

CURRICULAM FOR EDUCATIONAL PROGRAMMES OF SOCIAL WORK

Appendix -A

Examination Scheme with Choice Based Credit System

Semester – VI

BACHELOR OF SOCIAL WORK (BSW) (UG)

1. Ability Enhancement Course (Language).

- 1.1 English (Compulsory)
- 1.2* i. Marathi
- ii. Hindi
- iii. Supplementary English
- *(Compulsory any One)

3. Core Domain - Social Work Profession.

- 3.1 Personal and Professional Growth and Communication
An Introduction to Some Areas of Social Work
- 3.3 Social Work Practicum

2. Supportive Domain

- 2.1 Economics: Concept for Social Work

4. Elective Domain:

- 4.1* i. Counseling: Theory and Practice Part 2
- ii. Disaster Management Part 2
- *(Compulsory any One)

Sr. No	Subject code	Subject	Teaching Scheme			No. of Credits	Examination scheme		
			L	T	P		No. of Paper / Practical	Max. Marks	Min Passing Marks In Each Paper & practical
1. Ability Enhancement Course									
1.1	6BSW01	English (Compulsory)	04	-	-	03	One	T - 80 I - 20	40
1.2	6BSW02 6BSW03 6BSW04	i. Marathi ii. Hindi iii. Supplementary English (Compulsory any One)	04	-	-	03	One	T - 80 I - 20	40
2. Supportive Domain									
2.1	6BSW05	Economics: Concept for Social Work	04	-	-	02	One	T-40 I-10	20
3. Core Domain - Social Work Profession.									
3.1	6BSW06	Personal and Professional Growth and Communication	04	-	-	04	One	T - 80 I - 20	40
3.2	6BSW07	An Introduction to Some Areas of Social Work	04	-	-	04	One	T - 80 I - 20	40
3.3	6BSW08	Social Work Practicum and Group Research Project	-	-	02	04	One	100	50
4. Elective Domain									
4.1	6BSW09 6BSW10	i. Counseling: Theory and Practice Part 2 ii. Disaster Management Part 2 (Compulsory any One)	04	-	-	02	One	T - 40 I - 10	20
Total			24	-	02	22	Six	600	250

L - Lecture , T- Tutorial , P- Practical, I- Internal assessment

Note :- The syllabus of Marathi, English and Hindi will be as per Bachelor of Arts semester syllabus.

BSW – III (SEMESTER 6TH)
SUPPORTIVE DOMAIN
ECONOMICS: CONCEPT FOR SOCIAL WORK
PAPER – III

Marks- 40

Unit-I : Economics and Basic Concept :-

Concept and definition of economics, Nature and scope of Economics. An understanding about basic concepts of Economic. Economic growth, Economic development, sustainable development and Social development.

Unit-II : Contemporary Economic Systems :-

Concept, important features, merits and demits of capitalist Economy, Socialist Economy and mixed Economy. Meaning of Developed and underdeveloped Economies.

Unit-III: Economic planning in India :-

Concept and process of Economic planning, goals and objectives of Economic planning in India. A brief understanding of Budget in India.

Unit-IV: Agricultural and other areas of unorganized sector :-

Features of Agricultural sector in India. Contribution of Agriculture to National Economy, problems of land ownership. National rural Employment Guarantee scheme and self employment.

Unit-V: Socio-Economic problem :-

Concept, Nature and Meaning of Social problem. Socio Economic problems – Corruption, unemployment, Commercial Sex Workers (Prostitutions), surrogate mothers, unmarried mothers.

Reference:

- Rudder Datt, Economic Reforms, Labour and Employment Dep & Deep publication, New Delhi 2003
- Gupta Asha, Towards privatization, B.R. Publishing Corporation, Delhi 1999
- UNDP, Human Development Report Geneva 2002
- Jean pereze and India Economic Development and social Amartya Sen opportunity Oxford University press, New Delhi 1995
- Ahuja H.L, Modern Economics, S. Chand & Company, New Delhi 1997
- Dewit K.K and others India Economics, S Chand & Company, New Delhi
- R.J. Lotte, Social Problems in India
- M.C. Mane, Social Problem in contemporary India.

BSW – III (SEMESTER 6TH)
CORE DOMAIN : SOCIAL WORK PROFESSION
PERSONAL & PROFESSIONAL DEVELOPMENT AND
COMMUNICATION
PAPER –IV

Marks- 80

UNIT-1 : PERSONAL DEVELOPMENT :

Process of Decision Making, Group Decision Making, New Decision, Effect of Intensive Group Experience, Role of Heredity and Environment, Components of Personality Development: Self awareness, Self esteem, Components of emotional competence, Role of family & school in personality development-

UNIT-2 : PROFESSIONAL DEVELOPMENT :

Management of Time, Participatory Training: Planning, Conducting, Evaluating Training Programme, Group Discussion, seminars, Workshops, Conferences, Meeting etc., Leadership Skills, Knowledge, concept of emotional intelligence and its importance. Factors influencing positive mental attitude, measures to develop positive mental attitude.

UNIT-3 : COMMUNICATION :

Meaning of communication, Importance of communication, principles of effective communication, barriers in communication, formal & informal communication.

UNIT-4 : COMMUNICATION PROCESS IN SOCIAL WORK :

Meaning, Types-Verbal & Non-Verbal Communication. Listening, importance, causes of poor Listening, strategies of effective Listening, Communication through public speaking; print & electronic media.

UNIT-5 : OTHER MODES OF COMMUNICATION :

Importance, Utility, communication for social work practice such as street plays, folklores slogans, songs, puppet shows, various audio-visual aids.

REFERENCES:

- Ahuja B.N (1992) : Development communication, New Delhi : Surjeet Publication.
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- Burke R.J. (1982) : Personality, Self-Image and Situational Characteristics of effective helpers in work setting. The journal of Psychology, Vol.112, 213
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- Crum, J.K. (1976) : The art of inner listening, Theosophist 97 (8) , May 1976, 64-65.
- Gandhi, V.P. (1995) : Media and communication Today, Vol.1,2 and 3, New Delhi, Kaniksha Publishers.
- Grossbaed, H. (1954) : " Methodology of Developing Self- Awareness" in Journal of social case work, Vol. XXXV, No.9 November 1954.
- Hamiltom, G (1954) : Know Thyself, Triveni 45(5), July- September 1976, 88.
- Mody,Bella, (1991) : Designing Messages for Development communication New Delhi : Sage.
- Ramkumar, O. (1970) Intelligence and Self- concept, education and psychology review 10 (3) July 1970, 154-57.
- Rayudu, C.S. (1994) : Media and communication Management, Bombay, Himalaya Publishing House.
- Tijare, Baba V. (1983) : Samudayik Vikas Aani Vistar Shikshan, Aurangabad, Vidya Books.

BSW – III (SEMESTER 6TH)
CORE DOMAIN: SOCIAL WORK PROFESSION
AN INTRODUCTION TO SOME AREAS OF SOCIAL WORK
PRACTICE
PAPER –V

Marks- 80

UNIT -1: SOCIAL WORK WITH FAMILIES :

Family in India – a brief overview, Psychological problem with families, Role of Social Worker in family welfare, Family counseling, Pre-marriage Counseling, Family life education, Child Right, Psychological needs of the children, Role of Social Workers in child welfare, meaning of youth, psycho-Social needs of youth, Major programmes, Role of NYK, need and problems of older persons, Programmes and Services for the elderly and Role of Social worker.

UNIT-2: SOCIAL WORK WITH RURAL URBAN AND TRIBAL COMMUNITIES:

Concept of Rural, Urban and Tribal communities, Comparison of Rural, Urban and Tribal communities, overview of Rural development in India since independence, Role of Panchayat Raj in Rural development, Institution (Govt. NGOs and semi Govt.) and their function in Maharashtra, Rural, Urban and Tribal Migration (Causes), Role of Social worker in Rural, Urban and Tribal community development.

UNIT -3: SOCIAL WORK IN THE AREA OF HEALTH AND MENTAL HEALTH:

Concept of health & community health, Concept of medical Social Work and psychiatric Social work, functions of social workers in health and mental health institutions.

UNIT -4: SOCIAL WORK WITH LABOUR:

Concept of organized and unorganized labour, problem of unorganized labour, Major legal provisions applicable to unorganized labour and Role of Social workers, Problem of organized labour, Concept of Industrial Social work, Role of Industrial Social Worker.

UNIT -5: SOCIAL WORK WITH THE DIFERENTLY ABLED :

Changing concept of Disability, Classification & Psycho-socio problem of differently abled, Role of Social Workers, Rehabilitation.

REFERENCE :

- Annual Report of N Y K Programmes, Govt. of India.
- Dak. T.M (ed.)(1991) : Sociology of Health in India.
- David, Field, & Steve, Tailor, (1993) : Sociology of health and health Care : An Introduction for Nurses, Blackwell Scientific Publicatin London, Mane Pumima & Gandevia Katy Y (eds)(1993) Mental Health in India : Issues and concerns, TISS, Bombay, Germain, Carol Bailey: Social Work Practice in Health Care, An Ecological perspective. The Free press, New York, (1989)
- Desai Murli (ed) (1994) Family and Interventions, Bombay TI.
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- Mepharson Steward (1987) Five Hundred Million children, poverty and chld welfare in the Third works, New York, St. Martinis Press.
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- NIPCCD, (1992) : National Evaluation of Intergated Child Development, Service, New Delhi, The Author.
- Narkhedkar & Dr. Sunil Sakure, 2012, Rural Community, Sar Sahitya Kendra, Nagpur.
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- Sehgal Mamta & Sherjung Nirmala (1997) : Martial Dispute and Cunselling, APH Publishing Corporation, New Delhi.
- Singh R.R. (1987) : Social Care of Child in Delhi : Policy, Programme and Process, Deptt. Of Social Work.
- Tata Institute of Social Science, (1994) : Enhancing the role of Family as an agency for Social and Economic Development, 1994
- U.N. (1993) : Occasional Paper Seris I-15 on various themis related to family.
- Verma, Rana (1991) : Psychiatric Social Work in India, Sage, Delhi

SYLABUS
BSW III SEMESTER (6TH)
ELECTIVE DOMAIN - I
COUNSELING THEORY AND PRACTICE: PART -II

Marks- 40

Unit I- Major Theories of Counseling

Person- centered Counseling, Psychoanalytic Counseling, cognitive Counseling, behavior Counseling.

