

**CURRICULUM FOR EDUCATIONAL PROGRAMMES OF SOCIAL WORK PROFESSION-
UNDERGRADUATE**

BSW Semester III

1. Ability Enhancement Course (Language)

- 1.1. English (Compulsory)
 - 1.2. (Compulsory any one)
 - i. Marathi
 - ii. Hindi
 - iii. Supplementary English
- (Note : Syllabus as per B.A. Sem. III)

2. Supportive Domain

- 2.1 Psychology Human Growth and Development

3. Core Domain – Social Work Profession

- 3.1 General Sociological Concepts
- 3.2 Working with Communities
- 3.3 Social Work Practicum

4 Soft Skill

- 4.1 Democracy and Good Governance

Sr. No.	Subject	Examination Scheme			No. of Credits	No. of Paper/ Practical	Max. Marks	Min Passing Marks in Each Paper & Practical
		L	T	P				
1. Ability Enhancement Course (Language)								
1.1	English (Compulsory)	04	-	-	03	One	T-80 I-20	40
1.2	i. Marathi ii. Hindi iii. Supplementary English (Compulsory any one)	04	-	-	03	One	T-80 I-20	40
2. Supportive Domain								
2.1	Psychology Human Growth and Development	04	-	-	04	One	T-80 I-20	40
3. Core Domain – Social Work Profession								
3.1	General Sociological Concepts	04	-	-	04	One	T-80 I-20	40
3.2	Working with Communities	04	-	-	04	One	T-80 I-20	40
3.3	Social Work Practicum	-	-	02	04	One	100	50
4. Soft Skill								
4.1	Democracy and good Governance	-	-	-	-	-	Grade	
Total		20	-	02	22	Six	600	250

BSW –II (SEMESTER 3RD)

SUPPORTIVE DOMAIN

PAPER - III

PSYCHOLOGY: HUMAN GROWTH AND DEVELOPMENT

Marks-80

UNIT-1: LIFE SPAN DEVELOPMENT:

Meaning of growth and development ; Principles of development; Factors Influencing development; heredity, environment, motivation learning etc. Methods of studying development; cross-sectional, longitudinal and other sequential techniques; observation, field study, interview, happiness and Unhappiness during the span.

UNIT-2: THE PRENATAL PERIOD:

Characteristics of the prenatal period, How life begins, Importance of conception, Attitude of significant people, The basics of genetics, Newborn reflexes, Hazards.

UNIT-3: INFANCY:

Motor development in infancy; Adjustment during infancy, Early deprivation and enrichment, language development and critical period hypothesis, emotional changes; attachment, search for identity.

UNIT- 4 : BABYHOOD, CHILDHOOD:

Emotional Behavior in babyhood, Socialization, Beginning of morality, family relationship ,personality development in Babyhood, Hazards, Childhood physical development, skills, Emotions Moral Development, Personality Development, Sex role typing, Hazards, Speech development, moral attitude and behavior, Hazards.

UNIT-5: PUBERTY:

Characteristics, Causes, growth spurt, Body Changes, Effects, Deviant maturing and Hazards.

REFERENCE:

Baran, R.A. (2001) Psychology, New Delhi; Person Education Pvt. Ltd. Behavior. Singapore : Thomson Wadsworth

Benjamin,L.T. (1997) History of psychology: original Sources and Contemporary

Bernstein, D.A.,Roy,E.J., Wickens,C.D. and Srull,T.K. (1988). Psychology, Boston:

Borkar P.M. (2011). मानसशास्त्र: मानवी वाढ व विकास, Nagpur: Pimpalapur publicatins

Ciccarelli, S & Meyer,G.E.(2006) Psychology. New Delhi: Person Education.

Cifford, Morgen and king, Richard (1975) Introduction to psychology, New York: McGraw Hill Inc.

Colman, James c,&Boren WilliamE.(1972) Abnormal psychology and Modern life,India:D.B.Taraporevala sons and co.pvt. ltd.

Coon, D. & Mitterer, J.O. (2007) Introduction to psychology: Calcutta: oxford and IBH Publishing Co.

Hurlock, Elizabeth (1976) personality development , New Delhi:Tata McGrawHill Publishing Co.

Mangal, S.K. (2007) General Psychology , New Delhi: Sterling Publisher Pvt. Ltd.

Munn, Norman (1962) Introduction to Psychology, Boston: Houghton Mifflin Company.

Sherif, Muzafer and Sherif, Carolyn W (1969) Social Psychology, New York.

विटनकर, विजयता (२०१७) समाजकार्यातील समुपदेशन,नागपूर अनंत प्रकाशन

BSW –II (SEMESTER 3RD)
CORE DOMAIN
PAPER - IV
GENERAL SOCIOLOGICAL CONCEPTS

Marks – 80

UNIT-1: SOCIOLOGY AND ITS RELATION TO OTHER DISCIPLINES:

Meaning, Definition, Scope and significance of Sociology, its relationship with history, economics, politics, psychology and Social work.

UNIT-2: SOCIETY AND SOCIAL GROUPS

Meaning, concept and characteristics of society, Meaning and types of primary and secondary groups, in-group and out groups, reference groups.

UNIT-3: CULTURE AND SOCIALIZATION

Meaning, characteristics of culture, Elements of culture, Meaning of Socialization, stages and agents.

UNIT – 4 : SOCIAL STRUCTURE

Meaning, Definition, Nature of social structure, Social Institutions: Family, Marriage, Religions, Status and Role in Social Institutions

UNIT-5: PROBLEMS OF INDIAN SOCIETY

Tribal society, Rural Society and urban Society, Indian society and its related problem,

Reference:

Acharya, Shankar (2003) *Indias Economy-Some Issues and Answers*, New Delhi: Academic Foundation.

