



स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ

नांदेड— ४३१६०६ (महाराष्ट्र)

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY

NANDED-431606, MAHARASHTRA STATE, INDIA.

स्वामी रामानंद तीर्थ
मराठवाडा विद्यापीठ, नांदेड.

Established on 17th September 1994 - Recognized by the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'A' Grade



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Phone: (02462) 229542

Fax : (02462) 229574

Website: www.srtmun.ac.in

E-mail: bos.srtmun@gmail.com

संलग्नित महाविद्यालयांतील मानवविज्ञान विद्याशाखेतील सी.बी.सी.एस. पॅटर्नचा बी.एस.डब्ल्यू. (प्रथम वर्ष) अभ्यासक्रम शैक्षणिक वर्ष २०१७-१८ पासून लागू करण्याबाबत.

परिपत्रक

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, प्रस्तुत विद्यापीठाच्या संलग्नित महाविद्यालयांतील मानवविज्ञान विद्याशाखेतील C.B.C.S. (Choice Based Credit System) Pattern नुसारचा खालील अभ्यासक्रम शैक्षणिक वर्ष २०१७-१८ पासून लागू करण्यात येत आहे.

१) बी.एस.डब्ल्यू. — प्रथम वर्ष

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या www.srtmun.ac.in या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी.

‘ज्ञानतीर्थ’ परिसर,
विष्णुपुरी, नांदेड — ४३१ ६०६.
जा.क्र.: शैक्षणिक(१)/परिपत्रक/पदवी—सीबीसीएस
अभ्यासक्रम/ २०१७-१८/४९९
दिनांक : १४.०७.२०१७.



स्वाक्षरित /—
उपकुलसचिव
शैक्षणिक (१-अभ्यासमंडळ) विभाग

प्रत माहिती व पुढील कार्यवाहीस्तव :

- १) मा. कुलसचिव यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- २) मा. संचालक, परीक्षा व मूल्यमापन मंडळ, प्रस्तुत विद्यापीठ.
- ३) प्राचार्य, सर्व संबंधित संलग्नित महाविद्यालये, प्रस्तुत विद्यापीठ.
- ४) उपकुलसचिव, पदव्युत्तर विभाग, प्रस्तुत विद्यापीठ.
- ५) साहाय्यक कुलसचिव, पात्रता विभाग, प्रस्तुत विद्यापीठ.
- ६) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ.

**Swami Ramanand Teerth Marathwada University
Nanded**



**Syllabus of
Bachelor of Social Work (B.S.W.)
FIRST YEAR
(Semester I & II)**

**(CBCS Semester Pattern)
Academic Year 2017-2018**

Swami Ramanad Teerth Marathwada University, Nanded
Bachelor of Social Work (BSW)
(CBCS Semester Pattern)
(Introduce from the academic Session 2017-2018)

Programme Structure and Course Details:

A. PROGRAMME STRUCTURE:

Introduction:

The Bachelor of Social Work (BSW) programme shall be of three years duration. The programme shall be spread over six semesters. The degree of Bachelor of Social Work is equivalent to professional bachelor degree in social work. The BSW programme is aimed to equip students to work as a change agent at grass root level and also contribute up to policy level. It is a recognised qualification for professional positions, in Governmental, industrial and voluntary sector organizations. This degree equips a student with knowledge, skills, techniques, methods, attitude & professional development required to field of social work.

Eligibility: A Student passed with higher secondary examination any faculty i.e.art, commerce, science.

Medium of Instruction: Medium of instruction shall be Marathi & English.

Course Structure: The following shall be the theory classes, field work practicum and Project Report in the semester pattern for the Bachelor of Social Work to be introduced from the academic session 2017-2018

Course Description : This Degree Course (158 credits) is spread over six semesters in three years including five papers of 75 marks each (3 credits) in each semester. For each paper, there will be Continuous Assessment (C.A.) for 35 marks and End of Semester Examination (E.S.E.) for 40 marks and 75 marks for field work in each semester. Special workshops, Structured Experience Laboratory, Field Work Orientation, Individual & Group Conference, films and visits will be organized as part of the course. Each student is required to complete supervised Project Report (with viva voce) as part of this course.

Features of the course:

- Well designed and comprehensive coursework (Including life Skill learnings)
- Periodic evaluation of the curriculum to keep pace with the growth in the subject.
- Obligatory project work enhance research attitude in students.
- proactively engages students to put new knowledge into practice and to assess their own progress.
- Activities and assessments embedded throughout the content help to ensure that students understand concepts rather than only memorize facts.

Structure of B.S.W. Programme under CBCS Pattern

(Faculty of Social Science)

Semester	Course Opted	Paper Name & No.	Credits	
I	Ability enhancement compulsory	English Communication	03	
	Course I	SL (Marathi/Hindi)	03	
	Core Course A - I	Paper A & B	06	
	Core Course B - I	Paper A & B	06	
	Core Course C - I	Paper A	03	
	SWP (FW)	Social Work Practicum (Field Work)	03	
	TOTAL			24
II	Ability enhancement compulsory	English Communication	03	
	Course II	SL (Marathi/Hindi)	03	
	Core Course A – II	Paper A & B	06	
	Core Course B – II	Paper A & B	06	
	Core Course C - II	Paper A	03	
	SWP (FW)	Social Work Practicum (Field Work)	03	
	TOTAL			24
I & II	TOTAL		48	
III	Ability enhancement compulsory	English Communication	03	
	Course III	SL (Marathi/Hindi)	03	
	Core Course A – III	Paper A & B	06	
	Core Course B – III	Paper A & B	06	
	Core Course C - III	Paper A	03	
	Skill enhancement course I	Sec I	02	
	CCSWFW	Social Work Practicum (Field Work)	03	
TOTAL			26	
IV	Ability enhancement compulsory	English Communication	03	
	Course IV	SL (Marathi/Hindi)	03	
	Core Course A – IV	Paper A & B	06	
	Core Course B – IV	Paper A & B	06	
	Core Course C - IV	Paper A	03	
	Skill enhancement course II	Sec II	02	
	SWP (FW)	Social Work Practicum (Field Work)	03	
TOTAL			26	
III & IV	TOTAL		52	
V	Discipline Specific Elective A-I	DSE A- I	06	
	Discipline Specific Elective B-I	DSE B- I	06	
	Discipline Specific Elective C-I	DSE C- I	06	
	Generic Elective GE -A I	GE -A I	03	
	Generic Elective GE -B I	GE -B I	03	
	Skill enhancement course III	Sec III	02	
	SWP (FW)	Social Work Practicum (Field Work)	03	
	TOTAL			29
	Discipline Specific Elective A-II	DSE A- II	06	
	Discipline Specific Elective B-II	DSE B- II	06	
	Discipline Specific Elective C-II	DSE C- II	06	
	Generic Elective GE -A II	GE -A II	03	
	Skill enhancement course IV	Sec IV	02	
	SWP (FW)	Social Work Practicum (Field Work)	03	
PR	Project Report	03		
TOTAL			29	
V & VI	TOTAL		58	
TOTAL COURSE CREDIT			158	