Unit II- Approaches to counseling

Approaches: Person centered, Rational emotive, transactional Analysis, Existential Approaches, Egan's three stage model and self- help like yoga, reflection and act of prayaschit.

Unit III- Couple and Family Counseling - Group Counseling

Couple and Family Counseling: issues in such Counseling, its process and stages.

Group Counseling: Process, advantage and disadvantage of group Counseling.

Unit IV- Techniques :

Counseling Techniques like initiating contact, intake, rapport, establishing, interaction, attending behavior, Observation, responding, rating and its interpretation.

Unit V- Counselor as a Profession:

Counselor as a Profession, Personality coping, expertise, gender, Values, Awareness, Behavior burnout, Self renewal, Prevention of burnout, Professional issues

References :

- Association of Psychological and Education Counselor of Asia (APECAL) (1982) Counseling Asia : Perspectives and Practice, Fourth Biennial conference workshop, Pilipino.
- Bengalee Mehroo, D (1972) Guidance if you Please, Bombay : Macmillan.
- Bessell, R (1971) Interviewing and counselling, London : B.T Bost ford .
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- Ragg. N.M (1977) People not cases : a philosophical approach to social work London : Routledge and Kegan Paul.
- Fuster, J.M Helping in Personal – a new approach to counselling Bombay : Social of St.Paul.
- Godstein, Howard (1963) A Creative change, Cognitive Humanistic approach to social work practice New York ; London; Tavistock publication.
- Harms, E and Schreiber, P (1963) handbook of counselling Techniques, Oxford : Pergaman Press.

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- Lendrum, S and Syms, G (1993) Gift of Tears :A Practical Approach to Loss and Bereavement counselling London : Routledge.
- Nelson, Jones, R (1982) The Theory and practice of counselling, London Routledge.
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- Thangavelu, V (1978) The Samsar Model of social work Practice, Mangalore : Preeti publication.
(Counselling in Action series London, Sage Publication for different approaches)

BSW – III (SEMESTER 6TH)
ELECTIVE DOMAIN - II
DISASTER MANAGEMENT- Part-II
PAPER –VI

Marks- 40

Unit I- Global Issues and initiatives

World conference on Disaster Reduction (2005) Hyogo framework for action (2005-2015) National Disaster Management policy-2009 Disaster Management Act-2005

Unit II- Education on Disaster

Community involvement- the adjustment of human population to natural hazards and disaster, Role of Media.

Unit III- Disaster Risks Management India

Hazards and vulnerability profile of India, components of Disaster Relief, Water, Food, Sanitation, Shelter, Health, Waste Management Institutional Arrangements.

Unit IV- Information, Education and Communication (IEC)

Pre- disaster stage (Mitigation) Disaster resistant house construction- Population reduction in vulnerable areas- Awareness, Emergency stage- Rescue training for search and operation at national and regional level.

Unit V- Social Work Intervention in Disaster

Post- Disaster Stage Rehabilitation: Political administrative aspect – Social aspect- Economical aspect environmental aspect.

References

- Dr. Mrinalini Pandey Disaster Management Wiley India Pvt. Ltd.
- Tushar Bhattacharya Disaster Science and Management McGraw Hill Education(India) Pvt. Ltd.
- Jagbir Singh Disaster Management: Future Challenges and Opportunities K.W. Publishers Pvt. Ltd.
- J. P. Singhal Disaster Management Laxmi Publications.
- Shailesh Shukla, Sharmna Hussain Biodiversity, Environment and Disaster Management Unique Publications.
- C.K. Rajan, Navale Pandharinath Earth and Atmospheric Disaster Management: Nature and Manmade B.S. Publications.
- Disaster Management Guidelines. GOI-UNDP Disaster Risk Reduction Programme (2009-2012)
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- Sekar K. (2006) psychological Support in Tsunami Disaster: NIMHANS responses. Disaster and Development, 1.1, page 141-154.
- Alexander David, 2000 Introduction in ‘Confronting Catastrops’, Oxford University Press.
- Andharia J. 2008 Vulnerability in Disaster Discourse, JTCDM, Tata Institute of Social Sciences Working Paper no. 8
- Blaikie, P, Cannon T, Davis I, Wisner B 1997. At Risk Nature Hazards, Peoples’ Vulnerability and Disaster, Routledge.
- Coppola P Damon, 2007. Introduction to International Disaster Management, Carter, Nick 1991. Disaster Management: A Disaster Manager’s handbook. Asian Development Bank. Manil

SOCIAL WORK PRACTICUM

Distribution of Marks

BSW (Semester VI)

- Orientation &- No marks.
- Skill lab - 05
(Skill lab on Interviewing, communication & personality development)

Concurrent practice learning with application of Integrated social work methods-30

- Camp gaining on special social issues –
- Preparation of project proposal on Campaigned social issues and submission to GOs and NGOs –
- Attendance, report writing and conference –
- Viva – Voce (Internal) -

Group Research Project – 30

- Codebook ,Coding & Master chart preparation –
- Preparation of tables and Data analysis –
- Interpretation & Major findings, conclusion, suggestions, references & bibliography –

Exposure visit -10

External Viva-Voce –25

- (Exposure visit-05 + S.W.Practicum-10 + Group Research project 10)
- Total Marks – 100

Note :- Exposure visit is to be arranged in the BSW VI Semester. The purpose of Exposure visit is to expose the students to a wide range of organizations in various fields of Social Work within Vidharbha with a duration of five (5) days. It st Mandatory to visit five (05) organization.

BSW-SEMESTER-V & VI
QUESTION PAPER PATTERN

Time:2 Hours

Total Marks:40 MARKS

Q1. Long answers

A) 08

OR

B) 08

Q2.Long answers

A) 08

OR

B) 08

Q3.SHORT ANSWERS

A) 04

B) 04

OR

C) 04

D) 04

Q4.SHORT ANSWERS

A) 04

B) 04

OR

C) 04

D) 04

Q5.VERY SHORT ANSWERS

A) 02

B) 02

C) 02

D) 02

Note :- Equal weightage is to be given to each and every unit of the syllabus.

BSW-SEMESTER-V & VI
QUESTION PAPER PATTERN

Time:- 3Hours

Total Marks:80

MARKS

Q1. LONG ANSWERS

A) 16

OR

B) 16

Q2. LONG ANSWERS

A) 16

OR

B) 16

Q3.SHORT ANSWERS

A) 04

B) 04

C) 04

D) 04

OR

E) 04

F) 04

G) 04

H) 04

Q4.SHORT ANSWERS

A) 04

B) 04

C) 04

D) 04

OR

E) 04

F) 04

G) 04

H) 04

Q5.VERY SHORT ANSWERS

A) 02

B) 02

C) 02

D) 02

E) 02

F) 02

G) 02

H) 02

Note :- Equal weightage is to be given to each and every unit of the syllabus.

UNIVERSITY
SOCIAL WORK PRACTICUM MANNUAL
(Based on UGC Model Curriculum in Social Work Education)
FOR
B. S. W. AND M.S.W. COURSES

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INTRODUCTION TO SOCIAL WORK PRACTICUM

Introduction :

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

The tasks are organized to help the learner acquire beginning skills, practice those already acquired, and master them from simple to complex. The learner is gradually encouraged to becoming an independent worker.

Objectives :

The objectives are meet by providing a variety of experiences to learners to :

1. i. Develop the ability to observe and analyse social realities.
ii. Understand the characteristics of social system and their dynamics.
iii. Appreciate society's response to people's needs, problems, and social issues.
iv. Develop critical understanding of the application of legislation, legal process, and social policy.
2. i. Develop the ability to examine the process of programme management and participate in The effort at various levels.
ii. Develop the ability to recognize the need for never programs, initiate and participate in them.
iii. Use human rights tools, understanding of gender justice, and need for equity in all intervention.
iv. Develop an understanding of organizational structures, resource management, and day-today administration for human service programmes-developmental and welfare.
v. Develop the capacity to integrate knowledge and practice-theory by participating in intervention.
3. i. Clarify and imbibe values which sustain positive attitudes and professional ethics.
ii. Develop the capacity for self-direction, growth, and change through self-awareness.
4. i. Enhance writing skills to document practice appropriately. Recording to be viewed as an Expression of interest, motivation and involvement in practice and as evidence of enrichment in the process of professional growth.

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

- 1.3.1. Orientation provides information regarding
 - i. the importance and place of the practicum in the educational programme.
 - ii. the purpose, function and ethics in professional practice.
- 1.3.2. **Visits** - provide an exposure to and understanding of the service provided in response to people's needs.
- 1.3.3. **Structured experience laboratory** – is a classroom activity, to provide in the Games /activities, from the involvement of self in various practice skills. These laboratory experiences are designed in small groups to encourage participation, sharing of the experience and aid in examining learning and applications of skills. These sessions have a specific objective of experiencing self, and applying/using self in practice.
- 1.3.4. **Rural/Tribal camps** – provide opportunities to experience rural life, analyze rural dynamics, and observe the functioning of local self-government and voluntary organization. This experience aids peer participation in planning for activities for own group and those for local people. It also helps develop skills carry out, evaluate, and report the experience.
- 1.3.5. **Exposure Visit /Study Tours** – urban and rural, provide an experience to study and appreciate innovative efforts by individual and groups towards meeting peoples core needs, and initiate development.

- 1.3.6. **Workshops: Skills Development** – help learners acquire specific skills for situations encountered during practice and acquire skills for intervention. These may be for problems/ concerns, issues or situation like, work with alcoholics, HIV, AIDS effected persons, adolescents for life skill development, youth for leadership development and couples for marital relationship and enrichment, work with elderly.
- 1.3.7. **Concurrent practice learning** – on going learning of practice is an opportunity to develop intervention skills in reality situation. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in agencies or in communities to initiate and participate in direct service delivery.
- 1.3.8. **Summer Placement** – provides an opportunity to experience day-to-day work in a setting. The learner gets involved with direct practice with the client system and with the ongoing management operations of the setting. The time frame recommended for this experience is about three weeks, after the first year of the post graduate programme.
- 1.3.9. **Block placement** – enables learners integrate learning and generate new learning by participating in the intervention processed over a period of one Month continuously, in a specific agency. Usually, block fieldwork is provided at the end of the two-year programme. Some educational institutions offer such an opportunity at the end of the third or the prior to the examinations of the fourth semester. Each set of the learning opportunities has its own design elaborated upon in the next few.

