; active/ passive.

Text (20 marks) –English Through Reading Bk. II
(a) Extracts 6 to 10-2 questions out of 3 to be answered in 6 to 10 lines each.
(b) Grammar exercises based on text –10 marks.

II Comprehension – 20 marks.
Two passages – subjective; 1 objective.

III (a) Précis – 10 marks.
(b) Paragraph of 80 to 100 words- 3 idiomatic expressions may be given- to select one

IV Composition –20 marks
BSW 2.2 Environmental Education - II

1. Biodiversity and its Conservation
   1.1 Meaning of biodiversity
   1.2 Biogeographical classification of India
   1.3 Value of biodiversity – consumptive, productive, social ethical, aesthetic and option values
   1.4 Biodiversity at global, national and local levels
   1.5 India as a mega-diversity nation
   1.6 Threats to biodiversity – habitat loss, poaching of wildlife, man-wildlife conflicts
   1.7 Endangered and endemic species of India
   1.8 Conservation of biodiversity

2. Environmental Pollution
   2.1 Definition
   2.2 Causes, effects and control measures of such environmental pollution as air pollution, water pollution, soil pollution, marine pollution, noise pollution and nuclear hazards
   2.3 Role of individual in prevention of pollution
   2.4 Pollution case studies
   2.5 Disaster management: floods, earthquake, cyclone and landslides

3. Social Issues and the Environment
   3.1 From unsustainable to sustainable development
   3.2 Urban problems related to energy
   3.3 Water conservation, rain water harvesting, watershed management
   3.4 Resettlement and rehabilitation of people
   3.5 Environmental ethics: issues and possible solutions
   3.6 Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents, and holocaust. Case studies
   3.7 Waste land reclamation
   3.8 Consumerism and waste products
   3.9 Acts relating to various pollution prevention
   3.10 Wildlife protection Act
   3.11 Forest conservation Act
   3.12 Issues involved in enforcement of environmental legislation
   3.13 Public awareness

Suggested Reading:


Hawkins, R.E. *Encyclopaedia of Indian Natural History*. Mumbai: Bombay Natural History Society, Bombay (R.).


BSW 2.3 Foundation Course: Social Welfare and Social Legislation

1. Social Welfare and Social Legislation in India
   1.1 Meaning of social welfare
   1.2 Social Legislation as an instrument of social welfare
   1.3 Provision of compulsory primary education, full employment, health care needs
   1.4 Welfare of women and children
   1.5 Welfare of disadvantaged groups

2. Social Legislations
   2.1 Constitutional provisions in favour of dalits, tribes, OBCs, women and children
   2.2 Law relating to compulsory primary education, employment, labour legislations, health for all, social security, insurance schemes, human rights, trafficking in women and children

3. Legislations initiated by the State Legislature to meet regional and local social welfare needs.

4. Students prepare reports based on visit to Social Welfare Agencies

Basic readings:

BSW 2.4: Contemporary Social Concerns in India

1. Poverty and Unemployment
   1.1 Dimensions of poverty in India
   1.2 Unemployment: trends and efforts to contain it

2. The Population Explosion
   2.1 Problems of population growth in India
   2.2 Population control- religious and secular
   2.3 The effects of demographic changes in Goa.

3. Women and Discrimination
   3.1 Dowry
   3.2 Prostitution
   3.3 Domestic Violence
   3.4 Tourism and the image of Goan women

4. Communalism and Caste Conflict
   4.1 Communalism in Indian society
   4.2 Caste conflict in India
   4.3 Ramifications of communal tension in Goa

5. Problems Plaguing the Past Decade
   5.1 Terrorism
   5.2 Corruption
   5.3 Drug abuse and the threat of AIDS in Goa

Basic Readings:

BSW 2.5: SOCIAL WORK PROFESSION

1. Evolution of Social Work as a profession.
   1.1 Organized and scientific charity
   1.2 Beginning of social work education
   1.3 Clinical social work
   1.4 Ecological social work
   1.5 Attributes of a profession
   1.6 Professionalisation of Social work education, knowledge, and professional associations
   1.7 Goals, values, functions/roles and process of social work