Number of Theory Papers, Social Work Practicum (Field Work) and Project Report:

Sr. No.	Contend	F.Y.		S.Y.		T.Y.		Total
		Semester		Semester		Semester		
		I	II	III	IV	V	VI	
01	AEC	03	03	03	03			12
02	Course (I,II,III & IV)	03	03	03	03			12
03	CC	15	15	15	15			60
04	SWP (FW)	03	03	03	03	03	03	18
05	SEC			02	02	02	02	08
06	DSE					18	18	36
07	GE					06	03	09
08	Project Report						03	03
	TOTAL							158

(AEC= Ability enhancement compulsory, CC= Core Course, SWP= Social Work Practicum (FW= Field Work), SEC= Skill Enhancement Course, DSE= Discipline Specific Elective, GE= Generic Elective, CA=Continuous Assessment (Internal), ESE= End Semester Examination)

Social work Practicum (Field Work) :

Social work practicum (field work) shall be mandatory from 1st to 6th Semester. Rural Camp of 7 days duration shall be a part of social work practicum during 4th semester and study tour shall be a part of 6th semester. The study tour should be conducted within Maharashtra. Each student shall require to undertake the Project Report in a subject relevant to the area of social work practice. The semester wise allocation of subject, credits and Teaching hours as follows.

Scheme of Examination :

There will be Continuous Assessment (C.A.) of 35 marks & End of Semester Examination (E.S.E.) of 40 marks for each Paper.

Details of Internal Work of Theory Papers (per semester):

Sr. No.	Particulars	No. of Test/Assignment/Seminar	Marks
01	Class Test	Two (Per paper)	20 (10+10)
02	Home Assignment	One (Per paper)	10
03	Seminar	One (Per paper)	05
		Total Marks	35

Note: Each course teacher has autonomy to evaluate and give credit independently in other acceptable methods too.

Final Evaluation System:

Evaluation system is based on cumulative Grade Point Average (CGPA) for the credit earned by the student semester wise.

- Marks for each course would be converted to grades as shown in table.
- A student who passes the internal test but fails in Term End Examination of a course shall be given FC grade. Student with FC grade in a course would be granted credit for that course but not the grade for that course and shall have to clear the concerned course within 1.5 year from appearing for first time in the concerned paper, provided the number of courses with FC and FR grades together is 25% or less of the courses of that semester, failing which he/se shall be disqualified for a credit and will have to opt for another credit.

Structure of CGPA/ CBCS for B.S.W. Course:

Grade	Grade point	Marks Obtained	CGPA	Grade
O (Outstanding)	10	= > 80	9.01 – 10	O
A+(Excellent)	9	70-79	8.01 – 9.00	A+
A (Very Good)	8	60-69	7.01 – 8.00	A
B+ (Good)	7	55-59	6.01 – 7.00	B+
B (Above Average)	6	50-54	5.01 – 6.00	B
C (Average)	5	45-49	4.01 – 5.00	C
P (Pass)	4	44-44	4.00	P
F (Fail)	0	< 40		
Ab (Absent)	0	----		

- A student who has failed in the internal tests of a course shall be given F grade and shall have to repeat the concerned course to qualify to appear for term end examination of that course.
- For the final result of a student Cumulative Performance Index (CPI) based on total earned credits vis-à-vis total earned grade points shall be calculated as mentioned in table

Requirements for Passing: P Shall be the minimum grade for passing in Individual subjects. P shall be the minimum grade for passing social work Practicum, Project Report A minimum cumulative grade point Average (CGPA) of 6 in each semester shall be required for passing the semester.

Swami Ramanand Teerth Marathwada University, Nanded

Choice Based Credit System (CBCS)

Semester Pattern

B.S.W. (UG) Programme under Faculty of Social Science

(Affiliated Colleges)

With Effect from Academic Year 2017-18

Name of Faculty : Social Science

Name of Subject : Social Work

Total Credit : 158

Average Credits Per Semester : 26

Note :

- ❖ **Assessment shall consist of continuous assessment (CA) and End of semester examination (ESE)**
- ❖ **Weightage : % for ESE & %% for CA**
- ❖ **Each paper is of 3 credits**
- ❖ **Paper (Elective) Transfer of Credit as per student choice**

Swami Ramanand Teerth Marathwada University, Nanded

Choice Based Credit System (CBCS)

Faculty of Social Science

B.S.W. First Year

Contents of Syllabus

(Effective from 2017-18)

SEMESTER FIRST

Paper No.	Title of the paper	Continuous Assessment (C.A.)	End of Semester Examination (E.S.E.)
I	SOCIAL WORK : HISTORY, PHILOSOPHY AND IDEOLOGY	35	40
II	WORKING WITH INDIVIDUALS (CASE WORK)	35	40
III	WORKING WITH GROUPS	35	40
IV	SOCIOLOGY FOR SOCIAL WORKER	35	40
V	RURAL ISSUES AND DEVELOPMENT	35	40
SOCIAL WORK PRACTICU (FIELD WORK)			75

Continuous Assessment (C.A.)	35 arks
End of Semester Examination (E.S.E.)	40 Marks
Social Work Practicum (Field Work)	75 Marks

Swami Ramanand Teerth Marathwada University, Nanded
Choice Based Credit System (CBCS)
Course Structure (New Scheme)
Faculty of Social Science
B.S.W. First Year Semester Pattern 2017-18
Social Work
Semester First & Second

