UNIVERSITY OF MUMBAI

No. UG/**41** of 2016-17
Mumbai-400032
5th August, 2016

The Principal,
College of Social Work,
Nirmala Niketan,
38, New Marine Line,
MUMBAI – 400 020.

Madam,

I am to invite your attention to the Ordinances, Regulations and Syllabi relating to the Master of Social Work (MSW) degree course and you are hereby informed you that the recommendation made by Ad-hoc Board of Studies in Arts at its meeting held on 19th May, 2016. and accepted by the Academic Council at its meeting held on 23rd May, 2016 **vide** item No. 4.6 and that in accordance therewith, the revised syllabus as per Choice Based Grading System for Master of Social Work (MSW), (Sem. I & II), which is available on the University's web site (www.mu.ac.in) and that the same has been brought into force with effect from the academic year 2016-17.

Yours faithfully,

(Dr.M.A.Khan)
REGISTRAR

A.C/4.6/23/05/2015

No. UG/**41** -A of 2016   MUMBAI-400 032   5th August, 2016

Copy forwarded with compliments to the Chairperson, Board of Studies of Social Work, for information.

(Dr.M.A.Khan)
REGISTRAR

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UNIVERSITY OF MUMBAI

Ordinances, Regulations and Syllabus

For

Master of Social Work

(Choice Based Credit Systemwith effect from the academic year 2016-2017)

Introduction

The vision of the Master of Social Work (MSW) programme is to build a cadre of committed grassroots level development and professional social workers who would be fully equipped to respond to the changing global and local socio-economic realities. The programme, developed on a liberal arts paradigm enables students to use the full range of tools, theories and perspectives to understand, recognize, critique and appreciate themselves and their role in the globally dynamic environment. The district method of instruction (comprising andragogic and participatory teaching learning exercises) sets the tone for this strong foundation and helps the students to develop diverse, experiential, and practical knowledge.

The graduates having been grounded in liberal arts and generalist social work perspectives can be employed in the government, NGOs, Social Movements, Hospitals, Social Enterprises, Cooperatives, International Development Agencies and CSR Projects, in capacities such as Community Organisers, Program Officers, Social Planners, Development Facilitators, and Social Welfare Administrators.

Programme Objectives

The objectives of the MSW programme are as follows:

- To create critical understanding of social realities reflecting its changing nature and participate in the dynamics of change

- To orient students on diverse population, their issues and social justice stance for social work practice

- To equip the students with skills to work with different groups and communities using social work practice methods and strategies

- To inculcate professional values and ethics that guide social work graduates in professional practice

Competencies Developed by the End of the Programme

- Critical thinking
- Professional use of self
- Understanding the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.
- Understanding the history of the social work profession and its current structures and issues.
- Applying the knowledge and skills of generalist social work to practice.
- Applying knowledge of bio-psycho-social theoretical frameworks to understand the interactions among individuals and between individuals and society
- Analysing the impact of social policies on individuals, groups and communities.
- Acumen for scientific research studies and integrating research findings to practice
- Using communication skills differentially with a variety of stakeholders

Master of Social Work Syllabus Under The Choice Based Credit System(2016-2017

Semester	Core number	Core Course	No of credits	Elective courses	Optional courses	Online courses
I	C1	History ,philosophy and practice of social work	4			
	C2	Work with individuals and families	4			
	C3	Social welfare and development administration	4			
	C4	Community organisation	4			
	C5	Introduction to social sciences -1	4			
	Core course practical's	Fieldwork(practical component related to core subjects)	4			
	Total		24			
II	C6	Research methodology	4			
	C7	Contemporary Social movements	4			
	C8	Work with groups	4			
	C9	Social policy and planning	4			
	C10	Introduction to social sciences -2	4			
	Core course practical's	Fieldwork(practical component related to core subjects)	4			
	Total		24			
III				**Elective -1**(6 credits) Choose any one i)Informal Sector		

				ii)Community Health and Nutrition iii)Gender studies **Elective -2**(6 credits) Choose any one i)Skills for social work profession ii)Therapeutic Counselling skills iii)Development communication skills iv. Teaching and supervision **Elective -3**(6 credits) Choose any one i. Contemporary Development problems ii.Social exclusion and inclusion iii. Rural urban studies **Elective-4**(Field work) (6 credit) Choose any one i)Institution/non institution ii)Communities(Urban,Rural,Tribal) iii)Issue based		
Total credis				24 credits		
4.				Project based courses i)Research Practicum(6 credits)	Optional Choices-1 (6credits) i) gender sensitisation	i. Peace education ii. Managemen

				ii)Field work practicum(6 credits)	ii)Disability iii) mental health Optional Choices - 2(6 credits) i.Legal literacy ii.Working with Elderly iii.Disaster management	t of Non profit organisation iii. Sexual harassment at work place iv. ethics in in social work
Total credits				12	12	
Overall total credits		48	24	12	12	

24 credits <mark>=400 marks</mark>

Ten point Grading System

ORDINANCES, REGULATIONS AND SYLLABUS RELATING TO THE M.S.W. DEGREE COURSE (SEMESTERS I, II, III, IV) WITH EFFECT FROM THE ACADEMIC YEAR 2016-2017

The course of study for the degree of Master of Social work shall be full time and its duration shall be four semesters extending over a period of two academic years. Each academic year shall be divided into two semesters, coinciding with the two terms as announced by the University of Mumbai for every academic year.

The Examination for the degree of Master of Social Work shall be held in four parts, at the end of semesters I, II, III, IV. The examinations of all the semesters will be conducted by the University.

A student who is declared to have passed in the I, II,III , IV semesters examinations **will** be allowed to reappear for the same examinations with a view to improving the results, as per MU circular.

The degree of Master of Social Work shall not be conferred upon a candidate unless the candidate has passed in all the papers and in field work prescribed for the four semesters' examinations in accordance with the provision of the Regulations 6050 and 6051.

Except in Field Work Practicum, there shall be in each paper, in each semester, an internal assessment for 40 per cent of the full marks assigned to the paper, anda semester end examination for the remaining 60 per cent of the full marks to be held at theend of each semester.