2. Western History of Social Work Profession
   2.1 Medieval period: Judeo-Christian ideologies
   2.2 Secular humanism and Protestantism
   2.3 Modern period: Rationalism and Welfarism, Liberalism and democracy, Utilitarianism and Social Darwinism, Socialism and human rights
   2.4 Overview

Basic Readings:


BSW 2.6: Work with Individuals and Families

1. The method and its importance
   1.1 Introduction to social case method:
   1.2 Evolution of methods
   1.3 Importance of case work as a method

2. Nature of problems
   2.1 Types of problems faced by individuals and families: individual difference and needs

3. Values and Principles
   3.1 Values and principles of case work

4. Process for work
   4.1 Components of case work method: person, problem, process and place

5. Techniques
   5.1 Techniques: Communication, listening, professional relationship; use of self with awareness
   5.2 Application of method to various situations
   5.3 Recording and use of records as a tool

6. Role of Social Worker: enabler, facilitator, resource mobiliser and guide

7 Integration for Practice: Integrated approach to work practice

Basic Readings:


BACK
BSW Semester Three

BSW 3.1: Contemporary Ideologies of Social Work - I

1. Contemporary Ideologies for Social Change
   1.1 Introduction
   1.2 Neo – Liberalism and globalisation
   1.3 Postmodernism
   1.4 Feminism
   1.5 Resurgence of the civil society
   1.6 Multiculturalism
   1.7 Ideology of sustainable and people -centred development
   1.8 Ideology of action groups and social movements
   1.9 Ideology of non –government organizations

2. Contemporary ideologies of social work profession
   2.1 Marginalisation of vulnerable groups and limitations of professional social work
   2.2 Emerging ideologies of professional social work.
   2.3 Social work values.

Basic Readings

Journals
BSW 3.2: Integrated Social Work Practice - I

1. Systems and Social Work
   1.1 Concept of social systems
   1.2 Characteristics of social systems
   1.3 Units of social work intervention and dynamics therein (individual, family, groups, communities and organizations)

2. Approach to Integration
   1.1 The systems approach environmental approach
   1.2 Understanding of life sustaining elements and their inter-relationships, to view it as a holistic framework for an approach to integration

3. Social Work Roles
   1.1 Roles, role theories-theoretical insights
   1.2 Role tasks, skills and techniques, outcome

Basic Readings:

BSW 3.3: Work with Communities/ Community/ Development - I

1. Contextualising Community Organisation Practice
   1.1 Location of community work within social work
   1.2 Historical development of CO Practice
   1.3 Community organisation & community development

2. Analysing Community
   2.1 Concept of community
   2.2 Sociological and practitioner perspective
   2.3 Structure and functions
   2.4 Deconstruction ‘community’
   2.5 Analysing communities

3. Understanding Community Organisation Practice
   3.1 Definition of community organisation
   3.2 Values and principles of community organisation
   3.3 Ethics of community organisation practice

4. Models of Community Organisation
   4.1 Overview of Rothman
   4.2 Critique of Rothman models

Basic Readings


Journals
BSW 3.4: Political Economy and Planning in India - 1

1. Political Economy
   1.1 Relevance of understanding political and economic systems and processes

2. Economics politics and power
   2.1 Basic economic and political concepts: state, power, government authority, socialization, political culture, legitimacy, needs, demand, supply, resources, production, distribution, and consumption.

3. Democracy as a concept
   3.1 Concept of Democracy: meaning, types, features, merit and demerits.
   3.2 Role and functions of political parties, pressure groups and opinion.

Basic Readings


BSW 3.5: Human Growth and Development - I

1. Life span, Heredity and Environment
   Stages of the life span. Life span perspective and the systems approach of Bertalanffy, Sears and Bronfenbrenner to the understanding of human growth and behaviours
   1.1 Principles of the growth and development
   1.2 Methods of studying behavior
   1.3 Role of heredity and environment. Social customs, traditions, values in parenting and child rearing practices, deprivation and development, during stages of the life span.

2. Theories of Human Development
   2.1 A critical look at the theories of human development like those of Freud’s psychosexual theory, learning theories and Peaget’s theory of cognitive development, and those of a Jung. Roger, Maslow and Murry.