SOCIAL WORK PRACTICUM – ORIENTATION

Introduction :-

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

Orientation :-

- A. Orientation to social work practice.
 - This orientation may be through a large group meeting to share and discuss place of practice learning as an integral part of the curriculum.
 - Code, norms, and expectation of this teaching - learning opportunity.
 - Requirements of working like days, hours, agency timings and other such details practice learning.
 - Nature and tasks of initial phase and involvement of learner and instructor.
 - Learner responsibility to setting agency and the institution of learning.
 - Details regarding records and their submission.
 - Practice learning instruction : individual conferences - one hour per week, group conferences once a fortnight.
- B. Orientation of social work setting/agency of placement – to be carried out at the practice placement setting.
 - Nature of setting/agency – its objectives services programmes, structure, general
 - Contract person in the setting/agency, role of that individual.
 - Annual and other brochures for information.
 - Introduction to setting/agency management, staff and on-going activities.
 - General introduction setting/agency its programme and beneficiaries. Information of other similar services.
 - Policies supporting the service agency both local, national
 - In the first four weeks the learners may make a local directory to include emergency numbers of hospitals/primary health centers, police, ward of panchayat office, and net work agencies, along reference to other development and welfare service in the location with a brief.

SOCIAL WORK PRACTICUM – VISITS

Objective :-

- a. Acquire skills of systematic observation and develop a spirit of inquiry.
- b. Understand society's response to social problems through various services.
- c. Understand, appreciate and develop ability to critically evaluate the initiative of voluntary and government programmes.
- d. Develop an appreciation of social work intervention in these programmes by recording:
 - i. relevant factual information about the client system and the problem/concern.

- ii. the selection of programmes/strategies for solving the problems, and their relevance to the client system and the problem concern or the issue.
- iii. the role of the social worker and its relevance to the clients' need and the problem.
- iv. the relationship between the micro problems observed and the macro situation, the appropriation of the organization's resource and nature of intervention.
- v. gaps identified and suggestions.

Note-Suggestions for field visit

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

- i. Health setting-community health extension projects, primary health centers, clinics.
- ii. Educational setting-formal/school, non-formal/adult education centers, income generating skill development centers.
- iii. Community services like: life skill development programme centers, environment improvement and improvement centers, e.g. a family service centre/community projects in urban and rural setting.
- iv. Services for special groups like the differentially bled, (b) destitute, migrants, and elderly, both institutional and non- institutional.
- v. Criminal justice systems – jails, courts, police stations and juvenile justice centers.
- vi. Civic administration centers – municipal offices, panchayat offices and ward offices, etc.
- vii. Destitute migrant and elderly persons services both institutional and non-institutional.

Suggested tasks for the faculty in charge of institutional visit.

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

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

Method of Assessment.

Credits/marks may be given as per the institutions, policy v- Group reports to be presented.

STRUCTURED EXPERIENCE LABORATORY

Introduction

The Structured Experience Laboratory provides the opportunity of “learning by doing” in a safe environment of the class room-n. This environment, that is a laboratory, wherein learners and facilitators meet jointly to experience certain intervention skills, need to be amongst the most non-threatening methods of learning, specially for beginners. This learning opportunity is conducted through a game/form, or other simulated exercises. Structured experience are directed to helping the learners enhance their awareness about self and others to aid conscious use of intervention tools.

Objectives

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

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

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

(a) Outcome of Learning

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

(b) Facilitators competencies

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

Facilitator’s competence must reflect in the ability to :-

1. Be open to learning through involvement in this experience. Understand self and role of a facilitator.
2. Provide emotional and social support to learners.
3. Foresee consequences.
4. Aid learning through reflection and discussion, and understand its application.
5. Continually look for opportunities to maximize learner involvement and aid exchange of experience to help the learners grow.
6. Be prepared and organized for sessions.
7. Understand that process and goals are both equally important for such experiences.
8. Recognize signs of learner’s growth and integrate this is the structured experiences.
9. Treat all participants with respect, and expert mutual respect from and among them
Interest and ability to interact by itself is not enough, complete involvement and awareness of the process as ‘here and now’ is necessary.

(C) Facilitator Readiness

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

1. Willingness coupled with desire and motivation to be a facilitator.
2. Willingness to come to facilitator practice session.
3. Openness as a facilitator learner to discuss the experience and learn new skills.
4. Ability to recognize and appreciate one’s own growth and recognize the surfacing of the incomplete gestalt (unfinished business-others’ needs arising in the mind) while aiding others learning, and willingness to work on findings about self.

5. Understanding one's own needs, allow interaction among the learners, and with no latent desire to interrupt learning during the "flow of communication".
6. i. Observe and sense stress being generated by unresolved feelings of individual learners.
- ii. Ability to help such learners.

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

Method of Assessment

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

RURAL CAMP

Objective :-

- a. Understand the rural social system with special reference to a specific poverty group.
- b. Analyse the regional rural social system, the approaches, and the strategies of intervention used by the organization.
- c. Understand the nature of government intervention in relation to poverty groups in the region, and the related structures of decision-making and intervention.
- d. Develop the capacity to critique the interventions of both the voluntary organizations and the government agencies in relation to the specific poverty group.
- e. Through experience in group-living, appreciate its value in terms of self-development, interpersonal relationship, sense of organization, management and taking on responsibility.
- f. Acquire skills in planning, organizing, implementing the camp for example conscious use of, time communication skills, team spirit, handling relationship, conflicts and difference of opinion, decision making, evaluation, appreciation, sharing of resources, tasks, coping skills in problem situations, cooperation and coordination.
- g. Learners are fully involved in planning, implementing the plans and presenting their experience in a workshop on return from the camp.
- h. The learners should be encouraged to take on concrete tasks towards meeting basic/civic needs of the people.

Guidelines for study and Observations.

Social Analysis :-

1. Living conditions, housing, water supply and other amenities.
2. Social Life – power structure, community life, social norms and social institutions, domain caste and untouchability.
3. Marriage and types of families, family life.
4. Economic life – Occupation, extent of employment, ownership of house, land, average size of holding, proportion of landless labourers, proportion of land held by non-tribals and average size of holding (in a tribal area), income and indebtedness, bonded labour.
5. Exploitation by landlord, moneylender, and trader, extent and areas of exploitation, effort made to obtain justice and with effect, conflict and conflict, resolution methods.
6. Political life-dominant politicians in the region and taluka, the basis of their power, their link with other economic exploiters and politicians at different levels, their influence with respect to the police, judiciary, government officials, factional politics that effect development and social justice.
7. Education – level of education, education facilities and who controls them, suitability of education system, use of education facilities by different castes and class group.
8. Conditions of health and nutrition, service available and their use.
9. Positive local initiatives in the area
 - Other problems and issues.
 - Analysis of intervention programmes/service approach/strategies, participation of the client system.
 - Gaps and suggestions.
 - Role of the social worker.
10. Guidelines for observation of voluntary agency in a rural setting.
 1. Objectives.
 2. The approach and methods used for achieving objectives.
 3. Organizational structure.

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

Method of Assessment :-

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

EXPOSURE VISIT/STUDY TOUR-URBAN RURAL/TRIBAL/INNOVATIVE PROJECTS

Objective :-

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

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

EXPOSURE VISIT URBAN INOVATIVE PROJECTS

(Institutions may choose between previous and this opportunity)

Objective :-

- a. Understand the problem situation and its socio-economic-political context.
- b. Develop knowledge of organizations that have come up in relation to specific problem situation in the rural and urban areas.
- c. Understand the organization's philosophy, policy, structure, strategies, programs and processes of intervention in relation to its relevance to the client system and the problem situation.
- d. Critically analysis the functioning of the local government/Panchayat Raj Institutions.

- e. Identify the strategies used by local bodies to ensure social justice.
- f. Through the experience in groups living, appreciate its value in terms of self-development, interpersonal relationship, and sense of organization and taking on responsibilities.
- g. Acquire skills in planning, organizing, implementing the camp/tour, for example conscious use of time, communication skills, team spirit, handling relationships, conflicts, and difference of opinion decision-making, evaluation, appreciation, sharing of resource, tasks, coping skill in problem situations, working through crisis situation cooperation and co-ordination.
- h. Learners are fully involved in planning and implementing the plans for the same with the help of faculty.

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

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

Method of Assessment :-

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

WORKSHOPS : SKILLS DEVELOPMENT

Introduction

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

Objectives :-

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

Population education workshops, work with alcoholics and families, work with HIV/AIDS's affected persons, adolescent life skills programmes, youth leadership development, and lifestyle programmes, work with marital couples, family enrichment programmes and work with elderly.

Self-help skills for personal enhancement and awareness development – Yoga, meditation, working with self-defeating habits, stress management. Work with communities in disaster situations, facing migration.