The field work in each of the four semester will be for 100 marks. In semester 1 and 3 the entire hundred marks will be assigned by the faculty advisor. In the 2nd and 4th semester the field work will of 100 marks. The assessment for the 60 marks will be done by the faculty advisor and the assessment for the 40 percent marks will be through external viva voca exam

All theory papers of four credits will have a Semester end examinations for 60 marks with three hours duration.

The internal assessment is for 40 marks per paper. The internal assesment for a course will be based on the written assignments or projects and one class test carrying 30 marks and 10 marks will be for active class participation, and overall conduct based on the presence and the participation of the learner during lectures

The following question paper pattern will be followed for the semester end examination of semesters I, II, III, IV: The question paper will have questions from all units. There will be essay type questions with internal choice , and one short notes question with fifty percent choice.

A candidate for being eligible to appear for the semester end examinations should have satisfactorily completed the internal assessment and kept 75 percent of attendance in aggregate as per university circular issued from time to time.

Core courses

C 1 History, Philosophy, and Practice of Social work (4 Credits)

Course Objectives:

Enable students to:

• Develop understanding of the historical development of social work, the major philosophies that influence social lives of people, and the perspectives underlying the practice of social work

• To recognize the importance of internalizing values and ethics in the practice of the profession.

• Develop ability to connect interventions to the theoretical perspectives of practice.

 • Appreciate the challenges emerging from local and global influence on practice.

Unit 1.	**Introduction to Social Work as a profession.**
	• Its philosophical value postulates and principles • Attributes of a Profession and Social Work as a Profession • Definition of Social Work - Philosophical value framework and principles of social work profession. • History of Social Welfare and Development of Social Work; • Social Vision of Modern Social Reformers: Mahatma Phule Dr. B.R. Ambedkar Swami Vivekanand Mahatma Gandhi
Unit 2.	**Western Social Philosophies**
	• Individualistic Liberalism and its Social Doctrine, its socioeconomic manifestation i.e. capitalism and the emerging Social Question. • Marxian Social Philosophy: Dialectic Materialism, Historical Materialism, Class Struggle and Establishment of Classless Society. • Secular Humanism. • Post Modernism and Cultural relativism.
Unit 3.	**Theories of Ethics and Ethical Issues in Social Work:**
	• Lawrence Kohlberg's Stages of Moral Development • Levels of Moral Development and Corresponding Social Orientations. • William Lowhead's Levels of Ethical Objectivism and Nature of Morality. • Ethical Egoism • Utilitarianism, Kantian Ethics, Virtue Ethic. • Importance and Functions of Code of Ethics for Social Workers • Best Ethical Practices with reference to responsibilities towards Self,

	Society, Co-workers, Profession, People in Need, Employing Organizations and Social Research.
Unit 4	**Evolution of Integrated practice** • The Ecological model of integrated practice • Significance of the four practice systems for analysis and intervention. • The Integrated Approach to Problem Solving • Human rights perspective in the context of understanding Global Social Work • The generalist and specialist approach to practice. • Critique of the integrated approach to social work.
Unit 5	**Critical Social Work** • Evolution, concept and principles. • Radical, feminist and post- modern perspectives of Social Work. • Similarities and differences between radical social work and critical social work. • Multiculturalism in Social work practice
Unit 6	**International Social Work**
	• Changing Role of Social Work profession in the context of neo- liberalism • Self- reflexivity and value based concern with structural inequalities. • Evidence- based practice

Reading List

Amaladas Anand, Raj Sabasti, Elampassery Jose (1986) Philosophy of Human Development, Satya Nilayam Publication, Chennai.
Anthony Elliott (ed) (1999) Contemporary Social Theory, Blackwell Publishers Ltd., Oxford, U.K.
Armando T. Morales, Bradford W. Sheafor (1995) Social Work: A Profession of many faces; Allyn and Becon, Massachusetts.
Bastiaan Wielenga (1984) Introduction to Marxism, Centre for Social Action, Banglore.
Butrym Zofia T. (1976) The Nature of Social Work; The Macmillan Press Ltd., London.
Desrochers John; Development Debate Centre for Social Action, Bangalore.
Dominelli Lena (2004) Social Work; Polite Press, Cambridge, U.K.
Dubois Brenda, Miley Karla (1999) Social Work – An empowering Profession; Allyan and Bacon, London.
Joseph Josantony, Fernandes Gracy (2006) An Enquiry into Ethical Dilemmas in Social Work; College of Social Work, Nirmala Niketan, Mumbai – 400 020.
Karen K. Kirst – Ashman (2003) Introduction to Social Work and Social Welfare, Thomson Learning INC CA – USA.
Leon H. Ginsberg (2001) Careers in Social Work – Allyn and Becon, Massachusetts.
Malcom Payne (1996) What is Professional Social Work, Venture Press, Birmingham.
Nigel Horner (2003) What is Social Work? Learning Matters Ltd., Eveter 33, Southern Bay East.
Nitin Batra (2004) Dynamics of Social Work in India, Raj Publishing House, Jaipur - 302 004.
Papalia Diane, E. Olds Wendkos Sally, Feldman Duskin Ruth (2007) Human Development Tata McGraw Hill Publishing Company, New Delhi.
Smart Ninian (1989) The World's Religions, Cambridge University Press, Cambridge.

SinghKaran (ed) (1983) Religions of India, Clarion Books, Delhi.
Terry Mizrahi, Larry E. Davis (2008) Encyclopedia of Social Work (20th Edition), Oxford University Press, New York.
Upadhay Ashok K (1999 John Rawls – Concept of Justice, Rawat Publications, Jaipur
Viviene Cree and Steve Myers (2009) Social Work: Making a Difference, Rawat Publications, Jaipur.
William Lawhead (2000) The Philosophical Journey; Mountain View, C. A. Mayfield.

Fook J. (2002).Social Work - Critical Theory and Practice ; Sage Publications , New Delhi, 2002

Gray M. & Webb S. (2010) International Social Work Volume I : Welfare Theory & Approaches : Sage Publications, London.

Hepworth D.,Rooney R. & Larsen J (1990) Direct Social Work Practice: Theory & Skills ; Wadsworth Publications; California.