Semester	Core Course	Paper No.	Name of Paper	Lectures / Week	Total no. of Lectures	CA	ESE	Total Marks	Credits
I	CCSW I	I	SOCIAL WORK : HISTORY, PHILOSOPHY AND IDEOLOGY	04	55	35	40	75	3
	CCSW II	II	WORKING WITH INDIVIDUALS (CASE WORK)	04	55	35	40	75	3
	CCSW III	III	WORKING WITH GROUPS	04	55	35	40	75	3
	CCSW IV	IV	SOCIOLOGY FOR SOCIAL WORKER	04	55	35	40	75	3
	CCSW V	V	RURAL ISSUES AND DEVELOPMENT	04	55	35	40	75	3
	SWP (FW)	Social Work Practicum (Field Work)						75	3
	TOTAL				20	275	175	200	450
II	CCSW VI	VI	Social Work With Family	04	55	35	40	75	3
	CCSW VII	VII	Psychology for Social Work	04	55	35	40	75	3
	CCSW VIII	VIII	Working with Communities	04	55	35	40	75	3
	CCSW IX	IX	Social Action	04	55	35	40	75	3
	CCSW X	X	Social Problems in India	04	55	35	40	75	3
	SWP (FW)	Social Work Practicum (Field Work)						75	3
	TOTAL				20	275	175	200	450
TOTAL(First & Second Semester)				40	550	350	400	900	36

(CC= Core Course, SW= Social Work, SWP = Social Work Practicum, FW= Field Work, CA=Continuous Assessment (Internal), ESE= End Semester Examination)

**Structure of B.S.W. Programme under CBCS Pattern
(Faculty of Social Science)**

Semester	Course Opted	Paper Name & No.	Credits
I	Ability enhancement compulsory	English Communication	03
	Course I	SL (Marathi/Hindi)	03
	Core Course A - I	Paper A & B	06
	Core Course B - I	Paper A & B	06
	Core Course C - I	Paper A	03
	SWP (FW)	Social Work Practicum (Field Work)	03
	TOTAL		24
II	Ability enhancement compulsory	English Communication	03
	Course II	SL (Marathi/Hindi)	03
	Core Course A – II	Paper A & B	06
	Core Course B – II	Paper A & B	06
	Core Course C - II	Paper A	03
	SWP (FW)	Social Work Practicum (Field Work)	03
	TOTAL		24
I & II	TOTAL		48
III	Ability enhancement compulsory	English Communication	03
	Course III	SL (Marathi/Hindi)	03
	Core Course A – III	Paper A & B	06
	Core Course B – III	Paper A & B	06
	Core Course C - III	Paper A	03
	Skill enhancement course I	Sec I	02
	CCSWFW	Social Work Practicum (Field Work)	03
TOTAL		26	
IV	Ability enhancement compulsory	English Communication	03
	Course IV	SL (Marathi/Hindi)	03
	Core Course A – IV	Paper A & B	06
	Core Course B – IV	Paper A & B	06
	Core Course C - IV	Paper A	03
	Skill enhancement course II	Sec II	02
	SWP (FW)	Social Work Practicum (Field Work)	03
TOTAL		26	
III & IV	TOTAL		52
V	Discipline Specific Elective A-I	DSE A- I	06
	Discipline Specific Elective B-I	DSE B- I	06
	Discipline Specific Elective C-I	DSE C- I	06
	Generic Elective GE -A I	GE -A I	03
	Generic Elective GE -B I	GE -B I	03
	Skill enhancement course III	Sec III	02
	SWP (FW)	Social Work Practicum (Field Work)	03
	TOTAL		29
	Discipline Specific Elective A-II	DSE A- II	06
	Discipline Specific Elective B-II	DSE B- II	06
	Discipline Specific Elective C-II	DSE C- II	06
	Generic Elective GE -A II	GE -A II	03
	Skill enhancement course IV	Sec IV	02
	SWP (FW)	Social Work Practicum (Field Work)	03
	PR	Project Report	03
TOTAL		29	
V & VI	TOTAL		58
TOTAL COURSE CREDIT			158

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED.

SYLLABUS OF

BACHELOR OF SOCIAL WORK (B. S. W.)

FIRST YEAR (SEMESTER FRIST)

SOCIAL WORK : HISTORY, PHILOSOPHY AND IDEOLOGY PAPER NO. I

Credits : 03

Periods : 55

Marks : 75

LEARNER OBJECTIVES:

- To understand the concept of democracy and constitutional foundation as a base for ideologies in social work profession.
- To understand the concept, definition, objectives, functions and methods of social work
- To develop knowledge of history and development of social work in India and abroad
- To develop an understanding of some ideologies and its approach to social Transformation

Course Content:

Unit I : Basic Concepts

- a) Social Work
- b) Social Services
- c) Social Welfare
- d) Social Welfare Services

Unit II : Social Work :

- a) Scope, Function and Objectives
- b) Values and Process of Social Work
- c) Philosophy of Social Work
- d) Role of Social Work

Unit III : Indian History of Ideology for Social Change

- a) Vedantic and Non-vedic ideologies Ideology
- b) Bhakti and Sufi Movements
- c) Hindu Reform Movement
- d) Dalit Movement
- e) Gandhian Ideology and Sarvodaya Movement

Unit IV : History of Social Work

- a) History of Social Work in India
- b) History of Social Work in U.K.
- c) History of Social Work U.S.A.

Unit V : Social Reformers and Materialistic Philosophy in India

- a) Buddhism, Jainism, Mahatma Basweshwar (Veershav)
- b) Sant Sevalal Maharaj and Birsa Munda
- c) Mahatma Jotiba Fule
- d) Rajashhi Shahu Maharaj
- e) Dr. Babasaheb Ambedkar

Reference:

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12. Gore, M. S. 1993, The Social Context of Ideology: Ambedkar’s Social and Political Thought, New Delhi : Sage.
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14. Panikkar, K. N. 1995, Culture, Ideology Hagemony : Intellectual and Social Consciousness in Colonial Indian, New Delhi : Tulika.
15. Singhal, D. P. 1983, A history of the Indian People, London : Methuen.
16. The Cultural Heritage, The Culture Heritage of India (Vols. 1-6), Calcutta: The Ramakrishna Mission.
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SYLLABUS OF

BACHELOR OF SOCIAL WORK (B. S. W.)

FIRST YEAR (SEMESTER FRIST)

WORK WITH INDIVIDUALS (CASE WORK) PAPER NO. II

Credits : 03

Periods : 55

Marks : 75

LEARNER OBJECTIVES:

- To understand the case work method and its application in social work practice
- To equip learners with theoretical knowledge for work with individuals.
- To develop competencies in learners to use the method in practice while working with individual clients.
- To equip learners with values and skills necessary for working with individuals.