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

Method of Assessment :-

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

CONCURRENT PRACTICE LEARNING

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

Note to be Instructor

- Field instruction is to provide guided learning opportunities planned together with the learner during individual and group conferences.
- The instructor should be knowledgeable in the process of guiding the learner be fully informed of the setting organization policies in the area of practice.
- At the beginning of social work practice learning, the instructor needs to assess the learner ability for social work intervention, and personal strength in order to provide appropriable learning opportunities and rate growth: develop ability for self-assessment and Acer instructor assessment of strength and limitations. Assessment format may be shared was placement setting.
- Practice learning instruction. An hour each week for individual conference to be set aside preferably on a fixed day and time. Records to be submitted, read and comments recorded. The learner should preferably go through the comments prior to the conference.
- Records to viewed as an expression of interest, engagement in practice, and as a producer of work done. These should indicate a continued process of conscious growth of the professional practitioner. Appropriate teaching learning remarks written on the record should describe the abilities, skills, behavior and attitudes of the learner, and not to the persons. Probing in personal matters to be generally avoided except when it blocks learning. Awareness of transference counter transference and ability to hands it on the onset necessary. Learners personality problems specially of severe nature be referred to specialists with the learners consent.
- The learning of practice and professional role modeling is shaped by the instructors been hence need for the instructor to be positive role model.
- Place of instruction preferably to be the setting agency of its outdoor facilities garden shad tree, or the learning institution, and not other public places.
- Dress and language code to be observed by both the instructor and the learner.
- Regardless to the setting awareness, understanding and skill to implement countries major programmes like those for population growth, literacy, and peoples' participation in their own day-to-day services for the basic amenities, along with those of empowerment to be members of civil society be viewed as necessary. Instructor to locate opportunities for the same, and make sure that the learner gets involved with one major programme with full awareness of its importance, stage at which involvement is offered, and with understanding of its earlier, ongoing and following plans and evaluation.
- Apart from records to be submitted as per institutions rules, it is suggested that a Time-Task diary be maintained. AS suggested format follows.

CONCURRENT PRACTICE LEARNING (B.S.W. First & Second Semester)

Introduction :-

The purpose of concurrent practice learning is to develop social consciousness, sensitivity to human needs and sufferings, and practice social work intervention, by concretizing theory in practice.

Objective :-

- a. Develop skills to aid meeting needs of people by participating in the planning and organization of simple specific tasks and learn to involve individuals and groups in the same.
- b. Develop understanding of the causes of problems and their effects on individuals/families and group functioning.
- c. Develop skills to help individuals and families to solve simple problems.
- d. Develop knowledge and ability to utilize various community resources and services available.
- e. Begin to develop professional attitudes conducive to work with individuals, groups and communities.
- f. Develop skills in simple administrative procedures, like official correspondence, recording, preparing minutes and draft reports.
- g. Begin to see the relationship between classroom teaching learning and field practice.
- h. Begin to use field-instruction for professional growth.

Note to practice teaching instructor :-

Learning does not follow a progressively liner pattern. The tasks assigned should be structured, specific and clearly defined. The learner should be encouraged to participate in the planning and implementing of the programme and to acquire certain programme skills. A few tasks are to be designed for the learner around problems requiring exploration, use of community resources and simple problem solving techniques which are related to the programme. The assessment should be based on the learner's progress and effort towards problem solving. In a reality situation where specific opportunity for learning is not available, a simulated situation may be created. In case opportunities are not provided for either the reality or simulated situation, the learner cannot be assessed for the same.

The learner to be provided with the time for an 'Individual Conference' every week. The time to be provided is about an hour. The learner is expected to submit written record of work done and the instructor is expected to enter comments prior to the conference. Process records initially, and a time task, skills learnt diary be kept. Later summary records can be maintained. A 'Group Conference' every fortnight is yet another teaching-learning situation to be provided. Minutes of these conference to be kept, and duties for the agenda and minutes keeping, be rotated among learners.

Criteria for Practice Teaching, Learning and Evaluation

Development in areas of Knowledge, Skills and Attitudes.

KNOWLEDGE

1. With the help of the field instructor, the learner begins to understand:
 - a. Factor in the neighborhood and community which affect the client system and the type of needs/problems which exist in the community.
 - b. Reasons for these needs / problems, such as poverty / unemployment lack of employable skills.
 - c. History, philosophy, thrust, rules, regulation of services available, in response to these needs/problems.
 - d. Role of field instructor, faculty advisor, and field contact, and whom to approach for different types of guidance.

SKILLS

1. With the help of the field instructor, the learner begins to :
 - a. Obtain information about the individuals/groups from different sources and select assignments such as sports competitions, health campaigns, early child programmes, hygiene and sanitation and environment awareness.
 - b. Select the activities and resources related to the tasks undertaken, such as organizing the client system and fund raising.
 - c. Plan. Organize, implement and evaluate the activity with colleagues and others in the agency.
 - d. Involve individuals/groups in the tasks undertaken.

- e. Understand the method of utilizing the available community resource through written personal appeals.
- f. Analyses the activity in terms of the dynamics of behavior and interaction, as observed in work with individuals/groups, such as co-operation, resistance and conflict.
- g. Relate meaningfully to : (i) Individuals/groups (ii) Colleagues/staff.
- h. Participate in simple administrative procedures related to the tasks such as official filing, correspondence, minutes, reports, and documentation. Record relevant facts (either individually or with colleagues) related to the activity undertaken e the recordings as a tool for learning in conference and seminars.
- i. Utilize field instruction as a medium of learning and assume responsibility for own learning, for example participating in groups and conference.
- j. See the relationship between classroom teaching and field practice.

ATTITUDE

1. With the help of the field instructor
 - a. Learner begins to show responsibility in relation to own role in the agency, is regular in attending fieldwork, punctual in appointments with clients and others, and shows commitment to the work undertaken.
 - b. Learner begins to adopt professional attitudes pertaining to social work values and principles. These are manifested in the way in which.
 - i. The learner accepts individual inspire of their socioeconomic background and their behavior.
 - ii. Tries to motivate client system to participate in the task of problem solving.
 - c. Develop and manifest respect and concern for the client system.
 - d. Appreciates and acknowledge expertise of others and works cooperatively with colleagues and staff.
 - e. Shows beginning awareness of personal strength and limitations.

Criteria for Practice Teaching – Learning and Evaluation.

Development in areas of Knowledge, Skills and Attitudes.

KNOWLEDGE

1. The learner is able to understand :
 - a. The socioeconomic background of the individuals/families and specific groups in the client system and the needs/types of problems.
 - b. The reasons for these problems.
 - i. Micro level, for example the problem of dropouts due to factors in the family and school.
 - ii. Macro level, for example the problem of dropouts in the context of the and wider social educational system.
 - c. The agency's rules, regulations and services which try to respond to these needs/problems.
 - d. The organizational and administrative set-up of the agency, objectives, auspices, funding and staffing.
 - e. The agency as a sub-system in the wider system of health, education and welfare, for example the role of the local government, local self-government, and voluntary efforts.
 - f. The importance of using community resources for problem solving within and outside the agency, for example the dispensary for basic health problems of the client system.
 - g. The importance of planning, organizing, implementing, evaluating problem-solving activity, and change.
 - h. The importance of participation of target groups in problem-solving, for example participation of mothers in the balwadi programme, teachers in school programmes.
 - i. The importance of teamwork in the agency's functioning and problem-solving activities, e.g. co-ordination and contribution of self as well as that of others in the team.
 - j. The importance of the contribution of other disciplines within and outside the agency, for example teacher, lawyer, public health workers.
2. With the help of field instructor, the learner is able to understand different social work approaches like, curative, preventive, promotive and developmental. The

learner is able to see the tasks in teams of the above approaches and their relationship to overall objectives.

SKILLS :-

1. The learner
 - a. Sees the inter-relationship between the selected methods of social work to the needs problem of individuals and groups.
 - b. Selects relevant information from different sources about the needs/problems as also about individuals and groups, for example socio-cultural information regarding members of a group is gathered through the members, their families, and agency personnel.
 - c. Begins to work independently with groups, that is planning, organizing, implementing and evaluating activities involved in practice of planning TB campaigns, population education programmes, awareness campaigns like consumer goods sales pressure, impact of advertisements, AAIDS/HIV.
 - d. Tries to involve the client-system in the activities undertaken, sees the major blocks in participation, like traditional beliefs and help in dealing with them.
 - e. Begins to work at the individual level (one to one basis) whenever necessary.
 - f. Helps individuals/groups to express both positive and negative feelings in relation to their needs/problems, their capacities to cope and the agency's help. Learners may need in handling such feelings.
 - g. Identifies resources and enables the client system to utilize the same.
2. Selects relevant facts for recording and attempts to write own assessment of the situation activities.
3. Tries to apply knowledge to practice, for example use of non-formal education techniques while working with adult semi-illiterate groups.
4. Understands the importance of team work, role and position among colleagues and agency's personal.
5. Understands the role of volunteers in the team, begins to use skills in orienting them to the tasks assigned, involves them in planning, organizing, and supporting the programme.
6. Attempts to write official letters, appeals for fund-raising, minutes and reports with the help of colleagues.
7. Begins to build relationship with individuals and groups, may need guidance, especially in their-termination.
8. Offers suggestions/comments based on practice experience and takes responsibility for self-evaluation.

ATTITUDES

With the help of the field instructor:-

1. Learner shows increasing responsibility in relation to own role in the agency, that is in being regular, submitting recording in time, punctual in keeping appointments with the client system and others, commitment to the assignments undertaken. Is able to give reasons for having failed to perform the tasks taken up.
2. Increasingly adopt professional attitudes based on social work practice principles, like belief in self worth and dignity of persons, in value of participation, in the capacity for growth and change, in the right to equal opportunities.
3. Learner is able to convey respect and concern to the client system.
4. Learner shows maturity in dealing with situations, control of impulsive behaviour and emotions in relation to client system, and shows awareness of different cultural backgrounds and their impact.
5. Begins to show understanding of basic values and ethics of the profession.

Distribution of Marks

BSW (Semester I)

- Orientation – 05
- Agency visit –15
- Skill Laboratory –10
- **Concurrent practice learning –60**
- Viva-voce – 10
- Total Marks – 100

BSW (Semester II)

- Orientation – 10
- Seminar - 15
- **Concurrent practice learning – 50**
- Skill Lab Activity or Formal And Informal Survey - 15
- Viva-voce – 10
- Total Marks – 100

SOCIAL WORK PRACTICUM-CONCURRENT PRACTICE

LEARNING OPPORTUNITY

(B.S.W. Third & Fourth Semester)

Introduction

This experience provided opportunity to build on earlier learning and enhance understanding, sharpen practice skills learn and develop new skills.

Objectives for First and Second Semesters:

- a) Develop understanding and ability to analyses critically various problems and needs of the individuals, groups and communities.
- b) Develop knowledge about community resources and services, and utilize them independently and effectively.
- c) Develop process-oriented skills in work with individuals, families, groups and communities in relation to tasks.
- d) Participate in administrative processes.
- e) Learn to integrate theory with practice.
- f) Plan and organize tasks independently and evaluate them.
- g) Utilize practice principles based on professional social work values.
- h) Use field-instruction to develop as a professional person.