Miley K., O' Melia M. & Oubois B. Generalist Social Work Practice, An Empowering Approach ; Allyn & Bacon, Boston; 199
O' Neil Maria Joan (1984) The General Method of Social Work Practice; Prentice Hall , New Jersey.
Pincus A. & Minhan A. Social Work Practice: Model & Method; F.E.Peacock Publishers Inc.; Itasca 1973

C 2Work with Individuals and Families (4 credits)

Course Objectives:

Enable students to

- Acquire knowledge of work with individuals and families as a method in social work practice.
- Acquire knowledge of different intervention models and develop skills to utilize them Selectively
- Enable students to develop self awareness in the process of acquiring professional competence

Unit	Content
1.	**Historical development of Direct Practice and Concepts** • Concepts and Definitions of work with individuals and families. • Core values and principles of work with Individuals and families
2	**Understanding families in the Indian context** • Type of families • Stages of development with reference to Indianfamilies • Concept of social role and communication in the family • Understanding the Family as a system. • Social support systems
3	**Skills of work with individuals and families** • Intake; interviewing; home-visits; joint interview; multiple client

		Interview • Study; assessment; intervention; evaluation; termination; follow up • Recording skills-: Process; Summary; Block summary • Uses of records • Use of relationships; transference; countertransference; communicationskills
4	**Intervention Techniques** • Supportive techniques; reflective techniques; • Logical discussion • Environmental modification	
5	**Models of Intervention** • Crisis Intervention: Historical origins; classification of crisis events; disasters and impact on individuals and families; dealing with death, grief, loss • Planned short term model • Task centred Model • Integrative Intervention Model • Evidence Based practice model • Strengths based model	
6	**Intervention in different settings** • Intervention with people with disability; people affected and infected byHIV • Chronically and terminally ill patients • Women facing violence in families • Children facing abuse; substance abusers.	

Reading List

Coulshed, Veronica.(1988). Social work Practice. Basicstroke:Macmillan
Hamilton, Gordon (1970) The New York School of Social Work : Theory and Practice of Social Case Work, New York and London : Columbia University Press
Hepworth, Dean.H., Rooney, Ronald, H., & Larson, Jo Ann. (2002). Direct Social Work Practice.Theory
and Skills. USA: Brooks/Cole Publishing House
Hollis, Florence and Woods, Mary E. (1981) Casework – A Psychosoical Therapy, New York : Fandom House
Mathew Grace (1992) An Introduction to Social Case Work, Bombay : Tata Institute of Social Sciences
Parad, H.J.(ed).(1965). Crisis Intervention: Selected Readings. New York: Family Service Association of America
Payne, M.(1991). Modern Social Work Theory: A Critical Introduction. Chicago IL: Lyceum.
Reid,W.,& Shyne, A.(1969). Brief and Extended Casework. New York: Columbia University Press.
Shulman,L.(1992). The Skills of Helping Individuals , Families and Groups. Boston: BostonUniversity Press
Skidmore, Rex, Thackeray, Milton, O. Wiliam, Farley (1983) Introduction to Social Work, New Jersey :
Prentice Hall

C3 Social Welfare and Development Administration (4 credits)

Course Objectives:

Enable Students to

- Develop a historical understanding of the concept of Social Welfare with specific reference to India.
- Develop a critical understanding of the role played by the Government and the Voluntary sector in reaching out to vulnerable groups in the country and understanding the role of Public Private partnerships.
- Understand the agencies/institutions of the government and the voluntary sector responsible for the delivery of welfare services and in bringing development to the people.

Unit	Topics
1.	**Social Welfare :** • Concept and Definition of Social Welfare , • History of Social Welfare with special reference to India • Functions of Social Welfare Administration(POSCORBD)
2.	**Structure of Social Welfare Administration**: • Structural Arrangements for Social Welfare in India (Centre) & Maharashtra (State).
3.	**Social Welfare, Government Programmes and Schemes**: • Government Programmes & Schemes for Welfare with specific reference to SC/STs BCs/ Differently abled. • National Commissions for SCs. Minorities, Safai Karmacharis.
4.	**Social Welfare , Voluntary Effort** : • History, • Nature of work in the Voluntary sector, • Government-NGO Interface, • PublicPrivate Partnership. • Alliance Building
5.	**Governance of Voluntary Organizations:** • Registration of Organizations. • NGO Governance - Role of Trustees, Board of Directors – • Legal compliances. • Accountability and Transparency. • Writing Project proposals
6.	**Development Administration**– • Concept& Evolution of Development Administration in India. • Local Self Govt. – Urban (Municipal Council/ Corporation) Rural – Panchayati Raj Insttitutions. • Main features of the 73rd & 74th Constitutional Amendments

Reading List

- Abraham, Anita. (2003) Formation & Management of Non-Govt. Organizations, Universal Law Publishing Co. N. Delhi
- Choudhary, Paul. Social Welfare Administration.
- Credibility Alliance: Norms for Enhancing Credibility in the Voluntary Sector. July 2006. Mumbai.
- Encyclopedia of Social Welfare (2008). Social Work Education : Social Welfare Policy
- Jain A. & Unni, S.Seth Development Administration. Publishers Pvt. Ltd. Mumbai 2000 Chp. 1
- The Constittution of India. Seventh Schedule. Bakshi PM Universal Law Publishing Coop. Pvt. Ltd. 2007. pps. 362-370
- Louise C. Johnson & Charles L. Shwartz. Social Welfare: A Response to Human Need.
- Nagendra, Shilaja. (2007). Voluntary organizations & Social Work., Oxfoord Book Co.
- Sachdeva, D.R. (2003) Social Welfare Administration in India. (4th Edition)
- Social Work Administration & Development. Bhattacharya, Sanjay. Rawat Publicatioons, Mumbai.2000.
- The People's Movement. Vol. 1, No. 6 Nov. – Dec. 2004. News. Magazine of the National Alliance of People's Movements.
- Commentary on the Mumbai Municipal Corporatioon Act, 1888 III of 1888 as Amended by the Mumbai Municipal Corporation Act 43 of 2000.

C 4 Community Organisation (4 credits)

Course Objectives

- Understand the concept of community in the Indian and western context.
- Develop skills of community problem analysis and problem solving
- Appreciate the significance of a participatory approach to community intervention.
- Understand approaches and ideologies of community organisation in the context of relevant philosophies.
- Develop skills of critical analysis to understand problems of discrimination and oppression in communities.
- Appreciate the significance of a rights- based approach to community work.