Course Content:

Unit I : Introduction to Social Case Work

- a) Definition and Basic Concept of Social Case Work
- b) Importance of Case Work as a Method
- c) Values and Principles of Social Work
- d) Basic Assumptions of Social Case Work.

Unit II : Values and Principles in Case work.

Case Work as a Process: Study, Assessment, Intervention, Termination and Evaluation.

Unit III : Tools of Help

- a) Listening
- b) Observation
- c) Interview
- d) Home Visit
- e) Rapport Building
- f) Recording: Importance, Principles & Types
- g) Client – Worker Relationship

Unit IV : Techniques

- a) Techniques of Case Work
- b) Exploratory
- c) Supportive
- d) Therapeutic / Remedial
- e) Modification
- f) Counseling Techniques
- g) Skill in Social Case Work

Unit V : Case Work in Different Settings

- a) School Setting
- b) Social Welfare Setting
- c) Hospital Setting
- d) Family With HIV Person
- e) Psychiatric Setting

Unit VI : Role of Case Worker

- a) Enabler
- b) Facilitator
- c) Resource Mobilizer and Guide

References:

- 1) Banerjee G. r. 1971; Some thoughts on professional self in Social Work Indian Journal of Social work Mumbai Tiss.
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**SYLLABUS OF
BACHELOR OF SOCIAL WORK (B. S. W.)
FIRST YEAR (SEMESTER FRIST)
WORKING WITH GROUPS PAPER NO. III**

Credits : 03

Periods : 55

Marks : 75

LEARNER OBJECTIVES:

- Understand the place of group work in social work intervention
- Understanding group work as an instrument of change, multiple relationships and use of programme.
- Develop the skills to work with different stages and group development
- Understand relevance of group in different fields of social work

Course Content:

Unit I : Introduction

- a) Introduction to Group Work as methods in social work
- b) Historical Development of Social Group Work
- c) Definitions & Characteristics of Social Group Work
- d) Objectives and Significance of Social Group Work

Unit II : Types of Group

- a) Types of Groups
- b) Purpose of Groups
- c) Membership Duration
- d) Process of Group Work

Unit III : Values and Principles if Group Work

- a) Values in Social Group Work
- b) Principles of Social Group Work
- c) Factors of Group Formation
- d) Formulation of GHoals

Unit IV : Skill and Techniques Recording in Group Work

- a) Facilitation, Leadership, Leadership Development
- b) Group Work Recording, Types of Recording
- c) Importance of Recording in Social Group Work

Unit V : Evolution in Group

- a) Evolution in Group
- b) Types of Methods
- c) Role Social Worker in Group Work Practices.

References:

1. ALISSI A.S. 1980 ; Perspectives On Social Group Work Practice A Book Of Readings, New York; the Free Press.
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SYLLABUS OF

BACHELOR OF SOCIAL WORK (B. S. W.)

FIRST YEAR (SEMESTER FRIST)

SOCIOLOGY FOR SOCIAL WORKERS PAPER NO. IV

Credits : 03

Periods : 55

Marks : 75

LEARNER OBJECTIVES:

- To provide insight about the subject sociology as a science of society.
- To enable the students to understand the basic concepts of sociology.
- To provide the knowledge about social structure, socialization and culture.
- To study the concept, unity of diversity, social classification and social stratification of indian society

Course Content:

Unit I : Sociology and it's relationship to other discipline

- a) Meaning, Scope and Significance
- b) It's Relationship with other Social Sciences, such as history, Economics, Politics, Psychology, Anthropology and Social Work.

Unit II : Society and Culture

- a) Society as a system of Relationship
- b) Social structure Meaning status and role.
- c) Culture: Meaning and Contents-tradition, customs, Values, Norms, folklore and mores.

Unit III : Socialization

- a) Meaning and Significance of Socialization
- b) Characteristics of Socialization
- c) Process of Socialization
- d) Agencies of Socialization

Unit IV : Social Groups

- a) Meaning and Types
- b) Primary and Secondary Groups
- c) In-groups, Out groups and Reference Groups

Unit V : Indian society

- a) Composition of Indian society: the concept of unity of diversity.
- b) Social classification in India tribal, Rural and urban divisions.
- c) Social stratification in India: Meaning caste, Class division.

Unit VI : Social Change

- a) Meaning, Characteristics and factors of social change with reference to India

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SYLLABUS OF

BACHELOR OF SOCIAL WORK (B. S. W.)

FIRST YEAR (SEMESTER FRIST)

RURAL ISSUSES AND DEVELOPMENT PAPE NO. V

Credits : 03

Periods : 55

Marks : 75

LEARNER OBJECTIVES:

- To understand concepts, characteristics, significance and objectives of rural society.
- To study origin and development of Indian rural society.
- To understand the relationship between class, caste, gender, religion and ethnicity in India
- To understand problems of rural women, Health, indebtedness and farmers.
- To understand various schems & programmes of rural development.

Course Content:

Unit I : Understanding Rural Society

- a) Concepts, Characteristics and Objectives of Rural Society.
- b) Significance of Rural Society
- c) Subject matter of Rural Societies
- d) Origin and Development of Indian Rural Society

Unit II : Problems of Rural Society

- a) Classification of Rural Problems
- b) Problems of Rural Women
- c) Poverty, Housing and Unemployment
- d) Problems of Family Life, health, Indebtedness
- e) Problems of Farmers

Unit III : Rural Societies and Development

- a) Concepts, Meaning and definition of Rural Development
- b) Approaches to Rural Development
- c) Panchayat Raj and Three tire System

Unit IV : Programmes and Development

- a) Integrated Rural Development Programme (IRDP)
- b) NGOs and Rural Development

Unit V : Rural Development Administration

- a) Rural Development Administration (D.R.D.A.to Central Level)
- b) Current Schemes of Central Govt. for Rural Development
- c) Role of Social Worker in Rural Development

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7. ग्रामीण आणि नागरी समाजशास्त्र, प्रा.सौ. प्रतिमा अहिरे, प्रा.सौ. अरूणा सावरगावकर, श्रीविद्या प्रकाशन शनिवार पेठ, पुणे
8. ग्रामीण आणि नागरी समाजशास्त्र, प्रदीप आगलावे, साईनाथ प्रकाशन नागपूर
9. पंचायतराज एवम ग्रामीण विकास, डॉ. श्रीनाथ शर्मा, अतुल पब्लिकेशन, नवी दिल्ली
10. समाजशास्त्र, नि.स. वैद्य, श्रीविद्या प्रकाशन, नागपूर
11. डॉ. राजशेखर सोलापुरे महिला विकास निसर्ग प्रश्न, पैलू, प्रयास, अरूणा प्रकाशन, लातूर

SOCIAL WORK PRACTICUM

Introduction:

This practicum with **Seven** learning opportunities is designed to provide a variety of opportunities to develop and enhance 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.