3. Indian Concept
   3.1 Understanding the Indian concept of life span stages.

Basic Readings:

Dash and Dash. The Psychology of Poverty.
topic “Deprivation and Development”).
York: Harper & Row, Publishers..
environment effects, systems perspective, personality development, emotional
development and cultural influences). See chapters 2,4,7,8,9,11,13,14.
Mifflin Co.
Child Welfare.
Books.
Delhi: Concept Publications. Chapter 2 (pp. 17-24). Chapter 3 (25-3), Chapter 7 (103 –
122). Chapter 8 (123 –138), Chapter 12 (195 – 216). Chapter 13 (217 – 236) and
Sternberg, R.J. and Wagner R.K. 1986. Practical Intelligence: Nature and origins of
Work. 54(1), 85-92.
BSW: Semester four

BSW 4.1: Contemporary Ideologies of Social Work - II

1. Contemporary Ideologies of Social Work Profession
   1.1 Spirituality and social work
   1.2 Contemporary social work ideologies in different countries
   1.3 Goals, values, functions / roles and process of social work
   1.4 Personal attributes of a social worker

Social Work Ethics
   2.1 Concept and philosophy ethics.
   2.2 Ethical responsibilities in social work.
   2.3 Ethical decision-making and dilemmas in micro and macro social work practice.
   2.4 Overview

Basic Readings


Journals

BSW 4.2: Integrated Social work Practice - II

1. Action for
   1.1 The client system, the problem, process and phrases.
   1.2 The change agent and action.

2. Process in
   2.1 Initiating contact, Collecting data, assessment, negotiation of contract.
   2.2 Problem solving, termination and evaluation, for integrated practice.

3. Social Work Professional and Practice
   3.1 Social work professional as a single change actor as one in the team.
   3.2 Integrated social work practice, place in social work practice.
   3.3 Philosophy of social work.

Basic Readings:

BSW 4.3: Work with Communities/Community/Development - II

1. Issues in Community Organisation Practice
   1.1 Directives vs. non – directive approaches
   1.2 Working with groups
   1.3 Leadership functions
   1.4 Gender, caste, class as axis of inequality

2. Current issues in Community organisation
   2.1 Working in different setting: institutional and non institutional settings
   2.2 Relationship with other methods of social work.

3. Attitudes, Roles and skills of a Community Organiser
   3.1 Roles of an organizer within different models
   3.2 Skills, attributes of community organisation practitioner
   3.3 Skills of community organisation
   3.4 Practitioner problem analysis, resource mobilization, conflict resolution,
   3.5 Organising meetings, writing and documentation networking training.

Basic Readings


**Journals**


*Seminar*, New Delhi.


BSW 4.4: Political Economy and Planning in India - II

1. Contemporary economic systems: meanings, types functions
   1.1 Capitals – market economy, meaning, features, merits and demerits
   1.2 Mixed – market economy, meaning, features, merits and demerits
   1.3 Socialist economy

2. Constitutional foundations of Indian state
   2.1 Salient features of Indian constitution unitary and federal features
   2.2 Composition, powers and functions of Indian Govt. legislative, Executive, Judiciary

3. Economic Development and Planning in India
   3.1 Concept of economic development: meaning, determinants of economic development in India
   3.2 Economic Planning: meaning, objectives of Indian planning under the new economic policy
   3.3 The new economic, trends in India: the context of reforms liberalization, privatisation, and globalisation.

Basic Readings


BSW 4.5: Human Growth and Development - II

1. Human Development and Health- Prenatal to Pubertal
   1.1 Stages of the life span from conception to old age.
   1.2 Prenatal stage and genetic factors, infancy and adjustment to immediate world
   1.3 Early childhood growth and play; relationship with family; early and later adolescence-pubertal growth, hazards, lifestyle, effects.
   1.4 Youth in Indian society.