Unit no	Topic
1	Conceptualising and contextualising community organisation • Definitions and understanding of communities • Evolution of community practice in the western countries and India • Understanding rural communities in the context of composition, caste, economy

	• Understanding the urban slum communities in the context of urbanisation
2.	Organising process in the community • Community mapping techniques • Understanding conflicts and power dynamics in the communities • Caste,Class,Gender and vulnerabilities in the communities • The community problem solving process
3	People centred processes in the community • Significance and value of people –centred process in community organisation • Understanding the meaning,dimensions and levels of community organisation • Building people's organisations for sustainable communities
4.	Significant ideologies and perspectives influencing community organisation • The development perspective • Radical social work perspective • Postmodern perspective • Critical social work perspective
5	Western models of organising communities • Rothman's community organisation model • Paulo Freire and conscientization. • Saul Alinsky and organised mass action
6.	Contemporary models of organising in Indian context • Gandhian approach to organising people • Mahatma Phule approach to address subaltern communities • Dr Ambedkar's approach to address subaltern communities

	Reading list	
1.	Blokland Talja	Urban Bonds : Polity Press & Blackwell Publishing Ltd. Cambridge, UK; 2003
2.	Jodhka Surinder (ed.)	Communities & Identities; Sage Publication; 2002
3.	Munshi Indira	Adivasi life stories-Contexts,constraints ,choices Rawat publications
4.	Payne, Malcolm	The Origins of Social Work : Continuity and Change : Palgrave Macmillan Ltd., 2005
5.	R. Kramer and H.Specht(ed)	Readings in community organisation practice Gandhi Peace Foundation
6.	Well Marie (ed)	Community Practice: Conceptual models, Routledge:1997

7.	Well Marie (ed)	Community Practice :Conceptual models ,Routledge:1997
8.	Adams R,DominelliL, Payne M	Critical Practice in social work:Palgrave Macmillan and Company: London:1978
9.	Alinsky Saul	Rules for Radicals ,Vintage Books Edition,1972
10	Freire Paulo	The Pedogogy of the oppressed :Penguin Books ,Uk,1996

C 5 Introduction to Social Sciences-I (4 credits)

A. Sociology

Objectives:

To enable students to:

1. Understand basic sociological concepts and theories
2. Understand the processes of social change in India through relevant theories

Unit no	Content
1	**Sociology as a Social Science** • Definition • Development of sociology • Scope and significance • Relevance to social work practice **Basic Concepts** • Society • Social institutions • Social systems • Social structures • Social stratification • Social mobility • Social control
2	**Major TheoreticalPerspectives** Functionalist perspective • Conflict perspective • Interactionist perspective • Positivism
3	**Culture and Socialization** • Culture: Concepts, functions, characteristics • Dimensions of culture: Cognitive, normative, material Socialization: Process, functions, agents, problems of faulty socialization **Social Processes** • Meaning and kinds of social interaction

	• Cooperation, competition, conflict, accommodation and assimilation
	• Concept and theories of social change; factors affecting social change
	• Western theories of social change: Evolutionary theory, cyclical theory, conflict theory
	• Theories of social change in India: Sanskritization, Westernization, Modernization, Secularization

Reading List

1. Beteile, A. (2002). *Sociology.* New Delhi: Oxford.
2. Shankar Rao, C.N. (2005). *Sociology.* New Delhi: S. Chand and Company Ltd.
3. Sharan, Raka (1991). *A Handbook of Sociology.* New Delhi: Anmol Publications.
4. Srinivas, M.N. (1991). *Indian Social Structure.* New Delhi: Hindustan Publishing House.

C 5 B: Human Growth & Behaviour

Objectives

Enable students to :
1. Develop an overall understanding of the nature of Human Behaviour and factors that influence Human Behaviour
2. Acquire knowledge and holistic understanding of the various schools of thought on Human Behaviour
3. Understand the development of growth and behavior at various stages in the life span
4. Apply the knowledge of human growth and development in Social Work Practice

Unit	Content
I.	**Introduction to Psychologyand Basic Psychological Concepts** • Definition, goals, sub fields of psychology • Role of Heredity and Environment • Understanding Psychology and Life Span Approach from an Indian perspective and its relevance to Social Work profession. • Perception, Emotion, Motivation, Cognition, Learning &Intelligence. • Attitudes, Prejudice, Stereotypes • Aggression, Mass BehaviorFrustration, Conflict, Stress • Altruism, Values
2	**Personality Theories** • Psychoanalytical theory • Psycho-social theory of development, • Behavioristic theory , • Humanistic theory
3	• Life Span Approach to development a. Pre-natal Stage b. Childhood c. Adolescence, Adulthood and Aging • Physical, social, cognitive development, needs, changes and tasks.

Reading List

1. Changes in the Family and Process of Socialization in India, Anthony, E.J. & Colette,C.(Eds). The
Child in his Family, Wiley, 365-374, M.S. Gore, 1978
2. Child Development, Eleventh Edition, John W. Santrock, Tata McGraw Hill, New Delhi, 2007
3. Developmental Psychology, Childhood and Adolescence, David R Shaffer, Fifth Edition Brook/Cole publishing Co, 1999
4. Human Development, Ninth Edition, Diane E Papalia, Sally Wendkos Olds, Ruth Duskin Feildman,
Tata Mcgraw Hill, 2004
5. Life-Span Human Development Sigelman C,Shaffer D R, Second Edition, Brooks/Cole Publishing,
1995Images of the Life Cycle and Adulthood in India in Anthony, E.G and Colette. (Eds). The
Child in his Family, Wiley, 319-332, Sudhir Kakar, 1978
6. Indian Childhood, Cultural Ideals and Social Reality, S. Kakar, Delhi, Oxford University Press, 1979
7. Introduction to Psychology, Clifford Morgan, King, Weinz & Schopler, Seventh Edition, New Delhi
Tata MCgraw Hill Publishing Co Ltd, 1986
8. Interpreting Personality Theories, Bishop Ledford, Harper Row Publishers, New York, 1979
9. Personality & Personal Growth, Frager & Friedman, Harper Row Publishers, New York, 1985
10. Social Psychology, Yaylor Shelley E, Pearson, 2006
11. Social Psychology, Palwal Suprithy, RBSA Publishers, 2002
12. Understanding Child Behavior Disorders, Fourth Edition, Donna M Gelfand, Clifford J Drew,
Thomson, Wadsworth, 2003
13. Understanding Psychology, Robert S Feldman, Tata Mcgraw Hill Publishing Co Ltd, 2004

C 6   Core course Practicals (Field work) (4 Credits)

FIELD WORK
Hours: 180 hours in each semester

Marks: 100 in each semester

Field Work is an essential component of the Social Work curriculum. It serves as a laboratory

where the students learn to integrate their classroom learning with field experiences/reality.