There should be a separate field work co-ordinator for each class and under his / her guidance every activity of field work practicum must be completed.

Objectives

The objectives are providing variety of experiences to learners:

- Develop the ability to observe and analyze social realities.
- Understand the characteristics of social systems and their dynamics.
- Appreciate society's response to people's needs, problems and social issues.
- Develop critical understanding of the application of legislation, legal process, and social policy.
- Develop the ability to examine the process of programme management and participate in the efforts at various level.
- Develop the ability to recognize the need for newer programs, initiate and participate in them.
- Use human rights tools, understanding of gender justice, and need for equity in all intervention.
- Develop an understanding of organizational structures, resource management, and day-to-day administration for human service programmes.
- Develop the capacity to integrate knowledge and practice-theory by participating in intervention.
- Clarify and imbibe values which sustain positive attitudes and professional ethics.
- Develop the capacity for self-direction, growth, and change through Self-awareness.
- Enhance writing skills to document practice appropriately. Recordings 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 seven different sets of opportunities with details of content and related tasks are listed below.

- 01 Orientation** provides information regarding the importance and place of the practicum in the educational programme. the purpose, functions and ethics in professional practice
- 02 Visits**—provide an exposure to and understanding of the services provided in response to people's needs.
- 03 Structured experience laboratory** —is a classroom activity, to provide in the games/ activities, form 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.

- 04 Rural/Tribal camps**—provide opportunities to experience rural life, analyze rural dynamics, and observe the functioning of local self-government and voluntary organizations. 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.
- 05 Study Tours**—urban and rural, provide an experience to study and appreciate innovative efforts by individuals and groups towards meeting peoples core needs, and initiate development.
- 06 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 situations like, work with alcoholics, HIV, AIDS effected persons, adolescents for life skills development, youth for leadership development and couples for marital relationship and enrichment, work with elderly.
- 07 Concurrent practice learning**—on going learning of practice is an opportunity to develop intervention skills in reality situations. 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.

Detailed note regarding BSW Semester-I Social Work Practicum

- The Duration of Concurrent Practice Learning shall be a minimum of 15 Fifteen Clock Hours spread over two days in a week.
- No grace marks shall be allowed for passing in Social Work Practicum
- The Social Work Practicum of the student shall be supervised by the faculty supervisor who shall not be below the rank of an Assistant Professor recognized by the Swami Ramanad Teerth Marathwada University, Nanded
- The Social Work Practicum shall comprise of the following components:
 - i) Orintation about social work practicum.
 - ii) Structured Laboratory Experience (Working with self-defeating habits emotional release through self-expression, Observation Listening, and stress management)
 - iii) Actual orientation visits
 - iv) Individual & Group Confrance.
 - v) Record writing & checking.
 - vi) Attedndance of orintattion visit
 - vii) Viva-vorse
- All the Social Work Practicum Records shall be preserved/ retained by the college for a period minimum of Three years from the date of University Examination

- The student who fails in Social Work Practicum shall have to repeat the same process in the next subsequent academic semester.
- Absence from activities covered under the head Social Work Practicum shall lead to for feiting of the entire marks allocated to the said activity. There shall be no substitute for these activities.
- Orientation and Internal Viva-Voce Examination components are compulsory. Students will not be get admission in the next semester till they fulfill these criterions.
- Social Work Practicum records shall include Social Work Practicum journal/ file, attendance sheets, conference sheets diary etc.
- The concerned affiliated college/ department of social work which impart social work training to the students shall follow the Social Work Practicum Manual prescribed by S.R.T.M. University, Nanded based on the guidelines of UGC Model Curriculum in Social Work Education related to Social Work Practicum component mentioning part-C of the detailed note.
- The college shall nominate one internal coordinator and he shall act as a facilitator in compilation of marks given by the respective faculty, who has actually supervised that particular activity of Social Work Practicum. The marks will be sent by the internal coordinator under his seal and signature, in a proforma developed by S.R.T.M. University, Nanded with the signature of concerned faculty supervisor thereupon along with their role numbers allotted by the university.

Social Worl Practicum (Field Work) Orintation:

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 practice learning.

This orientation is carried out at the setting/agency in the first semester.

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 expectations of this teaching-learning opportunity.
Requirements of working like days, hours, agency timings and other such details of 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.
- **Orientation to social work setting/agency of placement to be carried out at the practice placement setting.**
 - Nature of setting/agency - its objectives services programmes, structure, and general environment.
 - Contact 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 programmes 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 hospital/ primary health centers, police ward of Panchayat office and network agencies, among reference to other developmental and welfare services in the location with a brief.

Objectives of Orientation Visits (First Term)

Objectives

- Acquire skills of systematic observation and develop a spirit of inquiry.
- Understand society's response to social problems through various services
- Understand, appreciate and develop ability to critically evaluate the initiative of voluntary and government programmes.
- Develop an appreciation of social work intervention in these programmes by recording:relevant factual information about the client system and the problem/concern
- The selection of programmes/strategies for solving the problems, and their relevance to the client system and the problem concern or the issue.
- The role of the social worker and its relevance to the clients' needs and the problem.
- The relationship between the micro problems observed and the macro situation, the appropriation of the organization's resources and nature of intervention.
- Gaps identified and suggestions.

To acquire basic skills for analyzing simple –

1. To problem situations and relatedness or agency intervention.
2. To understand the basic processes of Development in Society and the Development stages of human behavior.
3. To build purposeful relationship, engaging individuals, groups and communities in problem solving process.
4. Acquire and utilize programme skills related to the needs and problems of client system.
5. To mobilize human and material resources related to social work intervention.
6. To develop understanding of one's own role as a member of team in the problem solving process.
7. To develop self-awareness and sensitivity to others in the field situations.

8. To develop skills in simple administrative procedures. Acquire skills in writing records and utilize them as tools of learning.
9. To develop self-awareness and sensitivity to others in the field situations.
10. To develop skills in simple administrative procedures. Acquire skills in writing records and utilize them as tools of learning.