Note to Field Instructor:

- 1) Learner shows increasing responsibility in relation to the role in the agency i.e. in being regular, submitting, recording in time, punctual in keeping appointments with the client system and others, commitment to the assignments undertaken. The learner is able to give reasons for having failed to perform the tasks taken up.
- 2) Learner adopts increasingly professional attitudes based on social work practice principles, belief in self-worth and dignity of persons, in value of participation in the capacity for growth and change, in the right to equal opportunities.
- 3) Learner is able to convey respect and concern to the client system.
- 4) Learner shows maturity in dealing with situations, control of impulsive behavior and emotion relation to client system, and shows awareness of different cultural backgrounds and the impact.
- 5) Begins to show understanding of basic values and ethics of the profession.

The learner should get an opportunity to develop process-oriented skills in work with individual families, groups and communities, in relation to social work tasks related to the needs of the client system, and clearly outline skills learnt, and roles taken up.

Learner is expected to progress from programme planning skills to progress oriented skills.

Methods of Assessment for all concurrent practice learning self evaluation by learner.

Join Evaluation by the learner and practice teaching-learning instructor.

Criteria for Practice teaching-learning and Evaluation.

A. Social Work tasks in the Agency.

With the help of field instructor the learner.

1. Gains understanding of the agency philosophy, policy, objectives, administrative structure and service.
2. Gains understanding of the problems/ needs of the agency, as related to individual groups/ communities she/he serves.
3. Shows understanding of the need for appropriate selection of social work methods (working with individuals/groups/communities) and aids the programme initiated, based on the assigned tasks.
4. Sees the connection between own tasks and agency goals.
5. Sees own tasks in relation to different approaches utilized by the agency.
6. Identifies and assesses problems of the client system.
7. Understand linkage between goals and service of the agency.

B. Identification and Assessment of the need/problem.

1. a) Begins to study the impact of socio-economic factors such as poverty, unemployment, illiteracy, on the needs/problems, for example neglect of children, status of women, housing and sanitation.
b) Tries to understand the needs/problems in relation to organisatoris / system, for examples school and place of work.
c) Begins to see the lack of opportunities in the neighborhood, community, society and make an effort to relate human and materials resources of needs/ problems.
d) Becomes alert to the beliefs, traditions and preconceived notions of the client system.
2. a) Observes the structure of the family and its impact on the functioning of the members.
b) Begins to assess the role performance of members in the context of the needs/problems for example alcoholic father in relation to the school dropouts.
c) Understands the needs/ problems of the family and tries to use services in relation to them.
d) Begins to study the family as group, that is leadership, decision-making, scapegoating phenomenon.
3. a) Makes efforts to observe the impact of individual's feelings and attitudes towards the needs/problem.
b) The learner is able to observe the group dynamics in various groups, like: as the family, committee, and recreation groups.
c) Begins to understand the importance of the initial contacts and makes efforts to clarity social worker's role as well as that of the client system in dealing with the problems needs.
4. Begins to understand the motivation of the client system as an indispensable factor in enhancing social functioning.
a) Explores the socio-economic, cultural factors which block/ enhance motivation.
b) Understands the impact of physical/ mental handicaps on the individual's and family's functioning.
c) Understands the implications of existing legislation, bureaucratic set-up and types of service available.

C. Techniques of working with Individuals/ Groups/ Communities.

1. Problem solving skills.
 - a) Fact finding/ data collection.
 - b) Understand the individual's/group's/community's needs and problems and their eligibility for agency service.
 - c) Establishes relationship, with different client, target and action groups.
 - d) Partializes the problems for work.
 - e) Establishes contract for work.

2. Shows capacity to.
 - a) Observe client system, dynamics in interactions.
 - b) Listen attentively to overt and covert communications.
 - c) Contain frustration related practice learning.
 - d) Explore facts.
3.
 - a) Explain, the rationale of activities such as interviews, meetings and Home visits etc.
 - b) Obtains the relevant information for assigned task and records the.
4.
 - a) Shows capacity to establish a relationship which is characterized by agreeing to requests rather than the denial of an inappropriate one.
 - b)
 - i. Shows warmth and understanding.
 - ii. Shows concern and acceptance.
 - iii. Reaches out to the individuals/groups/communities.
 - c) Begins to recognize own feelings of anxiety, prejudice, irritation and anger towards individuals/ groups, communities.
 - d) Copes with the above mentioned feelings.
5. Engaging individuals/groups/communities in the problems solving process and sustain their motivation
 - a)
 - i. Critical assessment of situation
 - ii. Involve client system in problem solving.
 - iii. Create awareness.
 - b) Shows ability to use environmental identifications techniques.
 - c) Shows the ability to use mobilize internal and external resource with respect to the tasks undertaken.
 - d) Shows skills of programme planning and selection of strategy in organizing tasks.
 - e) Shows beginning capacity to provide leadership and direction while working with individuals/groups/communities.
6. Shows the capacity to understand.
 - a) The organizational philosophy, policy, goals, objective, structure, rules and regulations of the agency.
 - b) The agency as a sub-system in the wider system.
 - c) Agency's operational procedures and the need for maintaining proper records, registers, ledgers, correspondence and filing system.
 - d) The value of special projects in relation to the needs of the client systems, like day camp, health and environment project.
 - e) Shows increased ability to observe and participate in the agency process like programme implementation, staff meeting, training programmes and understand the computer system used in the agency.
7.
 - a) The learner is able to work as a member of the team.
 - b) Understands and appreciates the role and expertise of other team members.
 - c) Develops ability to take different roles in a team.
8.
 - a) The learner is able to recognize the importance of gradually preparing the individual groups for discontinuation of assigned tasks due to vacation/transfer/termination at the appropriate time.
 - b) The learner shows beginning ability-to recognize and deal with the feelings and subsequent behavior caused by discontinuation /transfer/termination at the appropriate time.
9. The learner is able to record.
 - a) Practice learning with clarity and consistency.
 - b) Records to reflect use of relevant theory.

- c) Learner is able to maintain a regular diary.
- d) Learner is able to record response in relation to;
 - i. The tasks assigned
 - ii. The agency
 - iii. Role
 - iv. The individual/ groups/community in the worker's impressions and future plans.
- e) For the agency record selective information, file important papers, documents and correspondence.

D. Development as a Professional Person :

- 1. Shows movement from lay t professional behavior, for example tries to move away from rendering concrete help for the client system to helping individuals to think of possible solutions to their needs/ problems.
- 2. Begins to see own use of principles of social work in work with the client system.
- 3.
 - a.
 - i. Becomes aware of own basis/preference in relation to certain types of persons groups etc. through help given in dealing with them.
 - ii. Understands own reaction to the different needs/ problems of the various groups in the setting.
 - iii. Becomes aware of own attitude towards certain of behaviors, of the client system.
 - b. Accepts the field instructor's assessment of functioning.
- 4.
 - a. Projects a professional image of the social worker through physical appearance and manner.
 - b. Shows responsibility in carrying out assigned task.
 - c. Consciously tries to behave in consonance with the values of the profession, for example controlling impulsive behavior, shows sincerity and a sense of commitment to the assigned tasks.

E. Use of Instruction

- 1. Uses field instructions for planning and carrying out the plans evolved.
- 2. Faces unfamiliar tasks with confidence.
- 3. Applies theory to practice.
- 4. Understands the field instructor's assessment, of strength and limitations, as a tool for professional growth.
- 5. Shows a sense of responsibility in preparation for weekly conferences in terms of :
 - a. Submitting recordings on time for the instructor to read before the conferences.
 - b. Reading comments of the field instructor and using the same to initiate discussion, during conference.
- 6. Begins to confine dependency arising from rather than learning to conference in between them.
- 7. Utilizes group conference to learn from experience of others.
- 8. Shows responsibility for contributions of others, the dynasties there in, and use the process creatively for growth.
- 9. Practice Learning records to show:
 - a. Overall assessment and remarks of the instructor to describe learning pattern, areas of strength and limitations emphasis in further learning tasks and behavior.

- b. Learners, impressions of the agency's functioning, tasks assigned and the instructor's guidance, suggestions for the improvement practices of the agency, as well as, for field instruction.

Criteria for Practice teaching learning and Evaluation

A. Social work tasks in the Agency

The Learner

1. Shows critical understanding of the agency's philosophy, policy, objectives, administrative structure and service.
2. Gains greater understanding of the needs/problems as related to individuals/ groups/communities she/he serves.
3. Shows concern about the gaps between and services and undertakes responsibilities in relation to them.
4. Identifies tasks and selects appropriate intervention for working with individuals/ groups/ communities.
5. Sees connection between own task and agency gas, and networking among agencies.
6. Understands the handling of her/his own tasks in relation to different approaches utilize by the agency preventive, remedial, and developmental.

B. Identification and Assessment of the Needs/ Problems.

The Learner

1.
 - a. Studies individuals in their social situation and identifies causal factors between these and role performance.
 - b. Identifies and analyses the effects of legislation, bureaucratic structures, red tapes, on the social functioning of people.
 - c. Uses resources to create opportunities for different groups, to meet needs.
 - d. Becomes sensitive to people's feelings regarding their needs/ problems, requires help in handling these, especially the negative ones.
2. Observe the family inter-personal relationships, and needs/ problems of different members.
 - a. Begins t use multiple client interviews with family members, observes the family dynamics and needs help in dealing with differential response to the needs/ problems.
 - b. Uses different interviewing techniques skills, like support suggestions, and reflective procedures in involving family members in the problems solving process.
3. Understands the rationale and objectives of short term and long term groups, open and closed groups.
4. Observes the groups process and handles differential response of members.