2. Human Development- Later Stages
   2.1 Adulthood-growth personal and social adjustment, health, sexuality, vocational and marital adjustment.
   2.2 Aging-characteristics hobbies, adjustment health, mental health, death, dying, and bereavement.
   2.3 Psychosocial development
   2.4 Moral development, and personality development vis-à-vis the influence of the contexts of development. The contexts here refer to gender, family, significant others, neighborhood, peers, school, community, work place and other larger contexts like the society and culture. Emphasis is placed on the Indian context of development, variations from the normal patterns of development and views on the stages of development

3. Relevance of Social Work Practice Across the Stages of Development-development needs tasks, problems and services

Basic Readings


BSW: Semester five

BSW 5.1: Personal and Professional Growth - I

1. Self and Self Awareness
Understanding self through a cognitive construct/ paradigm (two/three models from among those available may be offered as workshops). Suggested approaches are: Rational emotive therapy, Gestalt Approach, Transactional Analysis, Reality Therapy, Yoga for Therapy, Meditation Techniques.

Explore self as a being, and understand the process of becoming. (through observation) Practice consciously measures to sustain and experience continuous awareness.

Observation and Reflection: Theory and techniques.

2. Communication Choices

1.1 Communication mode and patterns and Effectiveness
1.2 Interpersonal communication.
1.3 Nature of choices made.

3. Emotion and their expression
1.1 Emotions, nature of expressions
1.2 Understand own pattern of communication, choices made to express emotions, modes used, examine need for change.

4. Communication
1.1 Information and knowledge and skills of rapid reading, writing, creative writing, report writing and public speaking.

5. Creativity and self.
Understand brain functions Creativity, need, and development.

Basic Readings


BSW 5.2: Social Work Research

1. Scientific inquiry
   1.1 The scientific approach to human inquiry in comparison to the native or common sense approach; meaning of purpose and research; attitudes consonant to the scientific method. Social work research - meaning, scope and importance.
   1.2 An overview of the aspects of the research process - problem formulation; designing the study; data collection; data processing; analysis and interpretation; writing the research report.

2. Introduction to Research strategies
   2.1 Quantitative methods
   2.2 Qualitative methods
   2.3 Content, scope, underlying assumption and strategy
   2.4 Elements of sampling meaning of a sample; qualities of good sample/sampling strategy; meaning and significance of a random and non-random sampling procedures; simple and stratified random sampling.
   2.5 Data collection and processing-sources of data; primary and secondary data; interviewing and observation (structured and unstructured); simple instruments of data collection; data processing.

3. Data Presentation
   3.1 Graphical and tabular presentation of data-bar graphs, pie diagrams, histograms, polygrams and line graphs.
   3.2 Univariate and multivariate tables.

4. Statistical Tools
   Percentage, ratios and proportions; measures of central tendency (mean, mode and median)- their computation, use, relative strengths and limitations

5. Writing Skills: Research report writing

Basic Readings:


BSW 5.3: Sociology for Social Work in India

1. Sociology and its relationship to other disciplines
   1.1 Meaning, scope and significance.
   1.2 Its relationship with other social sciences such as history, economics, politics, psychology, anthropology and social work

2. Society and Culture
   2.1 Society as a system of relationship
   2.2 Social structure: meanings, status and roles
   2.3 Culture: meaning and contents—tradition, customs, values, norms, folklore and mores
   2.4 Socialization: meaning, processes and agents

3. Indian Society
   3.1 Composition of Indian society: the concept of unity of diversity
   3.2 Social classification in India: tribal, rural and urban divisions
   3.3 Social stratification in India: meaning, caste, class divisions

4 Social Groups, Social institutions and social control
   4.1 Meaning and types: primary and secondary group, in-groups and out-groups, reference groups
   4.2 Types of social institutions: marriage, family, religion, state and law

5 Meaning and functions
   5.1 Social control exercised through the social institutions

6 Theories of Society
   6.1 Significance of a theoretical understanding of society
   6.2 Evolutionary, cyclical, conflict and systems theories.

7 Social Change
   7.1 Meaning, characteristics and factors including change with reference to India

8 Social Movements in India: Meaning factors essential for a movement
   8.1 Dominant social movements in India
   8.2 Social reform movement and contributions of social reformers
   8.3 Pleasant movement
   8.4 Trade union movement
   8.5 Social movement and social change in India

Basic readings


Kuppuswamy, B. Social Change in India.


Contribution to Indian Sociology

Social change, Issues and Perspectives (Journal of the Council for Social Development)
BSW 5.4: Counselling

1. Counselling
   1.1 Definition
   1.2 Meaning and relevance of counselling as an approach of social work
   1.3 Ethics of counselling
   1.4 Counsellor as a professional - principles of counselling.