Note—Suggestions for field visits

A minimum of **ten visits** may be made to settings like those listed below to observe services/programmes developed to meet people's needs.

- Health setting—community health extension projects, primary health centers, clinics.
- Educational setting—**Normal/school, non-formal/adult** education centers, income generating skill development centers.
- 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 settings.^s
- Services for special groups like the differentially abled, (b) destitute, migrants, and elderly, both institutional and non-institutional.
- Criminal justice systems - jails, courts, police stations and juvenile justice centres.
- 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 visits.

- Select the agencies to provide an understanding of various settings for development, preventive, and crisis situations programme.
- Communication to the selected agencies must:
- carry a request for making such a visit.
- a request for arrangements to meet with specified members of the staff, and client system.
- A follow up letter to appreciate the agency's cooperation for the visit is essential.
- Students should be given a brief orientation regarding the position of the agency in the overall service system. Guidelines for observation and report line of the visit need to be provided.
- 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 programme, 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 RTM Nagpur University Manual Group reports to be presented

The Structure of Merit Weight. of Various Components of Social Work Practicum shall be as follows.

Sr. No	Activity	Maximum Marks
1	Field work Orientation Attendance	05
2	Structured experience laboratory Attendance	05
3	Actual Orientation Visit Attendance	20
4	Individual Confrance	10
5	Group Confrance	10
6	Field work record & daily diary writing & checking	10
7	Viva-Vorse	15
	Total	75

Evaluation criteria

1) Analytical Ability:-

- ❖ To understand the agency: History, Philosophy, Objectives and the Structure.
- ❖ To understand the agency's objectives services / programmes in response to
- ❖ Problem education.
- ❖ To understand one's own tasks in relation to cover all objectives and goods.
- ❖ To understands the Socio-economic culture profile or the larval groups.
- ❖ To identify the causative factors of the problem situation – affecting various
- ❖ Target groups.
- ❖ To develop skills to relate theory in to practice.

2) Problem Solving Skills –

- ❖ To understands and utilizes various tools of fact finding.
- ❖ To establish working relationships.
- ❖ To begins partials the problem and utilize appropriate methods of problem salving.
- ❖ To develop beginning ability to use simple office procedures, and to participate in agency meetings and conferences.
- ❖ To develop beginning ability to function as a team member.
- ❖ To learns to maintain time sheet and organize workload.
- ❖ To uses recordings as a tool for learning.
- ❖ To develop intervention skill.

3) Professional Development –

- ❖ To shows responsibility in relation to role in the agency.
- ❖ To indicates regularity in submitting recordings and attending supervisory conference.

- ❖ To begins to show self-awareness as a learner and sensitivity to the client system.

4) Use of Field Instruction:-

- ❖ To utilizes field instruction appropriately.
- ❖ To tasks guidance from the field instructor.
- ❖ To accepts positive and negative comments about self.
- ❖ To takes responsibility for learning.
- ❖ To participates in individual and group conference.
- ❖ To develop ability to move from simple to complex tasks.
- ❖ To develop professional self.

STRUCTURED EXPERIENCE LABORATORY

Introduction:

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

Objectives

- Understanding of situations in the world of reality through experiencing situations in a laboratory setting, using imagination and fantasy.
- Reflect over one's own behaviour, and its effect on self and others.
- Observe others' behaviour and with the help of the facilitator, understand the same.
- Express feelings and appropriate reaction/response to others' feelings.
- Confront situations wherein conflicts, decision-making and reflections are necessary.
- Observe self, recognize own strengths and limitations, and also observe behaviour 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 the U.G. programme.

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

(a). Outcome of Learning

The learners' ability enhances 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:

- Be open to learning through involvement in this experience. Understand self and role of a facilitator.
- Provide emotional and social support to learners.

- Foresee consequences.
- Aid learning through reflection and discussion, and understand its application.
- Continually look for opportunities to maximize learner involvement and aid exchange of experiences to help the learners grow.
- Be prepared and organized for sessions.
- Understand that process and goals are both equally important for such experiences.
- Recognize signs of learner's growth and integrate this in the structured experiences.
- Treat all participants with respect, and expect mutual respect from them 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 persons concerned. This readiness is behaviorally seen as:

- Willingness coupled with desire and motivation to be a facilitator.
- Willingness to come to facilitator practice sessions.
- Openness as a facilitator learner to discuss the experience and learn new skills.
- Ability to recognize and appreciate one's own growth and recognize the surfacing the incomplete gestalt (unfinished business-others' needs arising in the mind) while aiding others learning, and willingness to work on findings about self
- Understanding one's own needs, allow interaction among the learners, and with no latent desire to interrupt learners during the —flow of communication"
 - 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.

Swami Ramanand Teerth Marathwada University, Nanded

Choice Based Credit System (CBCS)

Faculty of Social Science

B.S.W. First Year

Contents of Syllabus

(Effective from 2017-18)

SEMESTER SECOND

Paper No.	Title of the paper	Continuous Assessment (C.A.)	End of Semester Examination (E.S.E.)
VI	Social Work With Family	35	40
VII	Psychology for Social Work	35	40
VIII	Working with Communities	35	40
IX	Social Work Action	35	40
X	Social Problems in India	35	40
Social Work Practicum (Field Work)			75

Continuous Assessment (C.A.)	35 Marks
End of Semester Examination (E.S.E.)	40 Marks
Social Work Practicum (Field Work)	75 Marks

SYLLABUS OF
BACHELOR OF SOCIAL WORK (B. S. W.)
FIRST YEAR (SEMESTER SECOND)
SOCIAL WORK WITH FAMILY PAPER NO. VI

Credits : 03

Periods : 55

Marks : 75

LEARNER OBJECTIVES:

- To equip learners with theoretical knowledge for work with families
- To develop competencies in learners to use the method in practice while working with families
- To equip learners with values and skills necessary for working with families
- To study the types of family & marriage.