C. Skills of Work with Individuals / Groups / Communities.

1. Plans interview by formulating objectives and can evaluate the outcome.
2. Interprets individuals behavior, like their use of coping, defenses, and effect of traditions superstitions on people's behavior.
3. Plans home visit keeping in mind the objectives.
4.
 - a. Understands the importance of relationship by making attempts to establish and sustain relationships with individuals / groups/ communities. Uses different roles like collaborative, bargaining, advocacy, change agent with awareness.
 - b. Relates to individuals/ groups/ larger groups, according to their varying needs for relationships, interpreted through different types of behavior such as attestation seeking behavior, isolation assertive behavior.
 - c. Is aware of, but needs help, t assess and to cope with feelings towards individuals/groups/ communities such as anger/ indifference, undue attachment.
5.
 - a. Identifies and is able to partials work based on assessment of

the client sub-system in relation to the identified problem.

- b. With help shows more initiative in identifying the area of greatest discomfort of the client system that partializes the problem from the information collected from the client system.
 - c. Independently recognizes block in functioning of individuals/groups.
 - d. Involves the client system in planning action for problem solving.
 - e. Provides leadership and direction while working with individuals/groups/communities.
 - f. Sustains and assesses motivations and needs help in creating motivation in the individuals/groups/communities in dealing with the development /problems situation.
 - g. Confidently explains mutual roles responsibilities and clarifies the contract for work.
6. a. Shows greater ability and independence in the use of techniques in working with individuals/ groups/ communities such as:
- i. Fact finding and collating that data.
 - ii. Advice, guidance, reassurance.
 - iii. Providing knowledge and information.
 - iv. Creates awareness so as to provide simple workable solutions through different techniques like environment modification, reflection, behavior change.
- b. Mobilizes human and materials resources in relation to tasks assigned.
- c. The learner.
- i. Shows greater selectivity in exploring facts.
 - ii. Utilizes appropriate techniques of fact finding.
- d. i. Critically understands the organizational philosophy, policy objectives and rules, administrative structure and services structure.
- ii. Extends the objectives in relation to a wider system of health, education, welfare and development programmes.
- iii. Supports agency's operational procedure like filing, maintaining registers, ledger's correspondence, project report, summary recording, minutes, reports appeals.
- e. Formulates objectives for planning, organizing, budgeting, evaluating special projects and working in a team.
- f. Effectively contributions to staff meeting and provides and provides relevant information.
- g. Suggests changes in the agency programs, and recognizes own contributions in the agency process.
7. Elicits cooperation from others to work through different situations.
8. Takes responsibility for organizing own workload for time and tasks.
9. Shows confidence and understanding of the rational and procedure, for transfer and termination with individuals/ groups/ communities, and attempts to deal with feelings and behavior like hostility, anxiety, frustration.
10. a. Records relevant facts and maintain topical sequence with clarity.
- b. Begins to show skill in recording own responses with greater sensitivity, in relation to :
- i. The tasks assigned.
 - ii. The agency
 - iii. Profession
 - iv. The individuals/ groups/ community.

- c. Organizes administrative tasks of the agency systematically in relation to clients.
- d. Maintains a regular diary and use it to organize workload.
- e. Shows ability to write transfer summaries, summary recording and agency reports.

D. Development as a Professional Person

- a. Uses supportive techniques to motivate and sustain the client system in clarifying goals and in the problems solving process.
- b. Makes appropriate choice of strategies and techniques.
- c. Discusses prejudice and preconceived ideas in relation to the role in the setting, and needs help in dealing with them, as well as those in relation to certain community or religion, faith or traditions.
- d. Project professional self in physical appearance and manner. Shows a sense of commitment, is aware of own feelings (positive and negative) and can use emotional energy creatively.

E. Use of Practice Learning Instruction.

- 1. Reinforces ability to utilize the educational relationship by establishing a purposeful relationship with the field instructor and using it as a medium of learning.
- 2. With the help of field instructor, reaches out to new tasks.
- 3. Learners from previous experience and carries a over this learning from one situation to another.
- 4. Utilizes field instructor's assessment of strength and limitations to enhance own learning.
- 5. Makes attempts and is able to identify, application of theory to practice during conference.
- 6. Shows responsibility in preparation for weekly conference in terms of :
 - a. Submitting records in time for field instructor to read before conference.
 - b. Reading the comments noted therein, and using them to initiate discussion.
 - c. Actively participates in discussion at the individuals weekly conferences.
- 7. Is able to confine dependency needs during conference.
 - a. Confidently presents plans for assignments.
 - b. Function with progressive independence.
 - c. Discusses own strength and limitations with respect to the tasks assigned.
 - d. Discusses own potentialities and limitations for professional growth.
 - e. With help, evaluates field.-instruction constructively.
- 8. Participates and begins to take leadership in group conferences.
 - a. Learners from others experience.
 - b. Participates in discussions.
 - c. Identifies materials for group learning.
 - d. Organizes materials for discussion, presents it with confidence.
- 9. Takes initiative and responsibility for professional growth.

Distribution of Marks

BSW (Semester III)

- Orientation – 10
- Workshop Organized by students groups on various issues of communities – 15
- Workshop on PRA (Participatory Rural Appraisal Techniques) - 15
- **Concurrent Practice Learning related to Community Organization Methods-50**
- Attendance of practicum –
- Formal informal survey & preparation of community profile –
- Issue based Action plan preparation -
- Programme implementation & evaluation performance –
- Report writing & Attendance of conference –
- Viva- Voce - 10
- Total Marks – 100

Distribution of Marks

BSW (Semester IV)

- Orientation – 10
- Visit to social agencies collect the information & presentation – 10
- Rural Camp (7 days)– 20
- **Concurrent practice learning related to Social work administration & Co. social Action around the community –50**
- Attendance in social work practicum –
- Detail study of social issues & preparation & action plan –
- Social Action, Social Networking, Social Awareness programme implementation to implement Action plan –
- Report writing & Conferences –
- Viva – Voce – 10
- Total Marks – 100

CONCURRENT PRACTICE LEARNING

(B.S.W. Fifth & Sixth Semester)

Introduction

This concurrent practice learning opportunity is to build on first and the second years learning, move from simple to complex and work more independently.

Objectives

- a. Develop knowledge of factors impeding the social functioning of individuals and groups.
- b. Develop understanding and appreciation of agency's efforts.
- c. Develop ability to analyze agency's Structure and function, management Processes, and make efforts to effect changes in the components of service delivery where gaps are located.
- d. Learn to utilize selectively all the methods of social work, that is an integrated approach to problem solving.
- e. Assume leadership in planning, organizing and evaluation different projects of the agency.
- f. Undertake small practice based research and administrative tasks.
- g. Participate in training of and undertake supervision of para-professionals and volunteers.
- h. Critically evaluate existing community resources and suggest/initiate new services with Support, develop project proposals and implement this.
- i. Internalize professional values and ethics.
- j. Use field instruction to integrate self as a professional person.

Note to Practice teacher

Practice learning should involve the selective utilization of all social work methods, through an integrated approach to problem solving activity . The learner should also be assigned small practice based research, surveys, administrative and supervisory task related to programmed implementation, progress proposals and training of paraprofessional and volunteers

Criteria for Practice teaching learning and Evaluation

A. Social work tasks in the Agency

Learner with the assistance of the field instructor should focus on emerging need of the individual, group and the larger system.

The learner:

1. Through participation , shows ability of understanding objectives of the agency to assess the Needs/problems, as related to individuals/groups and communities they serve.
2. Continues to assess the gaps between needs and services, for example lack of resources programs and plans appropriate action.
3. Assumes tasks around problems of client system and utilizes appropriate roles and strategies intervention.
4. Understands the connection between tasks and overall goals and relates them to different approaches initiated by the agency.

B. Identification and Assessment of the needs/ problems

1. The learner:

- a. Studies the inter-relationship between the different socioeconomic factors which affect individual's ability to meet, and initiate services for the same.
- b. Analyses various government and voluntary organization and their functions, in relation to the needs/problems.
- c. Link client system to resources, and initiate collaboration.
- d. Understands people's feelings in the helping process and deals with them confidently.

2. The learner:

- a. Studies the family dynamics and begins to utilize "here and now" situation for the healthy family life.
 - b. Confidently conducts joint and family interviews and deals effectively with the different individual-involved.
 - c. Mobilizes family members to work as a unit in relation to their needs/problems and promotes relational bonds.
 - d. Begins to be aware of the different objectives of home visits, for example to establish the relationships, to assess the quality of inter-personal relationship and to gain knowledge of the family's functioning.
3. The learner: Identify short term and long term groups formulates objectives and programmes keeping in mind the rationale for forming such groups.
 4. Uses the group process in various situations, for example teamwork, committee meetings, to bring about planned changes.

C. Techniques of work with Individuals, Groups and communities.

1. The learner:

- a. Plans interviews.
 - b. Tries to involve individuals in the interviews.
 - c. Focuses and directs interviews when necessary.
2. Through interviews, tries to find out the effect of the needs/problems on functioning of individuals, in the various sub systems, for example family, school, work place.
 3. Conducts multiple client interviews, but needs help in interpreting and utilizing them to bring about a change.
 4. Attempt to use social work skills in various situations.
 - a. Confidently establishes and sustains with different individuals and groups.
 - b. Uses relationship as a means of eliciting participation of hard to reach individuals and groups.
 - c. Begins to recognize the element of transference and counter-transference in relationship but needs help in dealing with it.
 5.
 - a. Is able to analyze feelings of the client system in relation to their capacity, their needs/problems, and gains confidence in handling them.
 - b. Is able to handle feelings towards individuals /groups and communities fairly well and begins to use them therapeutically.
 6. Engagement in the problem solving/helping process.
 - a. Learner shows the capacity to select key issues to identify areas of greatest discomfort of the client and forms a contract for work accordingly.
 - b. Based on reorganization of needs and problems, works on blocks which impede

till functioning of the individuals / groups / communities and begins to plan with them, strategies to overcome them.

- c. shows increased ability to use leadership and give direction to motivate and sustain the efforts of the client system.
7. Problem solving techniques-

The learner

Is able to independently use and integrate the use of techniques in working with individuals/ groups / communities such as:

- a. Fact-finding.
 - b. Providing knowledge and information guidance, reassurance.
 - c. Creating awareness so as to provide workable solutions in the problem solving process.
 - d. Uses reflective discussion differentially.
 - e. Analysis critically the available resources in terms of their utility and adequacy.
 - f. Independently explores for problem solving.
 - g. Uses the appropriate techniques for fact gathering / data collection.
 - h. Explores and utilizes secondary sources to obtain necessary data.
8. **Administrative skills:**
- a. The learner shows the capacity to grasp of:
The organizational structure, formal and informal set-up, rules and regulations, services and policies.
 - b. Increased understanding of the agency's role and various programmes in relation to the wider system.
 - c. Greater capacity and independence to carry out correspondence, writing referral notes maintaining registers, ledgers and documentation.
 - d. A fair degree of efficiency and accuracy in handling simple accounts. Provide opportunities and involve the learner in special projects.