The overall objectives for Field Work are as follows…

• Develop analytical ability to understand various dimensions of problems/issues and

approaches to

problem solving.

• Develop an integrated approach to social work practice.

• Develop specific skills for intervention at the micro level (individual, family, group and community) and at the macro level (social systems and institutions)

• Develop professional attitudes utilizing principles and values of social work.

Expectations from students in field work are worked out for Semester II and Semester IV. Students are expected to work towards these expectations (outcome goals) in Semester I and Semester III.

EachSemester is allotted 100 marks for field work. Students are expected to put in 15 hours of field work per week (180 hours in the semester).

Given below are the Outcome Goals for Semesters I& II

Outcome Goals

I. ANALYTICAL ABILITY - (30 Marks)

Outcome Goal

The student acquires knowledge about the agency, it's philosophy goals administrative structure and
services, as well as the dynamics therein. The student is able to understand his/her role vis a vis the
agency goals and plan tasks within this context. The student also develops an understanding of the client system and the problem situation and is able to relate it to the theory taught in class.
The student acquires the ability to reflect in her/his recordings the link between theory and practice.
Indicators

• With the help of the instructor, understands the agency. Its goals, objectives and strategies of

work. Able to collect information from different sources and write a report on these at the end of

the first semester.

• Is able to identify causes and effect of the problem situation as well as record the same in different reports. Identify and profile the client system through home visits and surveys .

• With the help of the instructor, is able to plan and implement group tasks.

• By the end of the semester is able to independently identify future areas of work and indicate a

relevant action plan.

• Understands the roles of the agency personnel and his/her own tasks.

• Is able to write basic reports and articles in relation to work done.

II. PROBLEM SOLVING SKILLS - (30 Marks)

Outcome Goal

The student acquires direct intervention skills, communication skills and administrative and recording

skills for problem solving.

Indicators

• Understands and identifies simple intervention strategies in relation to the problem situation.

• Understands and responds to problems of individuals, families and groups.

• Able to develop working relationship with the agency, client system, staff, colleagues and others in the field.

• By the end of the semester, is able to develop expertise in a specific area & mobilize/ resources required in the problem solving process.

• Writes recordings which are process oriented and reflective, with analysis in relation to the dynamics of the problems situation / and indicates ability to relate Theory to Practice.

• Able to suggest appropriate strategies / plan for intervention.

• Plans and implements programmes / and sessions for specific target groups.

• Understands and utilizes effective and appropriate IEC material while communicating with different groups.

• Understands and participates in liaisoning with other organizations and networking on common issues.

• Able to identify areas for research, conduct simple surveys, document and present reports.

III. PROFESSIONAL DEVELOPMENT - (25 Marks)

Outcome Goal

The student shows responsibility and maturity in relation to his / her role within and outside the agency.
Is able to understand and adhere to the ethics of social work by his / her commitment to social workvalues.

Indicators

• Develops self-awareness with the ability to understand and accept one's own strengths and limitations as a professional.

• Is aware of social dynamics of a problem-situation and the need for sensitivity in dealing with them.

• Is consistent in taking up and completing tasks.

• Shares responsibility in a team recognizes the need for co-operation and teamwork and shows leadership when required.

• Able to understand the ethics of the profession and abide by social work values in practice.

• Shows a willingness to learn through introspection and learning from others.

Participation in Orientation / Exposure Visits / Camps - (5 Marks)
Outcome Goal
The student is able to appreciate the importance of orientation / exposure visit and a camp 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 / exposure visits and camps.

• Involves oneself in the planning and execution of tasks in the organization of the camp.

• Sensitive to people's problems and culture.

• Adheres to camp discipline and values of teamwork and group living.

• Critically evaluates the camp programme and makes constructive suggestions.

• Is actively involved in the process of report writing and presentation.

IV. USE OF FIELD INSTRUCTION - (10 Marks)

Outcome Goal

The student understands and recognizes the role of the faculty advisor, field instructor and field contact, and learns to take responsibility for learning.

Indicators

• Attends conferences regularly

• Submits recordings regularly

• Appreciates instructors' guidance through comments in recordings and uses these to prepare for conferences.

• Appreciates the need to read material that is relevant to field work.

• Follows up on tasks / suggestions discussed with the field instructor / faculty advisor.

Semester-II

C 7 Research Methodology (4 credits)

Objectives

To enable students to:

   1. Understand the need for research in Social Work practice and different research methods used in Social Work research

   2. Understand the role and characteristics of different Research Designs, Methods and Statistical tools and techniques.

   3. Develop skills in doing Research.

Unit	Content
1.	**Introduction to Social Sciences** a) Research as an integral part of Science. b)Difference between Natural Science and Social Science **Meaning and Scope of Research Methodology** a) Meaning of Social Research b) Importance of Research in Social Work. c) Ethical Issues in doing Research
2.	**Research Designs** Types of research designs
	Selection of a Research Problem. a) Literature Review and Literature Survey. b) Problem Identification - Specification of Research Questions. -Rationale and Study Objectives. -

	Hypothesis.
3.	**Selection of a Research Problem.** Literature Review and Literature Survey. Problem Identification -Specification of Research Questions. -Rationale and Study Objectives. -Hypothesis. Problem Formulation - Concepts and Variables Levels of Measurement Scales and Indices
4.	**Sampling** a) Meaning of Sampling b) Assumption of Sampling c) Types of Sampling - Probability Sampling - Non Probability Sampling
5.	**Method, Tools and Techniques of Data Collection** a)Distinction between Primary and Secondary Data. B) Direct Observation Method - Obtrusive and non- obtrusive observation. – Participant and non - participant observation. Advantages Limitations c) Interview Method - Forms of Interview , Telephonic Interview , Internet aided Interview, Personal Interview Focus Group Interview - Tools of Interview - Interview Schedule, Interview Guide,Questainnaire - Mailed and Personality distributed. - Advantages, limitations.
6.	**Data Processing, Descriptive and Inferential Statistics, Data Analysis** Data editing, Categorization, Code Book, Data-entry and the use of SPSS for data processing and analysis. Learning Statistics through SPSS. Frequency Distributions, Percentages, Measures of Central Tendency, Variance, Range, Standard Deviation, Graphs: Frequency Histograms, Charts. Polygons, Inferential Statistics-Chi square Test, Correlation Test, T Test, ANOVA. Data analysis and Interpretation, Data Interpretation, Discussion, Report Writing.