2. Counsellor-Counselee relationship:
   2.1 Process of counselling
   2.2 Qualities of an effective counsellor
   2.3 Practical counselling skills
   2.4 Types of counselling
   2.5 Interrelation between counselling and psychotherapy

3. Practice of counselling
   3.1 Family centres, family courts,
   3.2 Counselling bureau – Premarital and marital counselling
   3.3 Vocational counselling centres
   3.4 Mental health centres
   3.5 Child guidance clinics,
   3.6 Correctional institution, de-addiction and rehabilitation centres,
   educational institutions.

Basic Readings


BSW 5.5: Management of Development and Welfare Services - I

1. Services, organizations and environment
   1.1 Need for welfare and developmental organizations
   1.2 Registrations of organizations constitution and policy
   1.3 Organizational design and structure in its environmental context

2. Services and their delivery
   2.1 Types of services
   2.2 Programme delivery: eligibility criteria
   2.3 Management of programmes and evaluation
   2.4 Proposals for small programmes

3. Organizational Climate and management processes
   3.1 Creating a work oriented Climate.
   3.2 Understanding authority, relationship and interpersonal relationships
   3.3 Working with boards, committees, and other staff
   3.4 Working in professional teams

Basic Reading


(Management Development Series No. 19). Geneva: International Labour 
Organization.


Organizations, Madras: Alpha Publications.


Steiner, R. 1977. Managing Human Service Organization. From Survival to 
BSW: Semester six

BSW 6.1: Personal and Professional Growth - II

1. Life Style
   1.1 Conscious life style-enhanced life skills: communication, decision-making, use of the time and money, building and sustaining bonds-relation, collegial and personal.
   1.2 Self-Defeating behaviour nature and impact. Choices for change.

2. Values, attitudes and professional ethics
   2.1 Values and attitudes-their role in life.
   2.2 Value conflict its impact value clarification.
   2.3 Study of professional ethics.

3. Integration
Through Eastern and Western approaches experience the process of integration.
Approaches recommended are: Yoga as a science. Meditation (tool for meditation own choice)

4. Stress/Burn out self help methods
   4.1 Stress, stressors, nature and impact of stress, its expression, and burnout. Explore and experience methods to work out stress for greater harmony and joy.

5. Spirituality and Growth
   5.1 Explore spirituality by understanding descriptions of spirituality from different faiths; it’s space and place in personal and professional life.
   5.2 Enhance conscious behavior and application of continued awareness in day-to-day functioning and professional practice.

Basic Readings


Crum, J.K. 1976. The art of inner-listening. Theosophist 97 (8), May1976. 64-65


Guidelines for the Research Project Dissertation
The learner has to prepare and submit a dissertation under the guidance of a faculty. The learner need not be expected to make a major/ outstanding contribution to knowledge. The learner is to engage meaningfully in the process of problem-formulation; reviewing some literature related to the study; preparing the research proposal; choosing an appropriate research strategy and developing instruments of data collection; collecting the data; processing, analysing and interpreting the data; and preparing the research report. The length of the research project may be around 50 pages and not exceed 100 pages; the graphic presentations and tabular presentations together may not exceed 20.

Types of Assessment
1. Supervisor’s assessment (50 marks).
2. Viva Voce by two or three examiners (including the supervisor) based on the dissertation (50 marks).
BSW 6.3: Social Work with Abused Children

1 Meaning of Child Abuse:
   a) Physical, b) Emotional, c) Psychological and d) Sexual elements

2 Forms of Abuses in the context of Goa:
   a) Child trafficking (also includes child labour)
   b) Paedophilia
   c) Problems of children of migrant labourers
   d) Tourism, Casinos and their impact on children and family

3. Health Issues of Abused Children

4. Legislation pertaining to protection of Children
   a) Juvenile Justice (Care and Protection) Act 2000
   b) Goa Children’s Act 2003

Basic Readings:


BSW 6.4: Communication

1. Communication
   1.1 Meaning and importance of communication.
   1.2 Key elements in the communication process- Communication, message, audience, channel of communication.
   1.3 Verbal and non-verbal communication
   1.4 Basics of communication
   1.5 Education and communication for national development

2. Interpersonal Communication
   2.1 Interviewing – Objectives, principles of interviewing, listening qualities of an effective communicator
   2.2 Seminars, conferences, lectures, group discussion, panel discussion, symposium, workshop, role playing, simulation exercises, written communication, report writing, letter writing, article/ essay writing, games, brainstorming, street play, field work exposure.