Adinarayan, S. P. (1964) *Social Psychology*, New Delhi: Allied.

Ali, A.F. Iman (1992) *social stratification among Musli-Hindu community*, New Delhi: Commonwealth Publishers.

Bhatnagar, Ved(1998) *challenges to Indias integrity: Terrorism, Cateism, communalism*, New Delhi: Rawat Publication.

Dennis Lorraine Bratt (Third) *psychology of human behavior for nurses*, G. D. Makhiya, Delhi: India offset press.

Desai, A.R. (1978,Reprinted 1994) *Rural sociology in India*, Bombay: Popular Prakashan.

Doshi, S. L. & Jain, P. C. (1999) *Rural sociology* ,Jaipur: Rawat Publication.

Filppo, Osella and katy, gardner(2003) *contrivations to Indain sociology Migration Modernity and Social Transformation in south Asia*, New Delhi: Sage publication.

Gandhi, p jagadish(1982) *Indian Economy- some issues*, institute.

Hall, Calvin s, Lindzey Gardurs, cambell, John B.(.2007)*Theories of personality* ,National print-o-pack.

Joshi,J. M. (1979)*Theory of value distribution and welfare economics* New Delhi: vikas publishing house pvt. Ltd.

L Dodge Fernald *psychology (six perspectives)*Harvard university, Sage publication.

Lal, Shyam & Saxena, K. S. (1998) *Ambedkar and Nation Building*, New Delhi: Rawat Publication.

Madan, G. R (.2002 revised edition)*Indian social problems* Mumbai :Allied publishers pvt. ltd.

Mohanty, Manoranjan (2004) *Class, Caste, Gender- Readings in Indian Government and politics*, , New Delhi: Sage publication.

Morgan, Clifford T., King Richard A, Weisz John R(2006) introduction to psychology, New Delhi: Tata McGraw Hill Publishing company ltd.

Puniyani, Ram (2003) Communal politics :Facts versus Myths, New Delhi: Sage publication.

Shah, Ganshyam (2001) Dalit Identity and Politics :Cultural subordination and Dalit challenge, New Delhi: Sage publication17.

Sigh, Yogendra: Ideology and Theory in Indian Sociology, New Sociology, Allahabad: Kitab Mahal.

BSW-II (SEMESTER 3RD)
CORE DOMAIN
PAPER-V
WORKING WITH COMMUNITIES

Marks – 80

UNIT-1: INTRODUCTION TO COMMUNITIES

Meaning, Definition. Objectives & Functions of communities Types of Community profile.

UNIT-2: COMMUNITY ORGANISATION : A METHOD OF SOCIAL WORK

Concept, Meaning & Definition of Community organization values and principles of Community organization steps and process of community organization.

UNIT-3: HISTORY OF : COMMUNITY ORGANISATION

History of Community organization in India, Integration of Community organization with other methods of social work.

UNIT-4: APPROACHES OF COMMUNITY ORGANISATION

Gandhian Approach ,Rashtrasant Tukdoji Maharaj Approach. System change approach. social action & Community organization. Social Movements: Shramik Yalgar, Amhi Amchya Arogyasathi, Lekha mendha, Pachgaon Gramsabha.

UNIT-5: SKILLS AND ROLES OF A COMMUNITY ORGANISER

Skills of Community organization- Problem Analysis, Observation, Resource mobilization ,networking and documentation.

Roles of community organizer- Guide , Enabler, Therapist, Expert

Reference:

Barager, G and Specht H. (1967), Community organization, New York, Columbia University press.

Dyed R. (1960), Community Development programme in India, Allahabad:Kitab Mahal publisher.

Mishra, P.D. & Mishra, Bina, Social work profession in India, New Royal Book Co -Publication, 2011.

Zastrow, Charles H. Evaluating social work practice,changing learning India,Private Limited, New Delhi,2010.

प्रा. अरूण शेंडे (२००९), ग्रामीण विकासासाठीसमुदाय संघटन, २३ नवीरामदासपेठ,नागपूर-४४००१०

डॉ. धर्मपालचौधरी (१९९०), समाजकार्य परीचय, आत्माराम एन्ड संन्स कश्मीरीगेट,दिल्ली-११०००६.

कुवर सिंह तिलास (१९८८), समाजकार्यधिदांत और व्यवहार, रेल्वेक्रासिंग, सीतापूररोड,लखनउ-२२६०२०.

डॉ.प्रगती दिनेश नरखेडकर (भुते) (२०१३),समुदाय संगठन,जी.सी.पब्लिीशर्स,नागपूर

Readings:

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 analyze 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 ort 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 never learning by participating in the intervention processed over a period of three weeks 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 abled, (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 change 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 in-charge should create an atmosphere whereby the learners develop a spirit of 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 in the structured experiences.
9. Treat all participants with respect, and expect 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 arousing 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 setting.

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. Analysis 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 laborers, proportion of land held by non-tribal's and average size of holding (in a tribal area), income and indebtedness, bonded labour.
5. Exploitation by landlord, moneylender, and trader, sestet 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 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 tactic 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 neighbourhood 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 disorientation.
 - i. 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.
 - j. Utilize field instruction as a medium of learning and assume responsibility for own learning, for example participating in groups and conference.
 - k. 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, primitive 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 behavior 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 – 10

- Skill Laboratory –10
- **Concurrent practice learning –50**
- Agency visit –20
- 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 shoes 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.

Joint 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 organisation / 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, escape-goating 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 clarify 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) Partialize 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, Focal Group interviews, Discussion 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 problem 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 identification 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 tasks.
 - 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 dynamics their 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 to 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 attention seeking behavior, isolation assertive behavior.
 - c. Is aware of, but needs help, to 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 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 – 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