Reading List

Babbie, E (ed) 2004, The Practice of Social Research, Thomson Wadsworth, Belmont (USA).
Champion, D.J. (ed) 1981, Basic Statistics for Social Research, Macmillan Publishing
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Denzin, N.K., Lincoln, Y.S. (ed), 1994, Handbook of Qualitative Research, Sage Publications,
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De Vaus, D.A., 1986, Survey in Social Research, London University, Hyman

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Nachmias, F.C. Nachmias, D., 1996,Research Methods in Social Sciences, St. Martin Press, London

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Whyte, W.F (ed), 1991 Participatory Action Research Sage Publications, London.

Young, P.V. (4th ed), Scientific Social Surveys and Research, Prentice Hall, Eaglewood Cliff, N.Jersey.

Bailey, K.D. 1987Methods of Social Research John Wiley & Co., New York.

Cochran, W.G., 1972, Sampling Techniques, Wiley Eastern Private Ltd., New Delhi.

Yates, F., 1965, Sampling Methods for Consumer Surveys, Charles Gifts & Camp Ltd., London.

Moser, C.A.Kalton G., 1975, Survey Method in Social Investigation, Heinemann Educational Books,
London.

Festinge, L.Katz, D. (ed), 1953, Research Methods in the Behavioural Sciences.

Kidder, L.H.Judd, G.M., 1986, Research Methods in Social Relations, CBC College Publishing, New York.

Desai, V. (ed), 2006, Potter, R.B.Doing Development Research,Sage Publications, New Delhi.

Chandrasekhar, A.R.,Deshpande, V.D., 1984 Descriptive Statistics,S. Chand Co., New Delhi.

Champion, D. J., 1981, Basic Statistics for Social Research, Macmillan Publishing Co., New York.10)
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C 8 Contemporary Social Movements (4 credits)

Course Objectives:
• Understand contemporary national and international protest movements.
• Develop ability to situate micro interventions in the context of macro perspectives.
• Appreciate the contribution of social and political movements to social change

Unit no	Topics
1.	Current situation of rural and urban poor : • The agrarian crisis and rural – urban migration. • Issues of food security, health and employment affecting the poor, as reflected by Human Development Indicators.
2.	Emerging issues in rural and urban communities :

	• Issues arising due to increasing urbanization and project displacement. • Culture and identity as arenas of contestation. • Increasing privatization and impact on the poor.
3.	Understanding the politics of protest : • Typology of social movements. • Social movements their characteristic features and contribution to social change. • Overview of significant social movements in India and the world.
4.	Social Movements & their contribution to social change : • Meaning and perspectives. • Peasant movements • Dalit Movement • Women's movement • Tribal movement • Trade Union movement • LGBT movement
5.	Social Movements and the state : • Strategies employed by social movements ranging from non-violence to violence. • Scope and limitation of the increasing use of social networking in social movements. • Strategies employed by the state to address movements.
6.	Significant International and National Movements : • Protests against global warming and climate change, World Social Forum, Anti-nuclear Campaigns. • Overview of protests against project displacement and for protection of land, water, forests in India, National Alliance for People's Movements, Citizens' movements against corruption and other issues. • Political Parties and Movements

References

Bauman Z. 2000 : Liquid Modernity; Polity Press,Uk

Guru Gopal 2004; Dalit Cultural movement and Dalit politics in Maharashtra .Vikas Adhyayan Kendra,Mumbai.

Mayo Marjorie 2005;Global Citizens :Social movements and the challenge of globalisation, Canadian Scholars Press

Payne, Malcohm 2005 ; Modern Social Work Theory: palgrave Macmillan Publishers

Rao MSA 2006 : Social movements in India; Manohar publishers,2006

Shah Ghanshyam 2001 : Dalit Identity and politics: Sage publication ;New Delhi

Singh R. 2001 : Social Movements old and new; A post modernist critique. Sage Publication,New Delhi

C 9 Work with Groups (4 credits)

Objectives

To enable students to:

1. Understand the main features and concerns of various models of social group work.
2. Acquire knowledge of development of group work in institutional and community settings.
3. Develop selfawareness and sensitivity as a group worker.

Unit	Content
1.	**Introduction to Social Group Work.** • Group work as a method and its development in context of social work practice • Definition and characteristics of social group work. **Group Work a Method** • Group work as a Method in relation to work with Individuals and C.O. as method. • Values and distinctive principles underlying the group work as a method. • Indicators and counter-indicators of use of group work as a Method.
2.	**Group Processes** • Steps in formation of groups. • Types of group • Phases and Stages of group development. **Theories of Individual and Group Dynamics** • (Sociogram, Role and Positions in a group, Scapegoat, Isolates, New comer, Group bond, sub groups, conflicts, handling of group dynamics by the group worker) • Self reflexivity in handling group processes. • Leadership and its development in group work process.
3.	**Use of Program Media in Group Work.** • Program/Group Media – • Characteristics • Rationale and Importance of program media • Types of program media • Characteristics of Program Media • Use of program media (eg. action Songs – simulation games,

	puppets,role/street plays, photo language, documentary/feature films, posters etc.) • Group Discussions, Group Meetings and Training Programs • Steps in planning sessions for the group • Conducting Group Sessions
4.	**Skills in working with groups** • Use of Communication: Self and interpersonal communications. Levels of communication within the group. Skills in handling communication. • Importance & Principles, Types of recording, Techniques in writing reports etc.
5.	**Models of Intervention** • Life cycle model: a) Social Goals Model b) Remedial Model **c)** Reciprocal Model • Tuckman's Model • Team Model • Mutual Aid/ Self Help Models • Needs-ABC Model • Neuro-Linguistic Model • Impact of psychology, sociology, on understanding group dynamics.
6.	**Work with specific target groups** • Application of Group Work Techniques in the Context of Working with Specific • Target Groups, Special Groups & Different Settings with Social Goals Model and • Reciprocal Model such as, youth welfare, schools, Correctional Institutions,Anganwadi and Self Help Groups etc. **Role of the Social Worker** • Role of the Social Worker, Task Functions, Maintenance Functions, Dysfunctional Behaviour of Group Members. • Use of Relationships: Johari Window model for group development

Reading List

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Berman-Rossi, T. (1993) *The tasks and skills of the social worker across stages of group development*. New York: Haworth Press.
Bhattacharya, S. (2003). *Social Work: An Integrated Approach*. New Delhi: Deep and Deep Publications.
Corey, M., & Corey, G. (1987). *Groups: Process and Practice* (3rd ed.). California:

Brooks/Cole.