3. Visual Aids in Communication
   3.1 Poster making, use of notice boards, flip charts, charts, charts, flash cards, photographs, pamphlets, slide shows.
   3.2 Mass communication-Television, exhibition, newspapers and magazines, advertisement, radio, film, VCD/ DVD.

4. Communication analysis and planning
   4.1 Planning and executing a communication campaign on an issue using various methods of communication.

Basic Readings


BSW 6.5: Management of Development and Welfare Services - II

1. Policies and practices
   1.1 Policies and practices for personnel in organizations:
   1.2 Volunteers, professionals, para-professionals
   1.3 Communication in an organization-essential components, types, barriers
       Decision making levels and methods.
2. Work processes tasks
   2.1 Unit of work, time allotment, workload, responsibility, coordination
   2.2 Staff-client relation
   2.3 Teamwork, supervision, monitoring, evaluation
   2.4 Conflict resolution
3. Programme management
   3.1 Programme management, maintenance of records
   3.2 Documentation
   3.3 Budget and account
   3.4 Public relation. Impact analysis- qualitative, and quantitative

Basic Reading
Start up Non-governmental Rural Development Organizations. Thailand, Bangkok : AIT.
Norway.
(Management Development Series No. 19). Geneva: International Labour
Organization.
Organizations, Madras: Alpha Publications.
Steiner, R. 1977. Managing Human Service Organization. From Survival to
SOCIAL WORK PRACTICUM GUIDELINES

Fieldwork guidelines for Semester I and II

Objectives

- Fieldwork in semester I and II enables students to:
  - Acquire basic skills for analysing simple problem situations and relatedness of agency intervention.
  - Understand the basic process of development in society and the development stages of human behaviour.
  - Build purposeful relationships, engaging individuals, groups, and communities in problem solving process.
  - Acquire and utilise programme skills related to the needs and problems of client system.
  - Mobilise human and material resources related to social work intervention.
  - Develop understanding of one’s own role as a member of a team in the problem solving process.
  - Develop self-awareness and sensitivity to others in the field situations.
  - Develop skill in simple administrative procedures.
  - Acquire skills in writing records and utilise them as tools of learning.

Note: The problem situation should relate more to social circumstances rather than personality disorders. The tasks assigned should be specific and clearly defined.

Evaluation Criteria

Analytic Ability:

With the help of the instructor, the student acquires knowledge and understands the agency – its philosophy, objectives, administrative structures and services offered. The student, with the help of the field instructor should collect relevant information about agency/clients through files, documents and through observation, talks, discussions etc. The student should acquire knowledge of the client system and describe their socio-economic background and problems. The student is able to conduct home-visits and simple surveys to understand the situation. The student should be able to understand the linkages between the services and needs of the client system and submit a report after the initial 1½ months indicating the knowledge gained. The students recording should reflect theory learned in subjects like Early Childhood Development, Contemporary Development Programmes, Community Health and Basic Concepts.

(50 marks)
Skills:

A. Problem Solving Skills

(a) Understands and utilizes various tools of fact-finding like home-visits, interviews, surveys, meetings and observation.
(b) Begins to partialize the problem and utilize appropriate methods of problem solving; work with simple problems and referral services, handles groups (recreation, educational etc.) attends or participates in community meeting.
(c) Identifies and helps in the mobilisation of community resources in relation to the problem situation.

B. Communication Skills

(a) Establishes working relationships with various systems.
(b) Utilizes various relevant programme media in relation to different target groups.
(c) Makes effective use of oral and written communication.

C. Administrative and Recording Skills

(a) Participates in planning, organizing, co-ordinating, implementing and evaluating programmes.
(b) Show beginning ability in using simple office procedures and participating in agency meetings and conferences.
(c) Learns to maintain time sheet and organise workload.
(d) Maintains and uses recordings as a tool for learning.
(e) Recordings should indicate clarity in stating facts causative factors related to problem, student’s own feeling; relationship of theory learnt in class to practice and specific focus in future plans.