Course Content:

Unit I : Theoretical Conceptual Framework to Study Family

- a) Origin and Evolution of Family and Marriage
- b) Ideology of Family Rights and Responsibilities
- c) Historical Background of Family Social Work
- d) Underlying Principles Guiding Family Social Work
- e) Human Rights and Family
- f) Functions of the Family

Unit II : Normative Family Functions and Structure and Changes

- a) Normative Family
- b) Marriage Functions
- c) Changing Nature of Family
- d) Implications for the Family and its members

Unit III : Alternate Family and Marriage Patterns and Structure

- a) Dual Earner Families
- b) Single Parents Families
- c) Female Headed Households
- d) Childless Families
- e) Homosexual Family
- f) Live in Relationship (Modern Family)

Unit IV : Family Socialization of Child, Family

- a) Family Interaction
- b) Family Development

Unit V : Public Awareness and Role of Social Worker

- a) Public Awareness Programme and Policies for Empowering the Family
- b) An Overview of Family Law

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SYLLABUS OF

BACHELOR OF SOCIAL WORK (B. S. W.)

FIRST YEAR (SEMESTER SECOND)

PSYCHOLOGY FOR SOCIAL WORK PAPER NO XVII

Credits : 03

Periods : 55

Marks : 75

LEARNER OBJECTIVES:

- To understand the meaning, definition, approaches, methods, scope & relevance in social work
- To understand the fundamental concepts of human behavior.
- To understand the basic psychological processes and their applications in everyday life.
- To understand the processes of adjustment and non-adjustment and human behavior.
- To understand the fundamental components of social behaviour.
- To understand social aspects of human behavior.

Course Content:

Unit I : Introduction of Psychology

- a) Meaning and definition of Psychology
- b) Approaches to Psychology
- c) Methods of Psychology
- d) Scope of Psychology
- e) Relevance of Psychology in Social Work

Unit II : Attitude :

- a) Meaning of Positive Attitude
- b) Characteristics
- c) Need and importance of Positive attitude
- d) Meaning and Methods of Learning

Unit III : Mental Health:

- a) Meaning and Importance of Mental Health
- b) Characteristics of Mental Health
- c) Types of Mental Disorder
- d) Mental Health Problems

Unit IV : Motivation:

- a) Definition, Approaches to Motivation
- b) Types of Motivation
- c) Maslow's Self Actualization Theory (Need Theory)
- d) Frustration of Motivation

Unit V : Personality:

- a) Concepts and Determinant of Personality.
- b) Theories of Personality Defense Mechanism
- c) Personality Development

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SYLLABUS OF

BACHELOR OF SOCIAL WORK (B. S. W.)

FIRST YEAR (SEMESTER SECOND)

WORKING WITH COMMUNITIES PAPER NO VIII

Credits : 03

Periods : 55

Marks : 75

LEARNER OBJECTIVES:

- To study concept, definition, stature & functions of community.
- Understand the critical elements of community organization practice.
- Enhance critical understanding of the models and strategies for community organization practice.
- To study the concept of community development, community organization & models of Community Organization
- Appraise with various tools, strategies and skills of Community Organization in practice.

Course Content:

Unit I : Concept and Definition of Community Organization:-

- a) Concept of Community
- b) Community Development and Community Organization
- c) Structure and Function of Community
- d) Principles and Values of Community Organization
- e) Phases of Community Organization

Unit II : Understanding Community Dynamics:-

- a) Sources of Power and Power Structure in the Community- Urban and Rural Concept and Power.
- b) Leadership Function
- c) Gender, Cast, Class as Axis of Inequality.

Unit III : Methods of Community Organization:-

- a) Fact, Funding, Surveys, Analysis, Planning and Evaluation
- b) Methods of Community Participation, Community Empowerment.
- c) Difference Between Community Development and Community Organization

Unit IV : Models of Community Organization:-

- a) Locality Development Model
- b) Social Planning Model
- c) Social Action Model

Unit V : Roles and Skills of Community Organizer:-

- a) Role of an Organizer with in different Models
- b) Skills Attributes of Community Organizer
- c) Skill, Community Practitioner - Problem Analysis, Resource Mobilization, Conflict Resolution, Organizing Meeting, Writing Documentation, Network Training.

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SYLLABUS OF
BACHELOR OF SOCIAL WORK (B. S. W.)
FIRST YEAR (SEMESTER SECOND)
SOCIAL ACTION PAPER NO. IX

Credits : 03

Periods : 55

Marks : 75

LEARNER OBJECTIVES:

- Develop understanding regarding social action as a method of social work.
- To understand the meaning, concept, essential elements, goals, objectives, characteristics, process & principles of social action.
- Develop understanding about social movement in India.
- Understand the critical elements of Social Action in practice.
- Appraise with various tools and models of Social Action in practice.

Course Content:

Unit I : Introduction to Social Action:

- a) Meaning and Concept of Social Action
- b) Essential Elements of Social Action
- c) Goals, Objectives and Forms of Social Action
- d) Characteristics of Social Action
- e) Strategies of Social Action
- f) Phases of Social Action

Unit II : Methods and Principles of Social Action:-

- a) Methods in Social Action
- b) Process of Social Action
- c) Principles of Social Action
- d) Importance of Social Action
- e) Social Action as a Problems Solving Methods
- f) Limitations of Social Action

Unit III : Model of Social Action:-

- a) Institutional Model
- b) Institutional Social Model
- c) Social Institutional Model
- d) Populist / Movement Model
- e) Gandhian Model

Unit IV : Social Action and Social Change:-

- a) Social Legislation and Social Action
- b) Social Action and Social Work
- c) Social Structure
- d) Nature of Social Conflicts
- e) Analysis of Power Structure and role of Pressure Group.

Unit V : Theory and Role of Social Work:-

- a) Theory of Social Action (Max Weber).
- b) Role of Social Worker in Social Action

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SYLLABUS OF
BACHELOR OF SOCIAL WORK (B. S. W.)
FIRST YEAR (SEMESTER SECOND)
SOCIAL PROBLEMS IN INDIA PAPER NO X

Credits : 03

Periods : 55

Marks : 75

LEARNER OBJECTIVES:

- To understand the various social problems and its impact on the society, various issues and challenges.
- To study problems of population, child, addiction, old age & curreption.
- To get the knowledge of social disorganization
- To develop the clarity about social issues and challenges in the social work field.