Coyle, G. L. (1947). *Group Experience and Democratic Values*. New York: The Women's Press.

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Gibson, A., & Clarke, G. (1995). *Project-Based Group Work Facilitator's Manual: Young People, Youth Workers and Projects.* London: Jessica Kingsley Publishers.

Glassman, U., & Kates L. (1990). *Group Work: A Humanistic Approach*. New Delhi: Sage Publications.

Hartford, M., & Coyle, G. L. (1958). *Social Process in the Community and the Group*. New York: Council of Social Work Education.

Heap, K. (1977). *Group Theory for Social Workers: An Introduction*. Oxford: Pergamon Press.

Joseph, H. (1997). Social Work with Groups: A Literature Review. *Indian Journal of Social Work (IJSW)*. 58 (2), 195-211.

Kirst-Ashma, K.K.. (2003). *Introduction to Social Work and Social Welfare: Critical Thinking Perspectives*. USA-CA: Brooks/Cole-Thomson Learning.

Konopka, G. (1972). *Social Group Work: A Helping Process.* (2nd ed).New Jersey: Prentice Hall Inc.

Lindsay, A. W. (1952). *Group Work Recording: Principles and Practices*. New York: Women Press.

Netting, E., Kettner, P., & McMurtry, S. (1993). *Social Work Macro Practice.* New York: Longman.

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Pragasam, M., & Yadav, A. (2003). *Group Media: Trainers' Manual*. Secunderabad: The Catholic
Association of India.

Ribes, P. (1989). *Helps and Hints to Build Up Your Group: Sundry Exercises for Chaplains, Directors, Moderators, Teachers.* Bombay. St Paul Publications.

C 10 Social policy and Planning (4 credits)

Course Objectives

- Acquire a critical understanding of the approaches to welfare and policy formulation in the country.
- Understand the process of planning and the role of planning in development.
- Appreciate the role of state and non-state actors in policy formulation and implementation.

Unit no	Topics
1.	Evolution of Social Policy • History& ideology of welfare • Models of social welfare & underlying philosophies • Concept, definitions and aims of social policy
2.	Theoretical Concepts and Principles Related to Explain Social Policy • The state and models of power: liberal Pluralism, Marxism, Postmodernism • Principles of Equity and Social Justice, Inclusion and exclusion
3.	The Indian state and Development Planning • Mixed economy and the State after Independence • • Development Planning-its genesis and philosophy • • Planning institutions at the national, state and local levels • • The planning process- an overview and critique • • Local self-government- role, strengths and limitations
4.	Understanding Social Policy • The policy cycle • Agencies involved in policy formulation, design, implementation and review • Tools of policy analysis- census surveys, social and economic indicators, the Constitution, legislations, Government Resolutions and ordinances, the State Budget • Review of any two Policies related to marginalized group • Role of Regulatory bodies, Task Forces and Commissions
5.	The Changing state and Planning • Policy and the four traditions of planning thought- policy analysis, social learning, social reform and social mobilisation • Planning in the era of privatisation-the role of state, civil society, corporate sector and market • Concept of good governance and its components
6.	Social Advocacy in Influencing Policy • Advocacy as a tool for social change • Elements and principles of advocacy • Campaigns and building Networks and Coalitions • Legal activism in advocacy- using RTI, PIL, office of Lokayukta, etc. • • Techniques of deepening democracy- social audit, jan sunvai, egovernance , etc.

Reading List

Clrff. Alcock & Payne (ed) (2000) Introducing Social Policy , Prentice Hall, London

C 11Introduction to social sciences-II

A. Politics

Course Objectives:

Enable students to:

- Understand Politics as a Social Science and the basic concepts relevant to its study.
- Critically understand and analyse the democratic and dictatorial forms of government and
  processes.
- Critically understand and analyse the major political problems that affect the contemp orary society.

Unit	Topics
1	Introduction to politics and stat politics and State • Nature and Scope of Politics. • State: Elements, Role and Functions. • Relevance of Politics to Social Work Profession Classification of Government • Democracy: Concept, Characteristics • Dictatorship: Concept, Characteristics, Types of Dictatorship, Critique of Dictatorship.
2	Democratic government and • Types of Democracy - Direct and Indirect Democracies - Parliamentary and presidential Democracy. • Critique of Democracy. • Federalism in Indian democracy and democratic decentralization. • International Democratic Body: United Nations Democratic Processes • Election and Representation • Voting Behaviour and its determinants. • Role of Election Commission and independent, impartial elections. • Electoral Violence.
3	Democratic structures Meaning, Characteristics, and Roles of: • Political Party • Pressure Group • Public Opinion • Media. Political problems • Political alienation as a problem • Political corruption as a problem

	Political violence as a problem
	  i Sectarian and Terrorist violence
	  ii. Politicization of Religion leading to Communal Violence
	  iii Regionalist and Separatist movements.

Reading list

Appadurai, A.1975 (11th ed). The Substance of Politics. Oxford University Press, Oxford.

Arora, N.D. & Awasthy, S.S. (2001). Political Theory. HAR-ANAND Publishing Ltd.,

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Bastian, S. (ed). Luckham, R. (2003). Can Democracy be designed, Zed Books. London

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Mehra, A.K. & Khanna, D.D (ed) Kueck, G.W (2003). Political Parties and Party System,

New Delhi.