(70 marks)

Professional Development

Shows responsibility in relation to one’s role in the agency i.e. regular punctuality and commitment to tasks undertaken.
Shows ability to function as a team-member.
Shows awareness of ways in which biases and cultural backgrounds affect relationship.
Shows awareness of self, feelings and body language.
Acknowledge and need for working co-operatively with colleagues and staff.
Appreciates and acknowledges the expertise of others.
 Begins to show understanding of basic values underlying the profession.

(55 marks)
Use of Field Instruction

Understands and recognizes the roles of Faculty Advisor, Field Instructor and Field Contact and takes guidance from them.
Accepts positives and negatives given by the Field Instructor.
Submits recordings and time sheet regularly.
Takes responsibility for learning by planning for conferences and raising appropriate questions.
Is punctual and participates in individual and group conference.

(25 marks)

Fieldwork guidelines for Semester III and IV

Objectives

Fieldwork in semester III and IV enables students to:

- Understand and critically analyse the various problems and needs of individuals, groups and communities.
- Identify and selectively utilise community resources and services.
- Enhance process-oriented skills in work with individuals, families, groups and communities.
- Participate in administrative process.
- Develop capacity to record the process of social work intervention analytically and selectively.
- Consciously apply professional social work values and principles in one’s conduct.
- Develop self-learning through the process of field instruction.

Evaluation Criteria

Analytical Ability

Acquires knowledge of and understands the agency – its philosophy, objectives, administrative structure and services.
Independently, collects relevant information about agency/clients through files and documents and through observation, talks and discussions and understands the role of other agencies working in similar fields.
Identifies the problems of clients, describes and assesses the magnitude of the problems.
By the end of Semester III, shows ability to draw a profile of individuals, groups, communities, agencies, services and resources in relation to the client system, through the use of different fact-finding techniques.
Undertakes and identifies simple intervention strategies in relation to the problem situation.
Understands agency goals and responses in relation to agency’s services at the micro-level.
Shows the ability to write records which reflect theory learnt in subjects like Social Work Methods, Work With Individuals and Groups and its relevance to the field situation. Write different types of recordings.

(50 marks)

Skills:

A. Problem Solving Skills

(a) Identifies and partializes the problem for work.
(b) Establishes working relationships with different client, target and action systems.
(c) Shows independence in responding to simple problem situation.
(d) Learns the use of various techniques of problem solving with the help of the instructor.
(e) Attempts to sustain motivation in the client system.
(f) Begins to identify the expertise/resources in order to respond to particular situations.
(g) Shows the ability to apply theoretical concepts in problem solving.

B. Communication Skills

(a) Use innovative programme media.
(b) Utilizes appropriate channels of communication.
(c) Makes effective use of oral and written communication.

C. Administrative and Recording Skills

(a) Identifies the dynamics of the agency structure.
(b) Participates in administrative processes and utilizes procedures such as writing letters, drafting appeals, minutes of meetings, keeping records, filing and writing project reports.
(c) Shows the ability to participate in planning, co-ordinating, implementing and evaluating agency programmes.
(d) Shows the ability to write recordings, which reflect selectivity, sequence, clarity, feelings, insights, understanding of the dynamics of the problem situation and future plan.

(60 marks)

Professional Development

Shows awareness of self, feelings and body language.
Shows awareness of ways in which biases and cultural backgrounds affect relationships and accepts the difference of caste, class and culture.
Shows interest in agency work and practices co-operation in group activities.
Shows sensitivity and commitment to one’s task
Shows self-reliance and maturity in work.
Shows consistency in taking up and completing tasks.
Volunteers for special tasks.
Shows awareness of one’s own strengths and limitations.
During the course of the student’s academic year, shows consistency in accepting and practising social work principles and values in all situations – (class-room, field work and camps).

(65 marks)

Use of Field Instruction

Perceives field instruction as a tool for professional growth.
Takes responsibility for learning by planning for conferences and raising appropriate questions.
Shows willingness to accept positive and negative comments as being conducive to professional development and accesses other sources of expertise.
Uses field instruction to effectively present relevant facts through reports/case studies/presentations at group conferences and agency meetings.
Begins to evaluate one’s intervention in problem situation.
Demonstrates discipline in submitting recordings and reporting for individual and group conferences.