Course Content:

1. Concept and approaches:-

- a) Concept and definition of Social Problem
- b) Characteristics of Social Problem
- c) Causes of Social Problem
- d) Nature of Social Problem

2. Population:-

- a) Silent Features of Indian Population
- b) Causes of Population Growth
- c) Effect of Over Population
- d) Family Planning a New Approach

3. Problems of Child:-

- a) Rearing
- b) Child Rights
- c) Protection of Child
- d) Child Encouragement
- e) Problems of Orphan Child
- f) Child Delinquency

4. Problem of Addiction:-

- a) Alcoholism
- b) Smoking and Tobacco Chewing
- c) Drugs
- d) Causes, Consequences and Measures to Solve the Problems

5. Problems of Old Age:-

- a) Definition and Characteristics of Old Age
- b) Problems of Old Age
- c) Old Age Adjustment
- d) Welfare of the Aged

6. Corruption:-

- a) Concept Perspectives
- b) Types of Corruption
- c) Corruption Among Public Servants
- d) Political Corruption
- e) The Legislation
- f) Remedies of Corruption

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- ९) प्रा. डॉ. शेटकार ईश्वर — अनाथ बालक समस्या व उपाय, अरुणा प्रकाशन, नंदी स्टॉप, लातूर
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SOCIAL WORK PRACTICUM MANUAL

CONCURRENT PRACTICE LEARNING :

Introduction

The purpose of Concurrent Practice Learning is to develop social consciousness, sensitivity to human needs and suffering and practice social work intervention by concretizing theory in practice.

Field work practicum for B.S.W. II sem. will be consisting of total 50 marks. Placement for concurrent field-work will be done particularly in various ideal schools setting / Govt., Non-Govt. Institution and Municipal corporations etc.

There should be a separate field work co-ordinator for each class and under his / her guidance every activity of field work practicum must be completed.

Objectives of Concurrent field-work (Second Term)

- Develop knowledge and ability to utilize various community resources and services available.
- Begin to develop professional attitudes conducive to work with individuals, group and communities.
- Develop skills in simple administrative procedures like official correspondence, recording, preparing minutes and draft reports.
- Begin to use field-instruction for professional growth.
 - i) To develop knowledge in the field of education set-up.
 - ii) To develop a critical Consciousness about the realities, problems and administration in school set-up.
 - iii) To develop sensitivity towards the problems / issues such as child right, child abuse etc.
 - iv) To develop an problem-solving approach in this specific set-up.
 - v) To develop an intervention skills in relevance to problems prevailing in the school set-up.

Evaluation criteria

- **KNOWLEDGE**
The learner is able to understand:
 - The socio-economic background of the individuals/families and specific groups in the client system and the needs/types of problems.
 - The reasons for these problems.
 - Micro level, for example the problem of dropouts due to factors in the family and school.
 - Macro level, for example the problem of dropouts in the context of the and wider social educational system.
 - The agency's rules, regulations and services which try to respond to these needs/problems.

- The organizational and administrative set-up of the agency, objectives, auspices, funding and staffing.
- 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.
- 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..
- The importance of planning, organizing, implementing, evaluating problem-solving activity, and change.
- The importance of participation of target groups in problem-solving, for example participation of mothers in the Balwadi programme, teachers in school programmes.
- 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.
- The importance of the contribution of other disciplines within and outside the agency, for example teacher, lawyer, public health workers.
- 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 terms of the above approaches and their relationship to overall objectives.
- **Analytical Ability:-**
 - ❖ To understand the agency: History, Philosophy, Objectives and the Structure.
 - ❖ To understand the agency's objectives services / programmes in response to problem education.
 - ❖ To understand one's own tasks in relation to cover all objectives and goods.
 - ❖ To understands the Socio-economic culture profile or the larval groups.
 - ❖ To identify the causative factors of the problem situation – affecting various target groups.
 - ❖ To develop skills to relate theory in to practice.

- **ATTITUDES :**

With the help of the field instructor

- Learner shows increasing responsibility in relation to own role in the agency, that is in being regular, submitting recordings 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.
- 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.
 - Learner is able to convey respect and concern to the client system.
 - Learner shows maturity in dealing with situations, control of impulsive behaviour and emotions in relation to client systems, and shows awareness of different cultural backgrounds and their impact.
 - Begins to show understanding of basic values and ethics of the profession.

- **Problem Solving Skills –**
 - ❖ To understand and utilize various tools of fact finding.
 - ❖ To establish working relationships.
 - ❖ To begin partially the problem and utilize appropriate methods of problem solving.
 - ❖ To develop beginning ability to use simple office procedures, and to participate in agency meetings and conferences.
 - ❖ To develop beginning ability to function as a team member.
 - ❖ To learn to maintain time sheet and organize workload.
 - ❖ To use recordings as a tool for learning.
 - ❖ To develop intervention skill.
 - ❖ See the inter-relationship between the selected methods of social work to the needs problem of individuals and groups.
 - ❖ Selects relevant information from different sources about the needs / problem 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.
 - ❖ 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, AIDS/HIV.
 - ❖ 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.
 - ❖ Begins to work at the individual level (one to one basis) whenever necessary
 - ❖ 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 help in handling such feelings.
 - ❖ Identifies resources and enables the client system to utilize the same.
 - ❖ Selects relevant facts for recording and attempts to write own assessment of the situation / activities.
 - ❖ Tries to apply knowledge to practice, for example use of non-formal education techniques while working with adult semi-illiterate groups.
 - ❖ Understands the importance of team work, role and position among colleagues and agency's personnel.
 - ❖ 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
 - ❖ Attempts to write official letters, appeals for fund-raising, minutes, and reports with the help of colleagues.
 - ❖ Begins to build relationships with individuals and groups, may need guidance, especially in their termination.
 - ❖ Offers suggestions/comments based on practice experiences and takes responsibility for self-evaluation.

- **Professional Development –**
 - ❖ To show responsibility in relation to role in the agency.
 - ❖ To indicate regularity in submitting recordings and attending supervisory conference.
 - ❖ To begin to show self-awareness as a learner and sensitivity to the client system.

- **Use of Field Instruction:-**

- ❖ To utilizes field instruction appropriately.
- ❖ To tasks guidance from the field instructor.
- ❖ To accepts positive and negative comments about self.
- ❖ To takes responsibility for learning.
- ❖ To participates in individual and group conference.
- ❖ To develop ability to move from simple to complex tasks.
- ❖ To develop professional self.

Method of Assessment

The Structure of Merit Weight. Of Various Components of Social Work Practicum shall be as follows.

Sr. No	Activity	Maximum Marks
1	Field work orientation attendance	05
2	Structured experience laboratory attendance	05
3	Actual field work attendance	20
4	Working with individuals	10
5	Working with Groups	10
6	Field work record & daily diary writing & checking	05
7	Individual Conference	05
8	Group Conference	05
9	Viva-vorse	10
	Total	75

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