Sharma B.M. Bareth; R (ed) 2004. Good Governance, Globalisation and Civil Society,

Wilkinson, S.(2004). Votes and Violence. Electoral competition and communal riots in India,

B. Economics of development

Course Objectives:

- To develop ability to analyze and understand the contemporary socio-economic realities through the use of relevant economic concepts.
- To gain insight into various approaches to economic development.
- To develop an understanding of the international socio-economic order and its influence on the economy of developing countries.
- To develop an understanding of the different manifestations of the process of underdevelopment.

Units	Topics

1.	Defining Economics of development and understanding theories of development
	  • Nature and meaning of development and economics of development
	  • Core values and objectives of development
	  • Theories of Economic development- The Linear stage theory
	                                         The International Dependence Revolution
	                                         The neoclassical counter revolution

		The new growth theory
2.	Structures , Characteristics and problems of developing nations • The structural Diversity of developing nations. • Classification and characteristics of developing nations • Concept of Human development Index(HDI) • Inequality and Poverty • Entitlement approach to Poverty(Amartya Sen) • The development assistance debate and debt crisis	
3.	Contemporary Development problems in the context of globalisation • The meaning of economic liberalisation and globalisation • Factors contributing to globalisation • Political ,Economic, Cultural and Psychological impact of globalisation • World Hunger- Magnitude ,causes, consequences and remedies	

Reading list

Bow J. (Edited) (2004, 2nd Edition) - The Globalization Reader Blackwell Publishing, Oxford. Parsuraman P. Unnikrishnan, P.V. (2003) – Listening to People in Poverty Books for Change, Banglore.

Somayaji, Sakarama Somayaji, Ganesh (2006) – Sociology of Globalization perspective from India, Rawat Publication, India.

Second Commonwealth NGO Forum - (Report 1996).

Todaro, Michael (2000) – Economic Development, Addrson-Wesley Publishers, New York.

 World Development Reports

C 12 Core Course Practicals Field work (4 credits)

FIELD WORK

Hours: 180 hours in each semester

Marks: 100 in each semester

Field Work is an essential component of the Social Work curriculum. It serves as a laboratory

where the students learn to integrate their classroom learning with field experiences/reality.

The overall objectives for Field Work are as follows…

• Develop analytical ability to understand various dimensions of problems/issues and

approaches to problem solving.

• Develop an integrated approach to social work practice.

• Develop specific skills for intervention at the micro level (individual, family, group and

community) and at the macro level (social systems and institutions)

• Develop professional attitudes utilizing principles and values of social work.

Expectations from students in field work are worked out for Semester II and Semester IV. Students are expected to work towards these expectations (outcome goals) in Semester I and Semester III.

EachSemester is allotted 100 marks for field work. Students are expected to put in 15 hours of field work per week (180 hours in the semester).

Given below are the Outcome Goals for Semester II
SemesterII

Outcome Goals

I. ANALYTICAL ABILITY - (30 Marks)

Outcome Goal

The student acquires knowledge about the agency, it's philosophy goals administrative

structure and services, as well as the dynamics therein. The student is able to understand

his/her role vis a vis the

agency goals and plan tasks within this context. The student also develops an understanding

of the client system and the problem situation and is able to relate it to the theory taught in

class.

The student acquires the ability to reflect in her/his recordings the link between theory and

practice.

Indicators

• With the help of the instructor, understands the agency. Its goals, objectives and strategies

of work. Able to collect information from different sources and write a report on these at the

end of the first semester.

• Is able to identify causes and effect of the problem situation as well as record the same in

different reports. Identify and profile the client system through home visits and surveys .

• With the help of the instructor, is able to plan and implement group tasks.

• By the end of the semester is able to independently identify future areas of work and

indicate a relevant action plan.

• Understands the roles of the agency personnel and his/her own tasks.

• Is able to write basic reports and articles in relation to work done.

II. PROBLEM SOLVING SKILLS - (30 Marks)

Outcome Goal

The student acquires direct intervention skills, communication skills and administrative and recording skills for problem solving.

Indicators

• Understands and identifies simple intervention strategies in relation to the problem situation.

• Understands and responds to problems of individuals, families and groups.

• Able to develop working relationship with the agency, client system, staff, colleagues and others in the field.

• By the end of the semester, is able to develop expertise in a specific area & mobilize/ resources required in the problem solving process.

• Writes recordings which are process oriented and reflective, with analysis in relation to the dynamics of the problems situation / and indicates ability to relate Theory to Practice.

• Able to suggest appropriate strategies / plan for intervention.

• Plans and implements programmes / and sessions for specific target groups.

• Understands and utilizes effective and appropriate IEC material while communicating with different groups.

• Understands and participates in liaisoning with other organizations and networking on common issues.

• Able to identify areas for research, conduct simple surveys, document and present reports.

III. PROFESSIONAL DEVELOPMENT - (25 Marks)

Outcome Goal

The student shows responsibility and maturity in relation to his / her role within and outside the agency.
Is able to understand and adhere to the ethics of social work by his / her commitment to social work
values.

Indicators

• Develops self-awareness with the ability to understand and accept one's own strengths and limitations as a professional.

• Is aware of social dynamics of a problem-situation and the need for sensitivity in dealing with

them.

• Is consistent in taking up and completing tasks.

• Shares responsibility in a team recognizes the need for co-operation and teamwork and shows

leadership when required.

• Able to understand the ethics of the profession and abide by social work values in practice.

• Shows a willingness to learn through introspection and learning from others.

Participation in Orientation / Exposure Visits / Camps - (5 Marks)

Outcome Goal

The student is able to appreciate the importance of orientation / exposure visit and a camp 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 / exposure visits and camps.

• Involves oneself in the planning and execution of tasks in the organization of the camp.

• Sensitive to people's problems and culture.

• Adheres to camp discipline and values of teamwork and group living.

• Critically evaluates the camp programme and makes constructive suggestions.

• Is actively involved in the process of report writing and presentation.

IV. USE OF FIELD INSTRUCTION - (10 Marks)

Outcome Goal

The student understands and recognizes the role of the faculty advisor, field instructor and field contact, and learns to take responsibility for learning.

Indicators

• Attends conferences regularly

• Submits recordings regularly

• Appreciates instructors' guidance through comments in recordings and uses these to prepare for

conferences.

• Appreciates the need to read material that is relevant to field work.

• Follows up on tasks / suggestions discussed with the field instructor / faculty advisor.