(25 marks)

Fieldwork guidelines for Semester V and VI

Objectives

Fieldwork in semester V and VI enables students to:

- Develop knowledge of psychosocial systems affecting the functioning of individuals, groups and communities.
- Based on a critical analysis of agency’s structure and functions, make effort to enhance/effect change in service delivery systems.
- Learn to utilise an integrated approach to problem solving process.
- Appreciate and utilise administrative process as an effective strategy for service delivery.
- Develop skills of supervision of para-professional/volunteers and provide leadership in planning implementing and evaluating agency activities.
- Participate in the process of networking with other organisations/agencies working on related social issues/problems.
Internalise professional attitudes and values and manifest the same in practise.
Utilise field instruction towards independent functioning as a professional social worker.
Evaluation Criteria

Analytical Ability

Acquires knowledge and analyses agency’s philosophy, goals, structure, and services. The student independently undertakes fact-finding tasks and by the end of the year submits evaluative reports on problems/situations/programmes reflecting her/his understanding of systematic intervention.

Shows ability to assess the needs of the clients, the magnitude of the problems and cause-effect relationship. The student takes responsibility for planning by strategizing and implementing tasks independently and suggests and identifies new area of work.

Evaluates agency goals in relation to clients’ needs and proposes means to enhance agency functioning. The student reviews and analyses agency/government policies with the use of information in the agency, identifying documentation needs and compiling relevant data. (Students to be encouraged to write different kinds of reports, articles, features/press releases etc.

Understands the need to demonstrate students’ role in relation to the agency goals.

Understands social work intervention in relation to other agencies/disciplines. The student discusses the relation of task/activities with overall objectives of agency/social work profession marks.

(50 marks)

Skills:

A. Problem Solving Skills

(a) Effectively utilizes various techniques in the process of problem solving.

(b) Plans intervention based on the analysis of the problem situation.

(c) Utilizes different types of working relationships with the four practice systems.

(d) Utilizes an integrated approach to problem solving.

(e) Suggests relevant interventions in relation to gaps in agency services.

(f) Works with different organisations/agencies to achieve goals on common social issues and problems.

(g) Shows ability to evaluate one’s process of intervention.

B. Communication Skills

(a) Makes effective use of communication skills and media.

(b) Confidently utilizes effective oral and written communication skills at different levels.
C. Administrative and Recording Skills

(a) Independently plans, implements and evaluates tasks and programmes.
(b) Independently uses administrative procedures.
(c) Shows ability to write recordings, which reflect selectively, sequence, clarity, consistency, feelings, insights, and understanding of problem situation and future plans.
(d) Selectively utilizes different types of recordings as a tool of learning and analyses effective strategies for intervention.
(e) Provides leadership, supervision and training to Para-professionals and volunteers and also to the team.

D. Research Skills

Shows the ability to document and use research procedures effectively in the field.
(60 marks)

Professional Development

Shows concern and responds sensitively to others.
Handles her/his emotions in a mature way.
Shows accountability to self, agency and instructor in terms of regularity and punctuality.
Takes interest and participates with commitment in social concerns/issues beyond the agency.
Projects a positive image of professional social work and acts as a role model in terms of behaviour and values.
Understands and recognizes the importance of an inter-disciplinary approach.
Represents the agency and the profession.
Shows the ability to overcome personal bias.
Accepts responsibility for her/his own behaviour.
(70 marks)

Use of Field Instruction

Utilizes field instruction for growth in self-learning and for developing the use of integrated social work practice.
Functions independently of the field instruction.
Shows responsible participation in dialogue with the field Instructor/Faculty Advisor and in group learning processes.
Uses recordings and different types of records for further growth.
Develops ability for self-evaluation, both ongoing and periodic.
(20 marks)
General Field Work Guide Line

Field work shall be certified by the Head of the Institution concerned and the marks assigned for field work shall be communicated to the Controller of Examinations by the Head of the Institution not later than one month after the close of the academic year, in respect of candidates admitted to the examination.