The learner

- a. Prepares a draft proposal setting objectives, in planning or organizing, budgeting, evaluating and areas of working in a team.
- b. Prepares reports for presentation.
- c. Organizes a staff meeting, contributes to the meeting and also interprets one's own role.
- d. Suggest changes in the agency programmes and sees own contribution to the agency's progress.
- e. Takes greater initiative in organizing workload and can manage the various assignments within the available time.

9. **Recording**

- a. with minimum guidance, the learner is able to record the process of work and the dynamics of interaction within system-sub system.

Recording Includes :

- a. Analysis of individuals, groups, communities, needs/problems as observed and workers own responses.
- b. Problem-solving techniques including interviews.
- c. Workers interaction and role.
- d. Documentation.
- e. Future plans.

Learner realizes the importance of being systematic in teams of:

- a. Organizing the work load.

- b. Filing important papers and documents.
- c. Maintaining a diary.

Learner shows greater capacity to write transfer summary which includes:

- a. Summary of tasks.
- b. The difference modes of intervention utilized in working with individuals / groups / communities.
- c. The various approaches utilized and the impact of one approach as against another.

D. Development as a Professional Person will help, the learner :

1. Becomes aware of the different roles performed.
2. Begins to use principles and technique of social work selectively, for example using supportive techniques according to the dependency need of the client system.
3. Begins to analyze own positive and negative traits, preconceived notions and use of defense mechanisms in terms of their effect. Begins to view functioning in the field objectively.
4. Is aware of the importance of upholding the image of the profession through one's own behavior and begins to review own role professionally.

Understands the role played by the client system and other disciplines in the helping process, and gives them due respect and recognition. Works with the understanding that learning in social work is a continuous process.

Method of Assessment

Concurrent Practice Learning Opportunity on going assessment should include the following to show that the learner.

Note- Concurrent Practice Learning Evaluation.

The following guidelines are to support continued assessment by the instructor. A detailed evaluation to be developed by its institutions based on areas assigned for practices.

1. Confidently establishes a purposeful relationship with the field instructor and uses it as a medium of learning and feels free to express own views.
 - a. Identifies and works with increasingly complex tasks.
 - b. Faces unfamiliar tasks with increasing confidence.
 - c. With the support of the field instructor undertakes new tasks.
 - d. Is able to transfer learning from previous experience to new situations\ tasks.
 - e. Assesses own strengths and weaknesses, sees their effect on learning and plans learning process accordingly.
 - f. Identifies application of theory to practice during conferences, with greater independence.
2. Shows responsibility in preparing for weekly conference in terms of
 - a. Submitting recordings in time for the field instructor to read and comment on before the conference.
 - b. Reading the comments therein and using them to initiate discussion.
 - c. Understands the records to show interest, engagement in practice and growth as a practitioner.
 - d. Takes greater initiative for innovative planning.
 - e. Learns from conference and works on new and complex assignments with progressive independence .
3. Participate in group conference.
 - i. Learns from others experiences.
 - ii. Initiates discussion and takes leadership, encourages others to do same.

- iii. Identifies content for group learning and problem solving.
- iv. Organizes material for discussion and presents it with confidence.
- 4. Takes responsibility for evaluating work in relation to the tasks assigned.
- 5. Understands the significance of evaluation as a means of growth for a professional person.

Criteria for practice teaching learning and Evaluation

Field Instruction should focus on the content of problem analysis in the curriculum. Learners should be encouraged to initiate and analysis the process of working with individuals groups\ communities.

A. Social work in the Agency

- a. Agencies objectives and policies.
- b. Needs\ problems, and issues as related to individuals\groups\large groups.
- c. services.
- d. Agency efforts at networking\ collaboration with other agencies like governments and local bodies, and other NGOS.

Learner is able to assess

- a. Utilization of social work methods including research, in relation to the tasks and programmes of the agency.
- b. Contribution to agency functioning.
- c. Learner is able to suggest guidelines for future plans\ programmes for the agency.

B. Study\identification and assessment of needs\problems, and issues.

- 1. Shows capacity for analytical approach to the role of the various organizations in relation to the client system.
- 2. Identifies the needs for short-term\ long-term groups, open\closed and therapeutic relation to problems\needs of the client system. Understands and utilizes developmental and therapeutic approaches as per client needs.
- 3. Learner is able to apply techniques of work with individuals\Groups\Communities.
- 4. Learner is able to select a problem area for study, and conduct a small field based research study, under the guidance of the field work instructor.
- 5. Learner shows initiative and capacity to relate in conference. The connection between the problem\need of the client system and the socio-economic\political factors existing society.

The learner

- 1. Confidently utilizes an integrated approach to social work practice.
- 2. Forms different types of groups and works with them.
Independently initiates group process and uses these consciously as a means of initiating change in the system\sub system.
- 3. a. Identifies various types of relationship and uses them selectively for treatment and development of the client system.
- b. Analyses feelings objectively and shows ability to deal with them so as to ensure professional development and benefit to the client system.
- 4. Engagement in the problem solving\ Helping Process.

Learner shows ability to independently

- a. Assess motivation and capacity of the client system and to engage individuals groups and communities in the helping process\ plan of action
- b. Partialize the problem and arrive at tee focus of work with the client system.
- c. Explore facts through primary and secondary sources and use them for action\treatment together individual/groups and communities.
- e. Select and use different problem solving techniques
- f. Educate and motivate the client system to utilize existing services and out

- up
- g. project proposals for new service and initiate these based on needs\ problems.
- h. Use appropriate media\ tools according to the situations\tasks.

5. Administrative Skills

- a. Identify administrative process such as leadership, authority, communication pattern formal\ informal and make use of them with increased independence to promote agency work.
 - b. Participates in board\staff meetings, prepare the agenda and write minutes.
 - c. 1. Examine office procedures.
2. Handle finances in the agency\keep a budget for specific project.
 - d. Plan/organize, implement and evaluate special projects\programmes.
 - e. Work on compiling and manuals, and write reports, and support changes in existing policies.
 - f. Interpret the findings of the research study to various groups, like management and client groups.
 - g. plan assignments, training programmes and supervise volunteers and Para-professionals.
 - h. Maintain different types of records and use them appropriately.
 - i. Understand agency specification, plan and carry out programmes accordingly.
6. Learner shows ability to carry out a **small practice based research under the guidance** of the field instructor and consultation of research faculty if necessary, and thereby shows abilities to.
- a. State the major question for study and list the major variables.
 - b. Identify appropriate primary and secondary sources of data in order to arrive at answers to the question for study.
 - c. Identify the total population affected by the problem being studied, and scientifically select a sample from this population for the research project.
 - d. Formulate an appropriate, structured tool-either a questionnaire, interview-schedule, or schedule for recording data.
 - e. Present a written statement of the plan for study, containing a description of the problem.
 - f. Identified, the reason for selection of the problem, the objectives, question and variables for study, the choices of sample, and tools, for study.
 - g. Utilizes the appropriate technique for collecting data. Process the data, formulate simple frequency tables and use simple statistics.
 - h. Prepare a report of the practice-based research.
 - i. All students of BSW Semester V&VI are expected to undertake a **Group Research Project in the medium of their Examination.**
 - j. The Group Research Project shall be (of minimum 02 students and maximum 05 studenets) Report will consist of mainly Simple Tables and Two to Four Bi-Variate Tables. with Percentages, Graphic Presentations
 - k. The Final Copy will be neatly Typed / handwritten with Simple but quality Binding, reducing the cost as minimum as possible so that students are not burdened with high cost.
 - l. Student(s) will undertake the Project under the Supervision of an Approved Teacher of the University and each Project will have a Workload of Four Theory Classes per Week.
 - m. One copy of the Project together with a Certificate from Supervisor and another Certificate from Principal as Bonafide student(s) will be kept ready in the College at least one month before the commencement of Theory Examination of Semester VI of BSW.
 - n. An External Examiner duly appointed by the University will evaluate the Project and allot External Marks while Internal Marks will be awarded by the Internal Supervisor as per the Scheme of Marks.

7. **Recording.**

Learners is able to.

- a. Learner is able to write a summary record showing interaction within a system\ subsystem, with special emphasis on
 1. Analysis of needs\problems and its effects on individuals, groups and community.
 2. Evaluation of workers intervention .
 3. Future plans.
- b. With help, learner begins to selectively utilize different types of records like transfer summaries, block summaries, and reports.

C. Administrative skills

Learner can independently utilize administrative skills like, correspondence, filling important papers, maintaining a diary, appeals for funds, project proposals and press releases.

D. Development as a professional Person

The Learner

1. Shows a sense of commitment to the client system, and to the profession.
2. Engages in an on- going self – evaluation and discusses this objectively with the instructor.
3. Understands own role in the team, with members of other disciplines and the client system. The learners work is characterized by mutual respect for the above- mentioned and a sense of humility, conscious and continuous effort to learn and to grow.
4. Recognizes the need and develops leadership among others.

Use of Field Instruction

1. Learner is able to work independently with minimum guidance from field instructor. Learner assumes leadership and other roles in individuals and group conferences.
2. Learner can independently
 - i. Identify and work with complex situations.
 - ii. Plan for conferences by preparing an agenda or material for discussion.
 - iii. Discuss the relationship between theory and practice.
 - iv. Evaluate constructively intervention in relation to systems need\ problem.

Distribution of Marks

BSW (Semester V)

- Orientation – 05
- Skill lab on preparation of project proposal – 10
- **Concurrent practice learning by Integrated Approach –30**
- Study of Community & preparation of community profile -
- Community organization, formation of groups & one case study –
- Attendance report writing and conference –
- P.P.T. on Social work practicum –10

Group Research Project –30

- Topic Selection –
- Synopsis preparation and presentation –
- Preparation of Interview Schedule/questionnaire –
- Data collection –
- P.P.T. on Group Research Project - 05
- Viva- Voce- 10 (Social Work Practicum + Group Research Project)
- Total Marks – 100

Note :- Group should be of minimum (02) and maximum (05) students.

Distribution of Marks

BSW (Semester VI)

- Orientation &– No marks.
- Skill lab - 05
(Skill lab on Interviewing, communication & personality development)

Concurrent practice learning with application of Integrated social work methods-30

- Camp gaining on special social issues –
- Preparation of project proposal on Campaigned social issues and submission to GOs and NGOs –
- Attendance, report writing and conference –
- Viva – Voce (Internal) -

Group Research Project – 30

- Codebook ,Coding & Master chart preparation –
- Preparation of tables and Data analysis –
- Interpretation & Major findings, conclusion, suggestions, references & bibliography –

Exposure visit -10

External Viva-Voce –25

- (Exposure visit-05 + S.W.Practicum-10 + Group Research project 10)
- Total Marks – 100

Note :- Exposure visit is to be arranged in the BSW VI Semester. The purpose of Exposure visit is to expose the students to a wide range of organizations in various fields of Social Work within Vidharbha with a duration of five (5) days. It is Mandatory to visit five (05) organization.

SOCIAL WORK PRACTICUM-CONCURRENT PRACTICE LEARNING M.S.W. (First & Second Semester)

Introduction :-

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

- i. Understanding both the agency and the clients as system.
- ii. Developing knowledge of administrative procedures, programme management, and utilizing these skills in practice.
- iii. Developing skills of problem solving process, and practice based research.
- iv. Acquiring skills in communication-writing client records, documentation of agency records, correspondence, and public relations skills.
- v. Using instruction to learn practice.
- vi. Developing as a professional person.

Objectives :

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

Types of Work Assignment to First Year Learners

Note to Practice Teaching Instructor

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

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

AREA I. SOCIAL WORK IN THE ORGANIZATION/COMMUNITY

Understanding the agency/community.

Tasks provided should aid the learner to.

1. Understand the socioeconomic and cultural realities and their impact on the organization/community and the client system
2. Understand the administrative structure, the communication patterns, leadership, power structure, decision-making and function of personnel, in government and voluntary agencies.
3. Understand programmes, programme management and participate in their delivery with the use of appropriate programme media. Show ability to write proposals for new programmes and initiate them.
4. Understand the relationship of the organization to others, and its overall physical/human environment and appreciate need for networking.
5. Understand the financial management, including source of funds, efforts at fund raising.
6. Understand and appreciate the role of the social worker and the learners in the organization.

AREA II. DEVELOPING KNOWLEDGE OF ADMINISTRATIVE PROCEDURE AND PROGRAMME MANAGEMENT

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

AREA III. PROBLEM SOLVING PROCESS AND PRACTICE BASED RESEARCH

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

AREA IV. DEVELOP SKILLS FOR COMMUNICATION

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

AREA V. LEARNER'S PRACTICE TO MANIFEST

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

AREA VI.

1. RESPONSIBILITY TOWARDS SELF

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

2. RESPONSIBILITY TO THE PROFESSION

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

3. USING INSTRUCTION TO LEARN PRACTICE

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

CONCURRENT AND FINAL ASSESSMENT SOCIAL WORK PRACTICUM – CONCURRENT PRACTICE LEARNING

Introduction :-

Evaluation for practice learning is based on concurrent work carries out by the learner, culminating in to mid-year and end of the evaluation.

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

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

- Both the instructor and the learner to prepare a written evaluation, according to the given guidelines and share these orally at an evaluation conference. After the conference the learner may exercise the freedom to review/rewrite the self-evaluation before final submission to the instructor/institution.
- The conference to provide both the learner and the instructor, an opportunity to discuss and clarify their mutual insights of the process of teaching-learning, its joys and discomfort along with those for evaluation comments.
- The instructor needs to be a model of openness and acceptance, so that the learner feels free of any possible or imagined future reprisals.
- Confidentiality regarding the evaluation is imperative.
- The learner to be assessed for effort and progress from one point one stage to another in the learning process in practice learning. It is the process and not the person that is to be in focus of assessment.
- Gaps in learning opportunities that appear as missed, not available or not simulated for understanding and practice learning need to be identified and recorded by both the instructor and the learner to be shared with the instructor the following semester/year.
- Both the instructor and the learner to understand the goal of evaluation, as one to provide insights and joy of the learner's steadily progress to become a professional and for the instructor further growth in role of practice teaching-learning process.

Distribution of Marks

MSW (Semester I)

- Orientation – 10
- Skill Laboratory –10

Concurrent practice learning – 50

(As per manual Guidelines, PPT Presentation on Social Work Practicum)

- Agency visit – 20
- Viva-voce – 10
- Total Marks – 100

Distribution of Marks

MSW (Semester II)

- Orientation – 10
- Seminar - 10
- **Concurrent practice learning – 50**
(As per manual Guidelines, PPT Presentation on Social Work Practicum)
- Rural Camp - 20
- Viva-voce – 10
- Total Marks – 100

SOCIAL WORK PRACTICUM – CONCURRENT FIELD WORK

M. S. W. (Third & Fourth Semester)

Introduction :

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

Objectives :

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

Types of work Assignment at the IIInd Year Level

Note to the Field Instructor

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

Encourage the learner to progress from individuals families to issue based and reinforce previous year's learning

AREA I. SOCIAL WORK IN COMMUNITIES AND IN ORGANIZATIONS.

1. Develop skills to analyse complex situations, and evaluate the agencies function in relation to needs/problems of the client system, and situate this in the larger national and international context.

2. Critically analyse the philosophy, policy, thrust and traditions of the organization within the frame work of the national policy, constitutional right, human rights and international programmes.
3. Identify gaps in policy, develop initiative and use advocacy skills to bring about change at local. State and national level.
4. Use selective skills of social work and different rles to enable people meet challenges.

AREA II. WORKING IN TEAMS.

1. Enhance skills of working with inter-disciplinary teams t support peoples' quest to meer needs and goals.
2. Take initiative and leadership roles while working with teams.

AREA III. (A) PROGRAMME MANAGEMENT

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

AREA III. (B) RECORDS

1. Records should show.
 - i. Analysis of problems solving situations for new and significant areas f Problems solving.
 - ii. Internalization of professional values.
2. Independently prepares and utilizes records like summary records, case studies, agency reports – annual and six monthly, minutes of meeting, press release.
3. Masters skills for documentation of activities like projects, programme, case studies ect.

AREA III (C) Plan

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

AREA IV. PRACTICE STRATEGIES AND TOOLS

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

AREA V (A) RESPONSIBILITY TOWARDS SELF

Professional responsibility and concern for the client system is manifested in term of.

1. Shows mastery in time management, regularity and sincerity in work
2. Demonstrates social work values.
3. Uses participatory approaches and problem solving skills.
4. Preparation for termination with a view to helping the client system for self-dependence.

AREA V (B) RESPONSIBILITY TOWARDS THE ORGANISATION

1. Functions confidently as a representative of the organization with respect to tasks undertaken.
2. Guides junior colleagues\ volunteers to develop skills.
3. Provides leadership in specific tasks in the team of social Workers, as well as in the interdisciplinary teams.
4. Shows responsibility toward other organizations.
5. Practices professional ethics.

AREA VI. PROFESSION AND THE PROFESSIONAL

1. Enhances faith in the profession which is committed to social change. Willingly takes up challenging tasks with confidence.
2. Represents the profession.
 - a. To the public and other disciplines at meetings, seminars and enhances the image of the profession.
 - b. Writing.

Conducts self as the bearer of professional values.

Evaluation

Based on the of learning and tasks carried out, the evaluation format may be designed for assessment of practice Learning- mid- year and an end of the year.

BLOCK PLACEMENT

Introduction

This opportunity is provided at the end of a two-year post graduate programme. This time is to be designed for the learner to integrate theory and practice, to enhance competencies of social work practice and experience self in the role Experiments of providing block placement opportunity for three weeks, at the end of the third semester or at the end of the last semester before the final examinations is being made by some institutions. The college is empowered to place the students for block placement to the reputed institution. The complete report of their block placement including attendance certificate is to be submitted to the Exam. section of the university by the college before the announcement of final results.

Objectives

- a. Develop enhanced practice skill and integrate learning.
- b. Develop greater understanding of reality situations through involvement in day today work.
- c. Develop appreciation of others efforts and develop sensitivity to gaps in the programme.
- d. Enhance awareness of self in the role of a professional social worker.

Note & Suggestions for requirements.

A Learner must be placed in one setting for a period of three weeks. There should be a professionally qualified worker in the setting willing to plan orientation and provide consultation when necessary.

The faculty Incharge can select the setting appropriately to meet the learners interest and needs and to integrate learning. The settings selected are to be communicated, well in advance.

An opportunity to present the experience in writings at the end of block field work must be designed

Distribution of Marks

MSW (Semester III)

- Orientation – 10
- Visit (Local) – 20
- Structured experience laboratory – 10
- **Concurrent practice learning – 50**
(As per manual Guidelines, PPT Presentation on Social Work Practicum)
- Internal Viva - Voce - 10
- Total Marks – 100

Dissertation

- Topic Selection –
- Synopsis preparation and presentation –
- Preparation of Interview Schedule –
- Data collection –
- Internal Viva- Voce- 10
- Total Marks – 100

Distribution of Marks

MSW (Semester IV)

- Orientation –05
- Visit (Exposure Visit) – 10
- Structured experience laboratory – 05
- **Concurrent practice learning – 30**
(As per manual Guidelines, PPT Presentation on Social Work Practicum)

Dissertation - 50

- Codebook ,Coding & Master chart preparation –
- Preparation of table and Data analysis –
- Interpretation & Major findings, conclusion, suggestions, references & bibliography –
- Internal Viva- Voce (Social Work Practicum + Dissertation)
- Total Marks – 100

External Viva-Voce – 100

- (Exposure visit-10 + Social Work Practicum- 40 + Dissertation 50)